

Report to governors on SEND

1. SCHOOL PROFILE

In our school, we are committed to providing inclusive education and addressing the diverse needs of all our students. Currently, 22.6% of our pupils are on the Special Educational Needs and Disabilities (SEND) register, reflecting our dedication to recognizing and supporting those with varying educational requirements. Additionally, 1.4% of our students have an Education, Health and Care Plan (EHCP), ensuring they receive tailored support for their specific educational and health needs. Beyond this, we are actively monitoring an additional 5.7% of our pupil population for potential SEND needs. This vigilant approach allows us to promptly identify and address any emerging requirements, ensuring all students have the opportunity to achieve their full potential in a supportive and nurturing environment.

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
38	3	24	1	22	0	10	1

2. IDENTIFYING PUPILS WITH SEND

The identification of Special Educational Needs and Disabilities (SEND) at our school is a comprehensive process, anchored by a clear framework developed by the SENDCO. This includes a detailed process map for teachers and an 'initial concerns proforma' to systematically record and address identified needs. Both staff and parents are encouraged to communicate any concerns regarding a child's progress or difficulties directly to the SENCo at any time.

Upon enrolment, we assess each pupil's skills and attainment, considering information from previous educational stages and any evidence of disabilities, to plan necessary adjustments. Class teachers regularly evaluate the progress of all pupils, paying particular attention to those whose progress is significantly slower than peers, fails to meet previous rates of progress, or results in widening attainment gaps. Our school's assessment cycle, including termly pupil progress meetings, is instrumental in tracking and identifying pupils who may require more targeted or specialized support.

In the Foundation Stage and Year 1, we employ the SENIT Development Journal, and from Years 2 to 6, we use B Squared Progression Steps. These, along with various other assessment tools like SENIT Phonics and GL Assessment, facilitate our 'assess, plan, do, review' process. These assessments cover academic achievement and other areas, such as social and emotional development.

When a teacher identifies a pupil making slower progress, they initially address this through high-quality, differentiated teaching. If the issue persists, the teacher consults with the SENCO to determine if the challenges are related to special educational needs. In such cases, external specialist advice may be sought in consultation with the pupil's parents or carers.

It's important to note that slow progress or low attainment alone does not automatically indicate a pupil has SEN. We consider factors like language proficiency for pupils whose first language is not English, and short-term impacts on performance or behavior, such as bullying or bereavement.

In determining the need for special educational provision, we focus on the desired outcomes for the pupil, including expected progress and attainment, as well as the views of the pupil and their parents. This helps us decide the necessary support and whether it can be provided through adapting our core offerings or if additional or different measures are required.

For new pupils identified with SEN, those known to external agencies, or those with an EHCP, we engage in multi-agency collaboration to gather relevant information before their arrival. This ensures support is in place as early as possible, facilitating a smooth and supportive transition into our school environment.

3. PROGRESS MADE BY PUPILS WITH SEND

At our school, the continuous assessment and support of pupils, with a particular focus on those with Special Educational Needs and Disabilities (SEND), is a priority and an ongoing endeavor. We have implemented a comprehensive approach to monitor and support each pupil's development. A cornerstone of this approach is our termly SEND pupil progress meetings, where we closely review the progress of each SEND pupil to ensure they are receiving the appropriate support and are on track to achieve their educational objectives.

Our methods for assessing pupils throughout their school journey are multi-faceted and include:

1. **Termly Assessment Data Review:** We conduct thorough analyses of assessment data at least once every term. This practice is crucial in identifying children who are not meeting age-related expectations, allowing us to intervene early and effectively.
2. **Consistent Teacher Monitoring:** Our dedicated class teachers continually observe and monitor their pupils through various means, including observations, discussions, and detailed marking and written feedback. This continuous vigilance helps in promptly spotting and addressing any areas of concern.
3. **Open Communication:** We maintain a policy where staff members can discuss any pupil-related concerns at any time. This ensures that issues are addressed collaboratively and swiftly.
4. **Engaging with Parents:** Active engagement with parents is a key part of our strategy. We believe that parents' insights are crucial in forming a holistic understanding of each child's progress and needs.

For pupils who are significantly behind their peers, we employ specialized tools to accurately assess and support their progress. The B Squared finely graded progression tool is used for those who require detailed monitoring and specific learning targets. This tool allows us to break down learning into small, manageable steps, providing a clear pathway for progress. Additionally, for younger children or those not engaged in subject-specific learning, we use the SENIT Developmental Journal. This resource offers a tailored approach to tracking and supporting the development of children with more complex needs.

By using these specialized tools alongside our broader assessment strategies, we ensure that every pupil, especially those with SEND, receives personalized and effective support. This commitment to their progress and development is fundamental to our educational ethos and practice.

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

Update on the School's Implementation of the SEND System.

In our ongoing commitment to supporting pupils with Special Educational Needs and Disabilities (SEND), we have made significant strides in enhancing and refining our approach. This section provides an overview of our current practices and achievements in this critical area.

Targeting Support for Pupils with SEND: The school adopts a philosophy where focusing on the needs of our SEND pupils inherently benefits the entire student body. By addressing the unique challenges faced by these students, we create a more inclusive and supportive learning environment for all. Regular discussions among our staff ensure that the support strategies are continuously adapted and optimized to meet the evolving needs of our SEND pupils.

- **Implementing the Graduated Approach:** We employ the Individual Provision Map (IPM) document as a cornerstone of our graduated approach. This key tool is reviewed termly with both teachers and parents, allowing for a collaborative and responsive approach to each child's education plan. During these reviews, successes and areas for improvement are thoroughly discussed, ensuring that our interventions are both effective and tailored to the individual needs of each pupil.
- **Statutory Assessments for EHCPs:** The school maintains a close working relationship with the Special Educational Needs and Assessment Provision (SENSAP) to ensure that all statutory assessments for Education, Health and Care Plans (EHCPs) are conducted efficiently and effectively. We have established a detailed calendar to guarantee that all EHCP reviews are carried out promptly and in line with the required timelines, ensuring that our pupils' needs are consistently met in accordance with the latest educational standards and regulations.
- **Collaboration with the SEND Governor:** The appointment of Barbara Glastonbury as the SEND Governor has marked a significant step forward in our SEND governance. Regular meetings will begin to occur between the SEND coordinator (SENCO) and Mrs. Glastonbury provide an opportunity to discuss strategic developments, review the impact of our SEND provision, and plan for future enhancements. These meetings will be a crucial part of our governance structure, ensuring that our SEND strategy remains focused, effective, and aligned with the best interests of our pupils.

In summary, our school is dedicated to continually improving and adapting our SEND system to meet the diverse needs of our pupils. Through targeted support, effective implementation of the graduated approach, timely statutory assessments, and strategic governance, we are committed to providing an inclusive and supportive educational environment for all our students

5. SEND FUNDING

Our school ensures the judicious allocation and utilization of SEND funding to optimally support pupils with Special Educational Needs and Disabilities.

- **Allocation and Spending of SEND Funding:** The school commits significant resources to support pupils with SEND. The first £6000 of additional support per pupil is funded directly by the school. Beyond this, we apply for Funding for Inclusion (FFI), or 'Top-up' funding, to cover further needs. The majority of this funding is allocated to teaching assistants, catering to various needs across different year groups.
- **Responsibility for Funding:** The SEND funding is meticulously monitored and managed by the FFI team within SENSAP. They ensure that the funding applications are thoroughly evidenced and that the impact of the funds is reviewed at the end of each funding period.
- **Support for Pupils Eligible for Pupil Premium:** For pupils with SEND who are also eligible for the pupil premium, this funding is strategically used to enhance their support. This might include additional interventions and resources tailored to their specific needs, ensuring that these pupils receive comprehensive support that addresses both their educational and socio-emotional needs.
- **Evidence of Impact and Accountability:** The effectiveness of the funding is regularly assessed through various metrics tailored to each child's needs. This includes tracking progress in cognition and learning, communication and language, and physical/sensory areas using tools such as OTRACK assessments, B-squared progression steps, SENIT Developmental Journal, and SALT assessments.

In conclusion, our school is dedicated to ensuring that SEND funding is allocated effectively and responsibly, with a clear focus on meeting the diverse needs of our pupils and demonstrating accountability for the impact of this funding

6. STAFF DEVELOPMENT

Staff development, particularly in the area of Special Educational Needs and Disabilities (SEND), has been a major focus at our school. Recognizing the importance of this area, SEND has been established as the primary target for whole school development in performance management. Each staff member has been assigned individual targets related to SEND, complete with specific success criteria.

- **Professional Development and Training:** Significant time and resources have been dedicated to professional development, including specialized meetings and In-Service Training (INSET) days. This commitment to training is further enriched by the expertise provided by Jenny Scott Consulting, which has been instrumental in enhancing our staff's knowledge and skills in SEND.
- **Support for the SENCO:** Recognizing the demanding nature of the role, our SENCO has been granted additional time out of class. This allocation is specifically for managing busy periods, particularly those involving applications, attending SEN conferences, and conducting termly reviews with teachers. This ensures that the SENCO is able to effectively perform their duties and maintain the high standards of our SEND provision.

Through these measures, our school is committed to continuously developing the capabilities of our staff in supporting pupils with SEND, ensuring they are equipped with the knowledge and skills necessary to provide the best possible educational experience.

7. WORK WITH EXTERNAL AGENCIES

Our school actively collaborates with various external specialist support services to enhance the education and welfare of pupils with Special Educational Needs and Disabilities (SEND). This collaborative work with agencies such as Mindmate/CAMHS, Speech and Language Therapy, Educational Psychologists, and others plays a crucial role in providing tailored support to our pupils.

- **Impact of External Support:** The involvement of these specialist services has had a significant positive impact on our pupils. They provide specialised interventions and assessments, contributing to the overall development and progress of our SEND pupils. Their expertise is invaluable in creating individualized plans that address specific needs, resulting in noticeable improvements in pupils' academic and social skills.
- **Concerns Regarding Specialist Support:** While the support from these agencies is vital, there are concerns about the sufficiency and timeliness of this support. The demand for such specialized services often exceeds their availability, leading to delays. This can impact the timely implementation of support for some pupils. We continuously seek ways to mitigate these challenges, including exploring additional resources and support mechanisms.

In conclusion, the partnership with external agencies is an integral part of our approach to supporting pupils with SEND. We are committed to maximizing the benefits of these collaborations while also addressing the challenges to ensure that all our pupils receive the support they need.