

Annual SEND Report to Governing Body

School: Shrivenham CE Primary School	Date of report: September 2024
SENCO / leader completing report: Jane Titterington	SEND Governor: Caroline Woodbridge-Lewin & Sarah Bryning

SEND Profile (July 2024 figures)

SEN Stage	Number of pupils	% of whole school	National %
No SEN	159	75%	83%
SEN Support	39	18%	13%
Education, Health and Care Plan (EHCP)	14	6.6%	4.0%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process?			
<ul style="list-style-type: none"> 3 EHCP application at the needs assessment stage. 			
Any HNF applications or EHC needs assessments applied for but refused?			
<ul style="list-style-type: none"> Not Applicable 			
Any significant changes in the SEND profile since last year?			
<ul style="list-style-type: none"> One child with EHC plan's arrived mid-way through the year. EHCP's increased by a further four: most of these reached final draft stage mid-way through the year. School moved site in April 2024; this has offered larger class sizes and easier accessibility but required a high level of transition support and green space has been restricted due to development. Staff supported three families with tribunals to place children in specialist settings or to achieve an EHCP. 			

Area of Need	% of SEN pupils
Cognition and Learning	58%
Communication and Interaction	17%
Social, Emotional and Mental Health	19%
Sensory and/or Physical	6%

SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role	Qualifications if relevant
Natalie Staples	SENCO & Deputy Head	Nasenco Award

Equality and accessibility arrangements

Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?	Yes. The school has moved to a new purpose built site. The building is on two floors but is accessible by a lift and is fully accessible by wheelchair users. The building has access to disabled toilets and hygiene facilities.
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Progress and Achievement of SEND pupils

Reception:

Number of Pupils (6: SEN Support)		% Expected
Communication and Language	Listening and Attention	50%
	Speaking	50%
Physical Development	Gross Motor Skills	100%
	Fine Motor Skills	33%
Personal Social and Emotional Development	Self-Regulation	50%
	Managing Self	33%
	Building Relationships	33%
Literacy	Comprehension	16%
	Reading	67%
	Writing	33%
Mathematics	Number	33%
	Numerical Patterns	33%
Understanding the world	Past and Present	33%
	People, culture and communities	33%
	The natural world	33%
Expressive arts, designing and making	Creating with materials	33%
	Being Imaginative and Expressive	33%

Phonics Screening:

Number of Pupils	% Pass
Year One:	40%
Year Two (re-sit):	0
NA	

Year Two:

	Writing (% Expected)	Reading	Maths	Combined
SEN Support	14%	28%	43%	0
EHCP	0	0	0	0

Year Six:

	Writing	Reading	Maths	Combined
SEN Support	71%	71%	86%	57%
EHCP	0%	66%	33%	0%

Attendance and exclusions of SEND pupils

	% - SEN	% - Non SEND
% attendance	90%	95.7%
Suspensions	There were 15 suspensions Of these 80% had SEN	There were 15 suspensions Of these 20% did not have SEN
Permanent exclusions	0	0

Any actions required?

Context

- Where children with EHCP's had suspensions; joint collaborative work was developed with the school's excellent SEN officer (Iro Papa), Behaviour Team (led by Clare Roberts), Educational Psychologist (Caroline Rendall), Leah Spears (Trust Inclusion Lead), Parents. This work included seeking specialist support, seeking access to social care, having regular meetings with parents and developing bespoke timetables for some children; led or supported by pastoral lead and Senco where required for children identified as having SEN.

Actions

- To continue to work with External Agencies to support expediting referrals where required.
- To begin to explore the use of Alternative Provisions.
- To continue to develop a set of parent workshops (such as SWIFT) to develop capacity to support parents and encourage good attendance.
- To further develop capacity with staff to support children with challenging SEN needs.
- To ensure behaviour plans work alongside SEN provision.
- To develop and monitor support in place for those children for whom the learning environment is challenging. For these children ensure teaching teams around the child are aware of strategies that work and have the confidence to apply strategies with consistency.

SEND Funding

Type of funding	Top up / HNF
Total received in last 12 months	£67,419.83

SEND Provision

What new provision / interventions / resources have	<ul style="list-style-type: none"> • Pastoral team continue to provide bespoke and regular interventions. • Dynamo Maths
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been on offer for pupils with SEND over the last 12 months?	<ul style="list-style-type: none"> • Sensory Circuits • Lunch club • Haven • Meet and Greet (These were adapted to be able to operate in the new school).
What has been the impact of the above in-school provision?	Interventions are now available to an increased number of children for core subjects. Children's mental health is being considered alongside their progress with the use of bespoke and well-founded interventions.
What have been the most effective provision / interventions / resources and why?	<ul style="list-style-type: none"> • Expertise of the pastoral team. • Phonics provision through Little Wandle led by Sian De La Mare. • Offer of a bespoke curriculum for individual children.
Which external professionals have been involved in providing support? What has been the impact of external agency work?	<ul style="list-style-type: none"> • Education Psychology (Caroline Rendall) • Communications and Interactions Team (Rhonda Oliver) • CAMHS • Speech and Language (Kieran Kamal) • Exclusions team (Clare Roberts) • Behaviour support Service • Hearing Impairment team/Teacher of the Deaf • Alternative Provisions: <ol style="list-style-type: none"> 1) Dare to Dream

Complaints relating to SEND

If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes.	<p>No formal Complaints. However there have been difficulties to manage parental expectations in relation to what we have capacity to offer; work on universal offer with additional funding to ensure we have equipment to cover this is being developed.</p> <p>There have been difficulties managing parental expectations with regards to referrals to agencies who have waiting lists of four years or whose parameters have changed to ensure school provide APDR evidence over a year.</p>
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SEND Self-evaluation summary

What are the key strengths of the SEND provision?	<ul style="list-style-type: none"> • Pastoral Team's skill set to develop a 360 approach to supporting children and parents. • Capacity and willingness of the staff to go beyond expectations. • Teaching Assistant team.
What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?	<ul style="list-style-type: none"> • Strive to improve attainment for SEND pupils. • Develop the use of assistive technology within the school and have capacity to ensure this can be developed year on year in line with pupil use. • Refine the use of one-page profiles, outcome plans, provision maps, EHCP targets to have a robust and transparent system.

	<ul style="list-style-type: none"> • Refine the range of provisions (both in and out of class) offered, to ensure these are fit for purpose, well-resourced and staff are trained in them. • Ensure staff have appropriate training in Adapted Teaching Techniques. • Support SEND pupils to feel ownership of their learning and development; viewing Super powers rather than barriers. • To develop relationships with parents to ensure a transparency in what we offer.
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Actions/successes

<ul style="list-style-type: none"> • Continuation of Profiles and outcome plans on Edukey. • Introduction of SEN surgeries for class teaching teams. • Use of External Agencies to provide training, mentoring and coaching. • Use of universal offer has begun with the order of non-negotiable SEN items such as coloured books, ear defenders, fidget toys etc. • Linked work with Watchfield to develop capacity and utilise resources. • Excellent OXCC SEN officer has led to collaborative working with increased outcomes for children. • Development of structured programmes such as SWIFT and managing children’s feelings and behaviour course to support parents. • Joined up work with SENCO from another local school to support with annual review and paperwork.

Concerns

<ul style="list-style-type: none"> • Impact of moving into a new building with support to transition and settle mid way through the year. • New teaching teams (rather than 1:1 model) introduced this year has had teething problems; specifically, around those children with high needs. Changes were effective when team meetings were held with option of 1:1 support for targeted children. • Waiting lists remain high with all external agencies. Number of private assessments have increased. • Expectations of meeting parental demands has provided a challenge which is ongoing; need for parental voice to be collected and transparency in what we offer (universal offer being developed as a document for all stakeholders). • Recruitment of Teaching assistants is proving a significant challenge in the local area.

Next academic year

<ul style="list-style-type: none"> • Improve attainment for SEND pupils. • Improve attendance of SEN pupils. • Develop the use of assistive technology within the school and have capacity to ensure this can be developed year on year in line with pupil use. • Refine the use of one-page profiles, outcome plans, provision maps, EHCP targets to have a robust and transparent system. • Refine the range of provisions (both in and out of class) offered, to ensure these are fit for purpose, well-resourced and staff are trained in them. • Ensure staff have appropriate training in Adapted Teaching Techniques. • Support SEND pupils to feel ownership of their learning and development; viewing Super powers rather than barriers.

- To develop relationships with parents to ensure a transparency in what we offer.
- Ensure accuracy of assessment data.