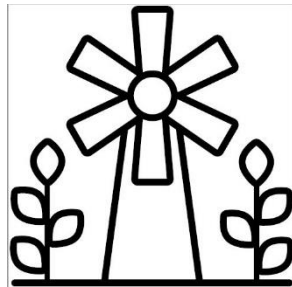


Sibsey Free Primary School



Report to governors on SEND October 2022 For 2021/2022

Link Governor: Richard Atterby

Approved by: Governing Body



1. Statement based on Ofsted descriptors regarding the SEND Provision

Effectiveness of leadership and management

The SEN Leader continues to set high expectations of the pupils and staff. This is also evidenced through SEN Governor Observations. There is evidence that there is good understanding of the needs of SEN pupils throughout the school, both in terms of Senior Leadership Team, and Teaching staff/Teaching assistants. This is also backed up through responses received from parents at meetings, and the positive comments made about the school's provision by outside agencies.

Quality of Teaching, Learning and Assessment for SEND pupils

Observations of lessons by Headteacher and through Peer Review, indicates that there is Quality First Teaching in all classrooms. There is evidence of the effectiveness of this in the outcomes for the children. The quality of Learning for SEND pupils is supported through evidence of achievement of their personal targets, and their progression through the national curriculum. During the academic year 2021/2022, the school continued to judge progress of SEN children through the attainment of targets and for some children, the targeted and appropriate use of PIVATs is an appropriate supportive tool – although not using it formally as an assessment model anymore, the steps to support children's development are extremely useful. Over the next year, the school will continue to develop its work with parents and carers on the V-SEND tool.

Personal Development, Behaviour, Welfare and Attendance of SEND pupils

There is previous evidence, some anecdotal, that SEN children in our school progress well in this area. Through excellent support, they can show they are confident learners, and able to achieve personal targets. Achievement against personal targets is reviewed at least termly. Welfare concerns are met through discussions with staff, or parents as appropriate, through discussion with outside agencies, and through Team Around the Child process. Behaviour and welfare issues are also met through pastoral support, 'Circle of Friends' approach, 'Nurture' activities, and similar approaches. School has also engaged the support of the 'Healthy Minds' Team, and offered Pastoral Support Plans where appropriate. We have also been part of a pilot of the new Mental Health Support Team. This has offered a limited number of children an additional opportunity to work with trainee educational psychologists – this has proved very beneficial for those children involved. Comments from parents have indicated the success the school has had with these interventions. Attendance of all children is monitored by teachers, the Headteacher and Governors. Persistent absence amongst this group is low, and where this does exist evidence shows that the work done by the school has improved the situation. There can be valid reasons for lower attendance (medical appointments). Children have been 'assessed using the 'Sibsey Scale' – which has been used for children and families at home, as well as those in school/returning to school. This has enabled us to identify children in need of emotional health and wellbeing support.

Outcomes for SEND pupils

These are detailed in section 3.



1. SCHOOL PROFILE

Our percentage of pupils with SEND support has risen significantly within the last 18 months, since the return to school from remote learning. The number of pupils with EHCP is in line with national figures. As at July 2022, there were 38 children on the school's list of children with Additional Needs – this represented 20% of the school role. Two children had Education, Health & Care Plans. Some children have needs in more than one area, but have been allocated according to their main need.

See below for the breakdown of need for 2021/2022.

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
4	1	23	0	8	0	3	2

2. IDENTIFYING PUPILS WITH SEND

One of the main ways of Identifying children who may have additional needs is made through considering and monitoring assessment data. This leads to discussion between the SENCO and teaching staff through Pupil Progress Meetings. Concerns about a child can also be raised by teachers around non-academic areas, or by other members of staff. In both cases, this will be followed by a discussion with parents. Parents know their child best, and they can also raise their own concerns about their child with the school staff, and this leads to discussions with the Parents and also where appropriate with the child themselves. Involvement of outside agencies can also identify particular needs. Liaison with settings before children join the Reception class also raises awareness of needs, as does relevant paperwork received from previous settings when children join us midyear.



3. PROGRESS MADE BY PUPILS WITH SEND

The pupils on the school's Additional Needs List generally progress well from their starting points. Whilst their progress is monitored through academic achievement as they move through the school, progress is also monitored through analysis of achievement against personal targets set. Targets are set for each pupil on the list and can be curriculum related or related to personal skills. Outcomes of this analysis is presented to Governors. Pupils with academic needs are supported through interventions which are reported on Provision Plans by each class teacher. The progress of the pupils undertaking additional intervention is monitored through progress made from starting point. The needs of pupils which are non-academic are met according to the need, and can involve individual pastoral support, 1:1 support, or group work. Targets for pupils who have support from outside agencies include targets/areas for support suggested by those agencies. Progress of pupils who have emotional health and well-being needs is also monitored through observations/reports of outside agencies.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

	Reading	Writing	Maths
Pupils with SEND	18% Below 58% WTS 24% EXS	18% Below 58% WTS 24% EXS	11% Below 58% WTS 32% EXS
Pupils without SEND	21% Below 71% WTS 8% EXS	1% Below 30% WTS 60% EXS 9% GDS	18% WTS 57% EXS 26% GDS

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

The support of pupils with SEND is targeted to meet their particular needs.

The school operates the Graduated Approach for pupils on the Additional Needs List. At least three times a year, there is a process of 'Assess, Plan, Do, Review'. Termly, the academic progress of SEND pupils is monitored, their progress against targets is analysed, and new targets set. This process involves requesting the views of both parents and the child themselves, and parents are invited to attend termly meetings to discuss and consider this information, alongside any concerns the parents or school may have and agreeing the next steps for the child. During these meetings, any suggested referrals for outside support can be discussed, and where already involved, reports from outside agencies can also be considered.

Parents of pupils with Additional Needs also have the opportunity to meet with the SENCO/Assistant SENCO throughout the year to discuss progress or necessary adaptations for their child. These are in addition to Graduated Approach and Parents Evening opportunities.

During the academic year, one request for an assessment of a child's education, health and care was submitted, and accepted for assessment. The outcome of the assessment is awaited.

The Governor with responsibility for SEND has met with the SENCO and Assistant SENCO to discuss the outcomes of pupils on the school's additional needs list, and his report was presented to the Governors.



5. SEND FUNDING

This section could tell governors:

The school's SEN Notional Budget showed an increase from the previous financial year. This budget is used to fund the school's required contribution for the two Education, Health and Care Plans to allow those two children to have full time 1:1 support throughout the school day. The remaining funding has been used to support other pupils with needs. This can be through direct adult 1:1 support, through small group support for academic needs, and through 1:1 pastoral support. Parents have also been supported through the Therapeutic Parenting approach. The support can be through intervention groups focusing on a particular area of need within the curriculum, or through focusing on a pupil's personal targets on a 1:1 basis. Funding is used to fund the support of staff providing this support. It has also been used to purchase resources/equipment needed for individual pupils, and other resources e.g. assessment products. Funding is also used to support the employment of the Assistant SENCO, and to allow the staff to receive specific training in a particular area e.g. Lego Therapy.

Towards the end of the school year, a new 'Checking In Club' was trialed to allow a particular group of children to settle into the school environment each morning, before entering classes. The impact of this was positive, and has been extended into the academic year 2022/23.

The Headteacher is responsible for making decisions regarding the allocation of the SEN Notional Budget, with appropriate decisions being ratified by the Governors.

Where pupils with Additional Needs are also eligible for Pupil Premium Funding, the Headteacher is responsible for allocating this funding, which is also used to support the needs of those particular pupils. The provision and use of Pupil Premium is detailed in the relevant report available to Governors and on the school's website. With the agreement of the Virtual School, funding has been raised to support the training of an ELSA, and also to purchase the support of an Educational Psychologist, Yoga expert.

6. STAFF DEVELOPMENT

Opportunities for staff development have been taken over the year, with teachers working together through the 'Everest' collaboration. Assistant SENCO has trained as an ELSA. Staff have taken opportunities to undertake Autism Education Trust training courses. Headteacher/SENCO and Assistant SENCO have continued to attend the Local Authority Graduated Briefings.

Staff also continue to annually update their knowledge in respect of medical needs to support relevant children. This includes: Anaphylaxis, Asthma, Deaf awareness, Physical and Occupational therapy.

7. WORK WITH EXTERNAL AGENCIES

During the year, the school has continued to seek the support and advice of outside specialist support services, both through 'bought in' services, and support available at no cost. The support and advice received has enabled the school to move forward with meeting the needs of particular pupils, and also with suggested targets for pupils. The agencies consulted during the year include:

Community Paediatrics Team – assessment of pupils with regard to various diagnosis e.g. ASD, ADHD.

Mental Health Support Team – who have offered 1:1 support for children, and also a group intervention.

St. Francis School Outreach team – assessment and advice for physical difficulties.

Sensory Education Support Team – assessment and advice for children with sensory difficulties (hearing/eyesight)

Speech and Language Therapy – assessment and support for children with language difficulties.

Specialist Teaching Team – assessment to support academic needs, including identification of children with dyslexia.



7. WORK WITH EXTERNAL AGENCIES

Visual Processing Clinic – referral of children to assess any visual difficulties.

Working Together Team – observation of children with social communication needs, including autism.

