



# SEND report to governors 2020-2021

## National profile for SEND compared to Phil & Jim:

	National	Phil & Jim
% children EHCP	3.7%	1.23%
% children SEN support	12.2%	9.62%

## School profile for SEND 2020 - 2021

In July 2021 at SS Philip and James School 39 (9.6%) of pupils receive SEN support and 5 children have an EHCP.

SEN need at Phil & Jim is as follows (some children have co-morbid diagnoses and fall into two or more categories):

Communication and Interaction (C&I) including speech, language and communication including Autistic Spectrum Disorder.		Cognition and Learning (C&L)		Social, Emotional and Mental Health (SEMH)		Sensory and/or Physical Needs (SN/PD) including visual, hearing and/or physical disabilities	
No. of pupils with this need	No. of pupils with an EHCP	No. of pupils with this need	No. of pupils with an EHCP	No. of pupils with this need	No. of pupils with an EHCP	No. of pupils with this need	No. of pupils with an EHCP
11	5	23	2	4	1	3	1

Year group	SEN support	EHCP
EYFS	1	0
1	4	1
2	4	0
3	6	2
4	8	1
5	8	0
6	8	1

There is a decrease in pupils on SEN support and with EHCPs from 2019-20 and numbers still sit below national levels.

	2019-2020	2020-2021	National Levels
Pupils receiving SEN support	10.7%	9.6%	12.2%
Pupils with an EHCP	2.1%	1.2%	3.7%

## SEND Policy

Our SEND School Information report has been written to meet legal SEN requirements and is available on the school website. It is reviewed and updated yearly. The SEND Policy will be reviewed in January 2022 and our Accessibility Policy will be reviewed in November 2021. There is an updated Intimate Care Policy to meet need if required.

## Overall quality of provision for pupils with SEND

### School Closures

During school closures pupils' access to learning and mental wellbeing were managed by class teachers and the Senior Leadership Team. Sarah Hiner, Pastoral Support Lead, made weekly contact with all children and families identified as vulnerable. Jayde Patterson (SENCo) supported the TAs working in school to create and deliver effective provision and worked with the teachers at home to support planning for key children. Children with SEND in school received 1:1 or small group teaching from their teacher via TEAMS and interventions were continued via TEAMS or in-school by a TA.

### Graduated Approach

**Assess:** Children on the SEND register had their reading (word reading and comprehension), spelling ages and/or maths ages assessed in October.

**Plan/Do:** Children who were working below their chronological age were then added to specific interventions (cued spelling, catch-up phonics, write away together, accelerad / accelewrite, Plus 1, Power of 2) to accelerate progress. The reading and spelling ages were then taken again at the main data drops throughout the year.

**Review:** If the child had not made accelerated progress despite being on an intervention, then the SEND descriptors were completed by the class teacher and the appropriate action was taken (this may include an assessment by the SNA/ST, further 1:1 support from a qualified teacher, a referral to an external team, a different intervention taken).

SEMH needs: Referrals made to the Mental Health Support Team to support children / families in school. Additional support was provided weekly by the Communication and Interaction Team support worker.

Whole School Progress of Pupils

	Reading			Writing			Maths		
	3 steps*	4 steps	5+steps	3 steps	4 steps	5+steps	3 steps	4 steps	5+steps
SEN support	13%	34%	37%	13%	18%	39%	21%	29%	34%
EHCP	20%	40%	-	20%	20%	-	40%	20%	-
Non SEND	13%	44%	34%	13%	36%	36%	17%	45%	27%

\*Expected progress=3 steps      Accelerated progress= 4+ steps

Since the gradual reopening of schools there are a number of actions have been put in place to further support the management of SEND.

1. Jayde Patterson, SEND Coordinator worked with all staff to ensure Pupil Plans were comprehensive and effective for the child moving up to their next class in September 2021. These have also been shared with parents/carers so they know the next steps for their child.
2. Following on from school closures due to COVID, School Leadership team has focused on prioritising key skills gaps and ensuring all pupils can access the curriculum to make expected progress. This includes daily targeted readers and specific interventions to close the gap and see accelerated progress.
3. Whole School training from the C&I team has been delivered on the Zones of Regulation so this is a whole school approach from September 2021.
4. Jo Reeder, Deputy Headteacher and Jayde Patterson, SENCo to work closely to plan for interventions and ensure they are robustly monitored for effectiveness.
5. The Behaviour Policy has been closely followed and all incidences reported on Integris.
6. School Development and Improvement plan to focus on ensuring pupils' mental health is supported so that they are engaged in social, spiritual and academic aspects of school life. This has been the focus for TA appraisals.

## Achievement of pupils with SEND

Children with SEN are part of a group of learners who are vulnerable to underachievement. Many factors contribute to learning being challenging such as lower entry points, working memory and processing difficulties and environmental issues. SEND pupils across Oxfordshire still have lower attainment than schools across the Country, therefore, a focus for Oxfordshire SEND Team will be supporting schools further with this challenge.

Data was collected in Autumn 2020 to enable staff, parents and pupils to know the academic starting points for 2020-2021. It showed that most children, including Non-SEN children, were below expected entry levels which meant there needed to be additional catch up support for pupils to achieve the expected levels by the end of 2020-2021 alongside Quality First Teaching.

At SS Philip and James Primary School we work to 'Close The Gap' between SEN children and their peers. We therefore track SEND pupils against national expectations as well as their smaller objectives in their Pupil Plans.

### July 2021 data

Expected Levels:	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN
<b>Reading</b>	25%	74%	66%	80%	17%	85%	13%	88%	76%	88%	88%	90%
<b>Writing</b>	25%	52%	33%	68%	0%	58%	0%	55%	25%	66%	38%	66%
<b>Maths</b>	25%	62%	33%	85%	33%	92%	25%	84%	51%	96%	63%	92%

The July data shows that the current year 3 and 4 are the weakest cohort. This means that Y4 and Y5 will become the focal point for provision in 2021-22.

Robust data was gathered in July 2021 to ensure a strong baseline for the following academic year.

Jo Allot, SNA, will support in Autumn 1 to assess children and support Quality First Teaching (QFT) and intervention design.

## Interventions

Reading, Writing, Maths and Communication and Interaction (C&I) support were the main areas for intervention.

Interventions include:

- Accelerated / Accelewrite
- Cued Spelling
- Catch-up Phonics
- Write Away Together
- Spirals
- Handwriting Intervention
- Lego Therapy
- Power of 2
- Plus 1
- Toe by Toe

Progress was tracked using entry and exit data. All but one pupil made expected progress or accelerated progress in measurable interventions.

TAs have received training from external agencies or the SENCO.

## SEND Budget and Spending

#### School Budget for SEN:

Year	Notional SEN	Additional SEN
20-21	178,254	25,040
21-22	* 139,244	17,394(est)

\*% LA allocated dropped from 11.7 to 8.42

#### **How budget is spent:**

4 children with EHCPs have a 1:1 TA. Fifth child has two teaching assistants who share the dedicated time.

TAs deliver interventions and support children to access learning.

Jo Allot, SNAST, worked with, and wrote reports for, 12 children from EYFS-Year 5. These reports support applications for additional funding and intervention design.

Purchasing resources: sensory resources, intervention books.

£1000 annually Edukey subscription (tracks budget and Pupil Profiles)

### Staffing for SEND and CPD

Jayde Patterson, SENDCo 2020-2021

- Inclusion in the primary classroom
- Effective implementation of interventions
- Effective interaction and feedback for TA's
- Developing approach with staff around how children learn and supporting the teacher led part of the lesson
- Supporting children with specific learning difficulties

CPD has been delivered from the Communication and Interaction Team and the SNAST (Jo Allot).

### Engagement with pupils, parents and the wider community

#### **Focus for School:**

##### Ensuring engagement levels were high, specifically during lockdown:

-Office staff highlighted pupils with persistent absences and worked with parents / carers on the reasons why engagement was low.

-Provided resources where needed (additional laptops, collecting from home, resources, 1:1 phone calls).

-Engaged additional support teams, including the attendance team and the MHST.

-Children taught by class teacher (live and pre-recorded lessons and small group/1:1).

-Worked with parents/carers to ensure that the child could / would attend the live sessions. Follow-up phone calls to ensure engagement.

-Live assemblies via TEAMS

##### External Services:

SENSS Communication and Interaction Team, SNAST Advisory Teacher, CAMHs Child and Adolescent Mental Health Services, SALT Speech and Language Therapists, OXSIT Inclusion Team, Occupational Therapist, Physical Disability Team, Autism Champions and Oxfordshire SEN Team.

##### Edukey:

-Used to create Pupil Profiles which focus on children's strengths, needs and strategies along with Specific Measurable Actionable Realistic Timebound (SMART) targets.

-Teachers meet with parents regularly (minimum of 3 additional meetings per year) to discuss targets and next steps.