

# Shrivenham CE Primary School



## End of Year SEND report for Governors

2021 - 2022

<b>School: Shrivenham CE Primary School</b>	<b>Date of report: 05/07/22</b>
<b>SENCO / leader completing report: Becky Clare</b>	<b>SEND Governor: Amanda Benbow</b>

## Annual SEND Report to Governing Body

### **SEND Profile**

<b>SEN Stage</b>	<b>Number of pupils</b>	<b>% of whole school</b>	<b>National %</b>
No SEN	161	80.5%	84.1%
SEN Support	31	15.5%	12.2%
Education, Health and Care Plan (EHCP)	8	4%	3.7%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? 2			
Any HNF applications or EHC needs assessments applied for but refused? No			
Any significant changes in the SEND profile since last year? We have double the amount of EHCPs from last year, plus 2 assessments already in and more expected.			

<b>Area of Need</b>	<b>Number of pupils</b>	<b>% of SEN pupils</b>	<b>National %</b>
Cognition and Learning	13	33.3%	18.9%
Communication and Interaction	18	58%	11.8%
Social, Emotional and Mental Health	6	15.4%	18.3%
Sensory and/or Physical	2	5.13%	2.9%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	Communication and Interaction which include ASD / ADHD and those with similar undiagnosed traits. Then Cognition and Learning.		

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

<b>Name of staff member</b>	<b>Role</b>	<b>Qualifications if relevant</b>
Natalie Staples	SENDCO	NASENCO completed last year
Becky Clare	Maternity cover SENCo	

### **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?	Laptops were supplied to any family that did not have access to online learning during the school closures.
--	---

## Progress and Achievement of SEND pupils

Please note any relevant data and show any SEND / Non-SEND comparisons e.g.

% achieving GLD at end of EYFS  
 % achieving expected - Y1 phonics  
 % achieving expected - KS1  
 % achieving expected – KS2  
 KS2 combined progress score,  
 KS4 progress 8 score  
 KS4 attainment 8 score  
 Outcomes against any other in-school measure

Due to Covid there were no SATS for KS1 or KS2 and also no phonics screener for Year 1.

Some assessments were carried out in Term 2 [December] and at the end of the year – either side of the school closure. Progress from these assessments has been compared to get a rough indicator of the number of children that made progress by both SEN and non-SEN pupils. It must be noted that the data is lower than is usually expected due to the school closure. The majority of SEN pupils achieved well in their pupil profile targets on return to school which does not reflect in the whole school assessment process. The assessments also do not take into account the participation of children during remote learning, which will significantly impact the progress made across the year.

	Writing	Maths	Reading
Y1			
Progress T2-T6 SEND	0%	0%	0%
Progress T2-T6 Non-SEND	11%	47%	26%
Y2			
Progress T2-T6 SEND	66%	0%	0%
Progress T2-T6 Non-SEND	95%	45%	68%
Y3			
Progress T2-T6 SEND	50%	75%	25%
Progress T2-T6 Non-SEND	87%	79%	37%
Y4			
Progress T2-T6 SEND	50%	0%	50%
Progress T2-T6 Non-SEND	47%	17%	52%
Y5			
Progress T2-T6 SEND	50%	25%	50%
Progress T2-T6 Non-SEND	66%	66%	61%
Y6			
Progress T2-T6 SEND	0%	0%	0%
Progress T2-T6 Non-SEND	40%	76%	52%

% of children passing the Year 1 phonics screener at the end of the year.

SEND	0%
Whole class	77%

EYFS % achieving a good level of development by the end of the year

SEND	20%
Non-SEND	76%

### Attendance and exclusions of SEND pupils

	% - SEN support	% - EHCPs	% - Non SEND
Attendance	93.43%	97.04%	97.64%
Persistent absentees	3%	0%	0%
Fixed term exclusions	0%	25% [1 exclusion for 1 child]	0%
Permanent exclusions	0%	0%	0%
<b>Any actions required?</b> No All persistent absence and exclusions have a high level of support in place. It has been a difficult year due to Covid so attendance will be impacted as a result.			

### SEND Funding

Type of funding	Notional budget	Top up / HNF	Funding from EHCPs	Other (please specify)
<b>Total received in last 12 months</b>	£91,112.35	£1702.13 This is one off uplift High Needs Block SEND Funding	£16971.87	
Any significant changes in funding in the last 12 months? (Include any changes as a result of HNF / EHCP funding ceasing, reducing or increasing)  HNF total was extra funding from the Government to meet the needs of children with EHCP was based on the number of hours - Total funding £2250 - £1702.13 Paid 2020-2021 and the rest will be paid £547 2021-2022  £4370 more funding in 2020-2021 than in 2019-2020 ( Equates to 1 more EHCP)				
What impact has the funding have e.g. value for money?  It has meant that we have been able to employ additional TA staff in order to provide high quality support for our SEND children.				

### Staff SEND CPD in the last 12 months

Staff	Date	CPD received	Provider	Impact
All staff	Sep 20	Safeguarding	Headteacher	Positive
NQT	Various	NQT training [inc SEND]	Jude Scutt and others	Positive
All staff	Jan 21	Various training during lockdown	Various	Positive

TAs / Teachers	Apr 21	First Aid	White Leaf Training	Positive
TAs	Jun 21	Sensory Circuits	Rachel Kenyon	Positive
All staff	Jun 21	Trauma Training	Betsy De Thierry	Positive
All staff	Jun 21	Phonics	Ramsbury	Positive

### **SEND Provision**

What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?	Number Stacks [maths] and Project X [reading] interventions have been introduced. Nessy [reading and spelling] an online interactive intervention has been introduced for SEN with a particular focus on dyslexia. A high quality curriculum, often bespoke, was offered to all SEND pupils during lockdown.
What has been the impact of the above in-school provision?	The impact has shown that SEND children were able to still make small step progress against their individual targets. The provision over the school closures enabled children to return to school confident and ready to learn back in school. The range of interventions offered provided support for individual children's needs and the online intervention was also able to be accessed at home as well.
What have been the most effective provision / interventions / resources and why?	The new interventions put in place haven't been established long enough [due to Covid] to see the impact yet. Reading for Meaning has the most impact on comprehension progress. Virtual intervention programmes, during school closures, enabled children who took part to maintain their progress and come back to school ready to learn.
Which external professionals have been involved in providing support? What has been the impact of external agency work?	We have been fortunate this year that despite the lockdown we have still gained access to a range of external services, which other schools have not had. We have received face to face or virtual visits from C&I, Play Therapy, S&L, Hearing Support and the Educational Psychologist. Receiving this support has enabled us to seek advice regarding specific children and then provide targeted support to meet these children's needs.

### **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.	None
--	------

### **SEND Self-evaluation summary**

What are the key strengths of the SEND provision?	<ul style="list-style-type: none"><li>• Tailored provision provided through intervention and support to all SEND pupils.</li><li>• Skilled TAs in being able to deliver personalised curriculum and interventions.</li><li>• Robust pupil profiles with frequent review cycles.</li><li>• Support for Pastoral Assistant for children with SEMH needs.</li><li>• Strong relationships with stakeholders</li><li>• Strong transition provision in place for SEND children</li><li>• Breadth of intervention programs</li><li>• Flexible and adaptable approach</li></ul>
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"><li>• Identifying small step progress against the whole school assessment system.</li><li>• Employ SEND assistant</li><li>• Develop use of pupil voice</li><li>• Explore the understanding of equality versus equity with regards to quality first teaching</li></ul>

### **Actions/successes**

<ul style="list-style-type: none"><li>• <b>1 Successful EHCP application</b></li><li>• <b>A range of training opportunities provided for all staff</b></li><li>• <b>New interventions introduced and specific TAs trained in these areas</b></li><li>• <b>SEN assistant appointed for next academic year</b></li><li>• <b>Drawn on a range of external professionals for support and advice</b></li><li>• <b>New skilled TAs employed</b></li><li>• <b>High quality remote learning delivered</b></li><li>• <b>Successful transition for SEND children provided – both for secondary and end of year transitions</b></li></ul>
--

### **Concerns**

<ul style="list-style-type: none"><li>• <b>Rising numbers of EHCP children</b></li><li>• <b>Delays in getting external agencies due to Covid</b></li><li>• <b>Recruitment of high quality TAs and the lack of school budget to support this</b></li><li>• <b>COVID restrictions have meant less ability to spend time in classrooms and monitor as regularly as normally would</b></li><li>• <b>SEND children not showing comparative progress on whole school assessment system</b></li></ul>
--

### **Next academic year**

<ul style="list-style-type: none"><li>• <b>An additional 2 EHCPs plus one confirmed assessment for next academic year</b></li><li>• <b>Recruitment of additional high quality TAs to support the EHCP needs</b></li><li>• <b>Further EHCP applications to be made</b></li><li>• <b>Development of assessment system to record the small step progress made by SEND children.</b></li></ul>
--

