

Annual SEND Report to Governing Body

School: Shrevenham Primary School	Date of report: 07.11.2023
SENCO / leader completing report: Natalie Staples / Becky Clare	SEND Governor:

SEND Profile

SEN Stage	Number of pupils	% of whole school	National %
No SEN	159	79%	78.4%
SEN Support	32	16%	17.3%
Education, Health and Care Plan (EHCP)	9	5%	4.3%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? There is 1 EHC needs assessment in the system which is awaiting decision. We also have 1 emergency funding request which will also be an EHCP Needs assessment.			
Any HNF applications or EHC needs assessments applied for but refused? No			
Any significant changes in the SEND profile since last year? <ul style="list-style-type: none"> Increase in children with EHCPs which is in-line with national figures. The EHCP children are requiring more 1:1 support and less flexibility with class/groups than before. Their high level of need also requires teams to reduce the impact on one set TA and increase pupil links to a team of staff, not one person. The number of SEN children has risen in line with National average. We have far more children being diagnosed or suspected of having Dyslexia and so we have implemented a Dyslexic friendly approach in school to support these children. 			

Area of Need	Number of pupils	% of SEN pupils
Cognition and Learning	20	49%
Communication and Interaction	10	25%
Social, Emotional and Mental Health	9	21%
Sensory and/or Physical	2	5%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	Cognition and Learning with an increase in the number of children being diagnosed with Dyslexia. WE have 4 formally diagnosed with Dyslexia which has to be completed privately and 5 more suspected. The other significant need is Autism/ASD. We currently have 6 diagnosed but we suspect we may have another 16 undiagnosed who are not all on the SEN register yet.	

SEND Staff (We are all trained to support our SEN children and work as teams to enable greater access for all and look after staff wellbeing)

Staffing

Executive Headteacher: Mrs Jude Scutt

Head of School: Mrs Becky Clare

Deputy Headteacher/SENDCo: Mrs Natalie Staples

Willow Class (Rec): Mr James Hood (Mon-Wed) /Mrs Freya Ealden (Wed-Fri)

Maple Class (Y1): Mrs Mel Keizer

Beech Class (Y2): Miss Lucy Acheson-Gray

Rowan Class (Y3): Mr Sean Carter (maternity cover)/ Mrs Amelia Wright (maternity leave)

Silver Birch Class (Y4): Mrs Lina Pavlidou-Sullivan

Walnut Class (Y5): Mrs Karen Jones (Mon-Wed) / Mrs Mrs Sian De la Mare (Wed-Fri)

Sycamore Class (Y6): Mrs Nicky Coleman

Pastoral Lead: Mrs Jacqui Bailey

HLTA/TA: Mrs Liana Otoo

Pastoral TA / Teaching Assistant: Mrs Jade Forrester

SEN Assistant / Teaching Assistant: Mrs Mandy Hancock

Teaching Assistant: Miss Stacey Chambers

Teaching Assistant: Miss Alicia Lee

Teaching Assistant: Mrs Melina Biggs

Teaching Assistant: Mrs Wioletta Bogusz

Teaching Assistant: Mrs Denise Trafford

Teaching Assistant: Miss Charlotte Killick

Teaching Assistant: Mrs Carolyn Hampton

Teaching Assistant: Mrs Victoria Curtis

Teaching Assistant: Mrs Debs Butler

Teaching Assistant: Ms Charmayne Stanton

Teaching Assistant: Mrs Sarah Thomas

Staff SEND CPD in the last 12 months

Topic	Source	Staff
Asthma Epi-pen	Various	All Staff
Cpoms	School	Teachers
Scaffolding and Challenge	School	Shrivenham and Watchfield
Mental Health	Trust	All schools
First Aid Training	White leaf training	All staff
PDA for Educators	Isabella Trust	Head of School/Pastoral Lead
Dyslexia Gold	Dyslexia Gold	TAs
Behaviour Interventions	School	TAs
Equaliteach (SEND)	Equaliteach	Exec Head/Head of School
Numberstacks Intervention	Numberstacks	Maths Lead
Can do Maths Conference	Can Do Maths	Maths Lead/ Year 3 teacher
Science Ogden Trust CPD	Ogden Trust	Year 5 teachers
Thrive Mental Health Lead	Thrive	Pastoral Lead
Understanding Christian Themes	Diocese	Various
Equaliteach	Equaliteach	All
The Anti-Racist School	External	Pastoral Lead
Writing Journey	School	Writing Lead
High Quality Teaching	Trust	TAs
Scaffolding and Challenge	School	TAs
Inclusive teaching and raising achievement	Trust	TAs
Little Wandle Training	Little Wandle	New TAs
Team Teach De-escalation/Positive handling	Team Teach	Various
Trauma Informed Practice	OSCB	TA
SENSS Training	SENSS	Year 3 staff

Equality and accessibility arrangements

<p>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?</p>	<p>Updates were made with the addition of a pupil with a high level of physical needs joined the school. His individual support plans have been updated to ensure that he has access and an increasing level of independence with his physical development/needs. Her personal and medical care plans are reviewed regularly and updated. He moved to Year 3 this year so access arrangements needed to be put in place for using the disabled toilet/changing area and accessing the hal with steps.</p>
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Progress and Achievement of SEND pupils

<p>Please note any relevant data and show any SEND / Non-SEND comparisons e.g.</p> <p>% achieving GLD at end of EYFS</p> <p>% achieving expected - Y1 phonics</p> <p>% achieving expected - KS1</p> <p>% achieving expected – KS2</p> <p>KS2 combined progress score,</p> <p>KS4 progress 8 score</p> <p>KS4 attainment 8 score</p> <p>Outcomes against any other in-school measure</p>	<p>73% achieved GLD in Early Years last year.</p> <p>90% Year 2 passed their phonic screener (26 out of 29)</p> <p>96% Year 1 passed their phonic screener (26 out of 27)</p> <p>Y2 SEND pupils achieving the expected standard or more in Reading, Writing and Maths Number of Y2 SEND pupils: 7 (more children added was less, but more SEMH needs)</p> <p>FFT Target (Reading, Writing and Maths) 33% of cohort</p> <p>Actual end of year data 14% of cohort</p> <p>Initially the prediction was based on a lower number of SEN children who had more SEMH needs however we have identified two Dyslexic children as well as other cognitive needs. This increased the number of children and lowered the actual number who achieved in all 3 areas of the curriculum. These results were low across the whole Year group last year not just SEN children.</p> <p>Year 2 Pupils achieving the expected standard in Reading, Writing and Maths. Number of Y2 pupils: 30. FFT Target (Combined Reading, Writing and Maths) 70% of cohort</p> <p>Actual end of year data 38% of cohort</p> <p>Our SEN children achieved slightly higher than predicted in maths. However, they struggled with the reading and writing. Three out of four Year 2 children still did not pass the phonic screener despite much intervention to enable them to access phonetical reading.</p> <p>Y6 SEND pupils achieving the expected standard or more in Reading, Writing and Maths Number of Y6 SEND pupils: 8 (was 6) FFT Target (Reading, Writing and Maths) 50% of cohort</p> <p>Actual end of year data 75% of cohort</p>
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Attendance and exclusions of SEND pupils

	% - SEN support	% - EHCPs	% - Non SEND
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100% attendance	1 child - 0.5%	0%	4 children - 2%
Persistent absentees	6 children – 3%	7 children – 3.5%	18.5%
Fixed term exclusions	1 child – 0/5%	3 children – 1.5%	0
Permanent exclusions	0	0	0
<p>Any actions required?</p> <p>2 EHCP children now attend specialist settings and 1 is Electively Home Educated. 1 is awaiting specialist placement for 23-24. 1 is on a reduced timetable and will go to specialist in the future. 1 struggle in school but has a lot of help, parents talk about specialist from time to time. The final one has a lot of time of medical appointments. The SEN support children; 3 are holidays in term time, 2 are illness and 1 is anxiety. Attendance is being monitored to ensure holidays and not taken in term time and fines are being put in place. We continue to fight for specialist placements for children who genuinely struggle in mainstream. We support using reduced timetables as well as lots of other interventions and support to make school a place where everyone can achieve.</p>			

SEND Funding

Type of funding	Top up / HNF	Funding from EHCPs	Other (please specify)
Number of children	2 children	9 children	0
<p>Any significant changes in funding in the last 12 months? (Include any changes as a result of HNF / EHCP funding ceasing, reducing or increasing)</p> <p>EHCP granted 4 children (Y1 child, Y2 child, Y3 child, Y4 child) to help fund TAs in place to support their individual needs. Applied for EHCP 1 child (Rec child) who is receiving individual support and being excluded as trashes classroom/hurts staff and children. Increased EHCP hours 2 children (Y1 child & Y3 child) to cover support staffing hours.</p>			
<p>What impact has the funding have e.g. value for money?</p> <p>Funding does not cover the cost of a teaching assistant but as we put staff in place to support the needs of the children it helps reduce the financial impact on the school.</p>			

SEND Provision

What new provision / interventions / resources have	Dyslexia Gold Sandwell Testing Edukey
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<p>been on offer for pupils with SEND over the last 12 months?</p>	<p>Dyslexia friendly classrooms Zones of regulations and toolkits Fidget equipment and sensory circuits Ear defenders Zoned playground Walkie Talkie system</p>
<p>What has been the impact of the above in-school provision?</p>	<p>Children are ready to learn with their needs being met within lessons and in less structured times. Great access to the curriculum through sensory adaptations, toolkit emotional regulation strategies, dyslexia friendly approached and other interventions to support. Greater parental knowledge of levels as assessments monitors age related cores so a child is not constantly assessed as working towards the standards. Parents have a copy and clear idea of the plan, support strategies and value added to their child's learning. Assessments also provide staff with greater knowledge of children's barriers and gaps in their learning. Staff feel supported by the new systems especially the walkie talkie support system for when children are dysregulated and they need additional support quickly.</p>
<p>Which external professionals have been involved in providing support? What has been the impact of external agency work?</p>	<p>Educational Psychologists understanding assessments reports for school to understand the child's needs, to support parents understanding and strategies that we can all use. To also support EHCP applications with evidence of need.</p> <p>Speech & Language, Teacher of the Deaf, SENSS Complex Needs Team, Occupational therapists, SENSS Physical Disability Team, Physiotherapists, School nurse, Bowel and Bladder, Great Ormond Street Hospital, Neurodevelopment Team at JR and social care are all agencies that have supported the children, families and school. Their support and advice are invaluable in working together with families to support children's SEN in school, home and the community.</p> <p>We have also worked the Oxfordshire SEN team who have</p>

Complaints relating to SEND

<p>If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes.</p>	<p>Yes, parent was unhappy with child's exclusions and wrote formal complaint. They were worried about the possibility of a Permanent exclusion. This was dealt with, and parents are happy with outcome. Lots of strategies in place to support child.</p>
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SEND Self-evaluation summary

<p>What are the key strengths of the SEND provision?</p>	<ul style="list-style-type: none"> • Pupil profiles and Outcome Plans are robust and shared with parents. • Communication between parents and school is strong with teachers taking on more communication with parents to further strengthen. • Support for children with high needs is put in place immediately and is reactively managed to ensure safety for all. • Staff have increasing knowledge of managing a wide variety of needs.
<p>What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?</p>	<ul style="list-style-type: none"> • SENCo to have time to complete paperwork, meet staff and support children's needs through planning • Interventions to take place to support children's learning as well as SEMH needs. • Embedding Dyslexia friendly classrooms and ASD strategies to support all pupils as well as ensuring all provisions is available to the children according to the plans. • Working with parents to increase their knowledge such as SWIFT courses for ASD • Monitoring pupil plans to ensure all strategies planned are in place in the cl