

**Special Educational Needs and Disabilities (SEND) REPORT TO GOVERNORS  
2021/2022**

Evaluation of SEND provision and pupil progress.

Special Educational Needs Coordinator (SENCo): Karen Chambers  
SEND Link Governor: Kate Hopcraft



**School profile**

**Analysis of numbers of pupils on SEND registers:**

By the end of the academic year there were 50 children on the register at William Fletcher School; this represented 17.9% of the pupil population; this is above the national average of 14.7%.

**Breakdown by Year group:**

Status	Y1	Y2	Y3	Y4	Y5	Y6	FS	Total
SEN	5	4	10	7	5	9	3	43
Statement/EHCP		2			1	1	3	7

The number of pupils with special educational needs (SEN) had increased from the previous year from 39 in 2020-21. Pupils who have an Education, Health and Care plan (EHCP) had more than doubled from 3 to 7.

**SEND profile by gender:**

SEND category	SEND	Boys	Girls
SEN	43	25	18
EHCP	7	7	0
Total	50	32	18

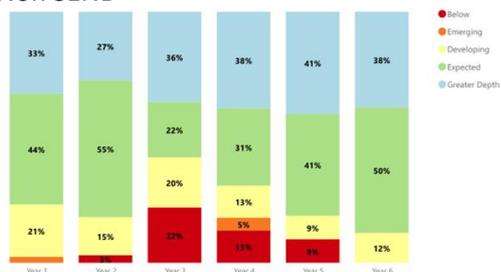
**SEND profile by primary need:**

	Cognition and Learning C&L	Communication and Interaction C&I	Social, Emotional and Mental Health SEMH	Complex needs	Speech and Language S&L
SEN	36	1	3		3
EHCP	1	4		1	1

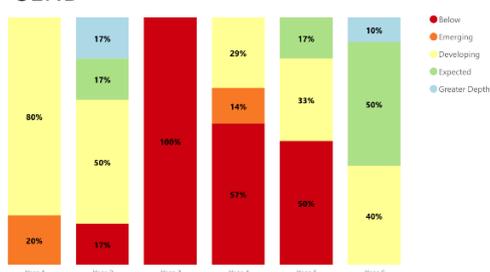
**PROGRESS MADE BY PUPILS WITH SEND**

**Reading:**

**Non SEND**



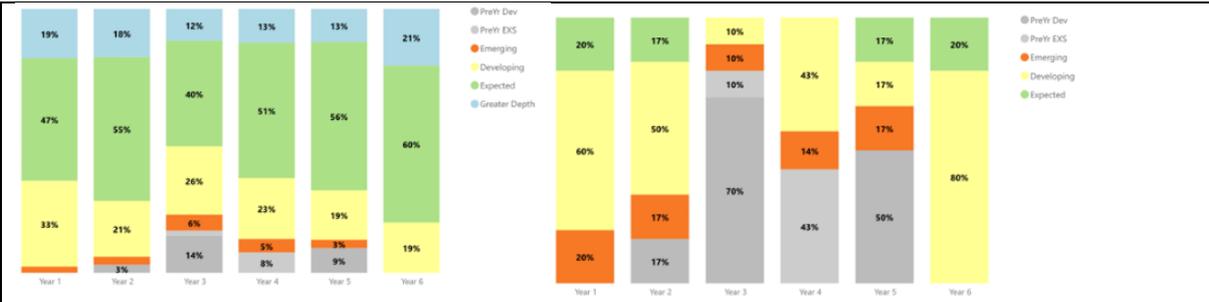
**SEND**



**Writing:**

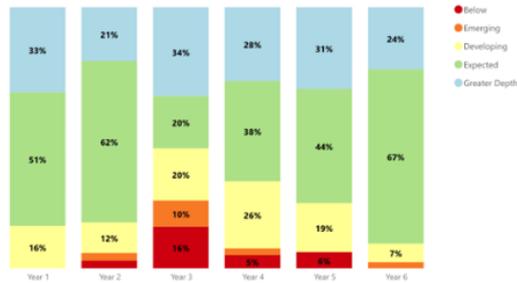
**Non SEND**

**SEND**

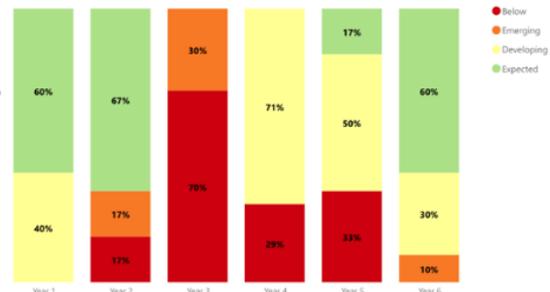


**Maths:**

**Non SEND**



**SEND**



Children in year 3 on the SEND register continue to be a focus. This group of 10 children and predominantly boys have had additional support since joining the school in Foundation Stage. We continue to provide small group interventions. Whilst they have all made progress, they still remain significantly below the rest of their peer group.

	Reading	Writing	Maths
Children with SEND 50	Below 21 Emerging 2 Developing 17 Expected 8 Greater depth 2	Below 18 Emerging 5 Developing 22 Expected 5 Greater depth 0	Below 15 Emerging 5 Developing 16 Expected 14 Greater depth 0
Children without SEND 229	Below 18 Emerging 3 Developing 39 Expected 94 Greater depth 85	Below 21 Emerging 8 Developing 62 Expected 121 Greater depth 39	Below 19 Emerging 8 Developing 45 Expected 110 Greater depth 69

**Foundation stage:**

68% of children without SEND met a good level of development (GLD)

0% of children with SEND met a good level of development (GLD)

The cohort had three children with EHCPs and two children who had no pre-school experience before starting school. Despite this group of children having considerable support particularly with communication skills, these children did not reach the expected standard.

## UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

- Children with SEND all have learning difficulties or conditions that make it harder for them to learn than most children of a similar age; these children may need extra or different help from that given to other children. At William Fletcher School we have high aspirations for all our pupils and check progress regularly to ensure that all pupils meet their potential. Assessments are carried out three times a year, which will then inform pupil progress meetings. Assessments consist of the National Test-style Standardised Assessments and Youngs spelling test. At pupil progress meetings the class teacher and a member of the Senior Leadership Team analyse data and if needed, put additional support in place. Additional provision is summarised by the SENCo in a termly provision map.
- All pupils on the SEND register have a pupil profile which lists the child's strengths, needs and provides guidance for strategies/interventions that are used to support learning. The profile also lists SMART targets for children to work towards. Profiles are reviewed three times a year with pupils and parents.
- We were successful in securing 3 new EHCPs for children in EYFS and Year 2. The SENCo has also supported Pre-School in their application for an EHCP in preparation for a child joining school in September 2022.
- The SEND Link Governor and the SENCo met 3 times throughout the year to discuss the school's implementation of the SEND system. We reflected on the positives of getting interventions back up and running again after such an unsettled Covid period and of two new interventions in particular. We also discussed the benefits of a support group led by the EP service where the SENCo was given the opportunity to problem solve and work through specific issues. The SENCo is concerned about the ongoing placement of specific students and talked through the processes involved in supporting parents to have the right information to help with decision-making.
- We secured specialist provision for a Year 6 child moving on to secondary school and will continue to work towards the same outcome for 4 other children and their families.
- 96% (48) of children on our SEND register completed our SEN pupil voice questionnaire. Two children on our SEND Register were unable to provide answers for the questionnaire due to their high level of additional need. Children across all year groups (FS - Y6) were invited to participate. The questions asked were to ascertain if the children felt happy, supported and safe at William Fletcher School.

<b>Focus</b>	<b>Action</b>
Some children identified that they did not enjoy leaving the classroom for small group interventions (KS2 asked).	Interventions take place out of class in order to create a positive working environment for the group (often made up from more than 1 class) and reduce noise levels in the classroom.
86% of children said that they would like more time learning outside.	Forest school is going to start at William Fletcher School.
Some children felt that their work was difficult in class, and felt better when working with a partner.	The SENCo will look into how children are scaffolded with their learning, particularly in the afternoon when TAs are less available to support. Post pandemic, children should no longer be sat on individual tables, unless this is part of their individual learning plan; children are now sat in groups.
Outside play	The Anti Bullying committee have raised funds for a buddy bench as they recognised that

	there are times when children need support to find a play friend.
Individual reading	The SENCo will continue to recruit volunteer readers as they add to a child's enjoyment of reading and are a positive alternative adult.
2 children said they did not feel safe/supported at school	As the questionnaire was completed by the SENCO, we are aware of who these children are. We will work closely with the child in developing a positive view on school.

Overall, the results to the SEN Pupil Questionnaire were positive. 96% of children with Special Educational Needs feel happy or OK about William Fletcher School. The majority of children (92%) felt supported and safe at school and able to identify who to go to for help. It was pleasing to see that peer support was something children felt they had access to when needed and this could be a result of mixed ability tables.

### Analysis of provision for SEND

Provision maps detail a range of support throughout the school including in-class support for groups and individuals to help children access the mainstream curriculum, and strategic intervention work to help children close the gap in their learning. All interventions for SEND pupils are measured for impact; they are preceded by an assessment which is repeated at the end of the intervention.

Strategic intervention programmes used:

- NELI
- Reading Quest
- Code X
- Reading Recovery
- Speech and Language Therapy
- White Rose
- ELSA

The impact of interventions:

NELI (early spoken language skills, FS)	One child's progress indicated that their language skills are no longer a cause for concern, two will benefit from ongoing support in developing their language skills. The fourth child showed that they are definitely in need of ongoing support in developing their language skills; they had no pre-school experience before starting school and their attendance for 2021-22 was 82%.
Reading Quest (reading and comprehension, LKS2 and KS1)	Cohort 1 between 4 and 23 months progress in 2 months. Progress was affected by children's poor attendance. Cohort 2 between 11 and 43 months progress in 2 months.
Code X (reading and comprehension, LKS2)	The intervention was replaced by targeted intervention groups across the key stage.
Reading Recovery (reading and writing, KS1)	All children made between 5 and 8 points progress in their book level over the year.

Speech & Language (all key stages)	All children achieved 3/3 of their targets or 2/3. 4 children are being discharged from the service.
White Rose (maths, UKS2):	The intervention ran from October to December, but was replaced in February by a maths tutor who worked 1:3. The tutor proved more successful as the intervention was in person rather than using IT.
ELSA (nurturing, all key stages):	Provision is guided by use of The Boxall Profile. All children make good progress towards their specific targets.

#### Continuing professional development

- Neli intervention
- Essential Letters and Sounds
- Developmental Language Disorder
- Working Memory
- Wellcomm Toolkit
- Colourful Semantics
- SEND Identification and Assessment

#### Work with external agencies

Over the academic year, the following agencies supported some of our SEND children in school:

- Speech and Language Therapist
- Educational Psychologist
- Communication and Interaction Service
- CAMHS
- Community Paediatrician
- Hearing Impairment service
- Occupational Therapy
- Complex Needs
- Physiotherapy

