



SEND report to governors 2021-22

National profile for SEND compared to Phil & Jim:

	National	Phil & Jim
% children EHCP	4% ↑	2% ↑
% children SEND support	12.6% ↑	7% ↓

Headline facts and figures - 2021/22	
National	<p>-The most common type of need amongst children with an EHC plan is Autistic Spectrum Disorder (ASD). Almost one in three children with an EHC plan are identified with a primary need of ASD (103,400 children).</p> <p>-The most common type of need among children with SEND support are Speech, Language and Communication need. The primary need identified for 262,400 children was Speech, Language and Communication Needs (SLCN). This is followed by Social, Emotional and Mental Health needs (SEMH) (208,900 children) and Moderate Learning Difficulty (MLD) (197,400 children).</p>
Phil & Jim	<p>-The most common type of need among children with an EHC plan is Autistic Spectrum Disorder (ASD).</p> <p>- The most common type of need amongst children with SEND support are Moderate Learning Difficulty (MLD) or Cognition & Learning.</p> <p>- There is a potential trend of more families seeking ADHD diagnosis suggesting an uptick in SEMH needs.</p>

School profile for SEND 2021 - 2022

In July 2022, at Phil & Jim, 27 children (7%) received SEND support and 6 (2%) children had an EHCP. 1 child received additional funding with an EHCNA in process. 1 additional EHCNA has been requested.

SEND need at Phil & Jim is as follows (some children have co-existing 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 children with this need	No. of children with an EHCP	No. of children with this need	No. of children with an EHCP	No. of children with this need	No. of children with an EHCP	No. of children with this need	No. of children with an EHCP
10	6	23	3	10	4	2	2

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

	2019-2020	2020-2021	2021-2022
Children receiving SEND support	10.7%	9.6%	7%
Children with an EHCP	2.1%	1.2%	2%

There is a **decrease** in the number of children on SEND support from 2020-21 and an **increase** in the number of children with an EHCP. Numbers still sit below national levels. **Nationally, there has been an increase in EHC Plans and children with SEND support.** The SEND review published in March, 2022 (Green Paper) acknowledged that the system for SEND Support was becoming financially unsustainable and a variable set of experiences for children and families, which was not always resulting in positive outcomes. At Phil & Jim we endeavour to deliver a predictable, consistent response to children and families' needs.

SEND Policy

Our SEND School Information Report/Policy has been written to meet legal SEND requirements and is available on the school website. It is reviewed and updated annually. The [SEND Policy](#) will be reviewed in January 2023 and our Accessibility Policy will be reviewed in September 2022. There is an updated Intimate Care Policy to meet need if required.

Work with families

At Phil & Jim we have an open-door policy. We recognise that families know their children best. We encourage families to meet with the child's teacher if they have any concerns. They can also contact the SENCo through the office email: office.3835@ss-philip-and-james.oxon.sch.uk or via senco@ss-philip-and-james.oxon.sch.uk. We aim to ensure our families have all the information they need around SEND support. Our [website](#) contains information about how we support children with SEND and the Oxfordshire SEND [Local Offer](#).

Any child on SEND Support has a Pupil Profile which we share with families. We use Edukey to write Pupil Profiles for children on SEND Support. The profiles show a children's strengths, needs and the strategies used to support learning along with Specific Measurable Actionable Realistic Timebound (SMART) targets. Teachers meet with parents regularly (minimum of 3 additional meetings per year) to review the profile and discuss targets and next steps.

Identifying Children with SEND

How do we support and make provision for children with Special Educational Needs?

As a school we work in partnership with families and their children. We acknowledge that parents know their children best and are often the first to raise concerns about their children's progress. The class teacher initially responds to their concerns, followed by, or in tandem with, the SENCo. We sometimes ask our Special Educational Needs Advisory Support Teacher (SNA) to complete assessments to enable us to baseline children and compare them to their peers.

Teachers use our whole school provision map to ensure a strong universal offer. Making higher quality teaching available to the whole class is likely to mean that fewer children will require targeted support. Teachers track children's progress and attainment using *Sonar* data tracker. Assessment information is gathered from ongoing formative teacher assessment and summative assessments. Teachers have half-termly Pupil Progress Meetings (PPMs) with our Deputy Headteacher and SENCo where they can discuss concerns about children's progress and/or attainment. They identify any children who may need to begin the '**graduated response**' (available on the school [website](#)). Concerns are also discussed with the SENCo and shared with families.

Targeted Support is planned by the class teacher and outlines any reasonable adjustments or specific interventions. The impact of this support is tracked in one of the following ways: specific assessment linked to an intervention (e.g. *Toe by Toe*), formative teacher assessments, summative standardised assessments or *Sonar*. *Sonar's* formative assessment report enables teachers to track specific learning objectives. Teachers plan the correct support to address the gaps in learning and, when needed, timetable opportunities for support staff to regularly deliver this support.

When required, TAs may deliver evidentiary interventions*, such as *Toe by Toe*, to address specific gaps in learning. The impact of these interventions is assessed on a half-termly basis. At the end of the intervention, the class teacher and TAs review the children's learning and record the current attainment and next steps. These children continue to receive high-quality teaching.

If targeted support has minimal impact on the child, they will be moved to **SEND Support** and receive a Pupil Profile. Teachers will write Specific, Measurable, Achievable, Realistic and Time-bound (SMART) targets to move the child's learning forward. Pupil Profiles will be reviewed by the class teacher at least three times a year in partnership with the family, with support from the SENCo.

If targeted support and Pupil Profiles have minimal impact, the evidence from this work will be collated and an application for a **statutory assessment** made. This may result in an **Education, Health and Care Plan (EHCP)**.

This process is called the **Graduated Response**.

***NB Interventions**

Recognising that the majority of effective approaches involve targeted small group or one-to-one intervention and that **short sessions** are most effective, we plan in regular, short burst, structured interventions (Education Endowment Foundation). Interventions are carefully timetabled to ensure both consistent delivery and that children continue to have access to quality-first teaching.

Attainment and Progress

At Phil & Jim, we have high aspirations for all our children. We aim to remove any barriers to learning so that every child can learn and make progress.

Children with SEND 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, processing difficulties and environmental issues. We therefore track SEND children against national expectations as well as against their SMART targets in their Pupil Profiles. It is important to remember that children with SEND are often working 'significantly below' their peers which means their progress may be tracked on *Sonar* using learning objectives from different year groups.

July 2022

Progress data for SEND Support (3 children are too young to be included):

Upper left quadrant - Children are making progress below expectation but are working at, or above, age related attainment expectation. These children may be coasting or have had a period of long-term absence for example. They may have been assessed at 'above' and now be 'at'.

Upper right quadrant - Children are working at the expected rate of progress and the expected attainment or higher. These children are unlikely to academically be a cause for concern.

Lower left quadrant - Children are making progress below expectation and are working below age related attainment expectations. Children in this quadrant may need additional interventions, differentiation, targeted support. Current interventions may need to be reassessed.

Lower right quadrant - Children are making progress at or above expectations but are working below the expected age-related attainment. These children are potentially closing the gap towards being at the age-related expectation.

Reading

		Progress	
		Below Expectation	At or Above Expectation
Attainment	ARE On Track	8.3% (2)	66.7% (16)
	ARE Not On Track	4.2% (1)	20.8% (5)

Writing

		Progress	
		Below Expectation	At or Above Expectation
Attainment	ARE On Track		20.8% (5)
	ARE Not On Track		79.2% (19)

Mathematics

		Progress	
		Below Expectation	At or Above Expectation
Attainment	ARE On Track		50.0% (12)
	ARE Not On Track		50.0% (12)

Key strengths:

- The majority of children are working at or above in Reading and have made progress.
- Children with weaker decoding or encoding skills still have good comprehension skills.
- All children have made progress in Writing.
- All children have made progress in Maths.

Key areas for development:

- Despite strengths in Reading, the majority of children are working below in Writing.
- Lower attainment in maths is leading us to consider whether our maths interventions are meeting need and whether we are removing barriers to learning during maths lessons so that all learners are supported.

Progress data for children with an EHCP (1 child too young; 1 working pre-key stage):

Reading

		Progress	
		Below Expectation	At or Above Expectation
Attainment	ARE On Track	25.0% (1)	25.0% (1)
	ARE Not On Track		50.0% (2)

Writing

		Progress	
		Below Expectation	At or Above Expectation
Attainment	ARE On Track		25.0% (1)
	ARE Not On Track	25.0% (1)	50.0% (2)

Mathematics

		Progress	
		Below Expectation	At or Above Expectation
Attainment	ARE On Track		50.0% (2)
	ARE Not On Track	25.0% (1)	25.0% (1)

Key strengths:

- Equal attainment/progress across all subjects.
- 50% of children working at or above age related expectations.

Key areas for development:

- We know these children and their interests very well. Do we need to consider how we can further adapt our curriculum so that their particular interests allow them to demonstrate their knowledge?
- We recognise that some of our TAs are inexperienced and will need targeted CPD next year.

Interventions

Reading, Writing, Maths, C&I and SEMH support were the main areas for intervention.

Interventions include:

Maths:

- Power of 2
- Plus 1
- Pre-teaching
- NCETM ready to progress planning
- Targeted teaching using assessment for learning

English:

- Toe by Toe
- Dyslexia Gold
- Nessie
- Daily reading
- Colourful semantics
- Targeted teaching using assessment for learning

C&I:

- Lego Therapy
- Barrier games

SEMH:

- Art as Therapy (At the Bus)
- Co-operative games

SEND Budget and Spending

School Budget for SEND:

Year	Notional SEND	Additional SEND
20-21	178,254	25,040
21-22	* 139,244	17,394(est)
22-23	87,314	16,141

*% LA allocated dropped from 11.7 to 8.42

How budget is spent:

6 children with EHCPs have allocated hours of support.

1 child has additional funding spent on allocated hours of support. EHCNA pending.

TAs deliver interventions and support children to access learning.

Jo Allot, SNA/ST, assessed and wrote reports for key children who had been flagged in PPMs or by teachers. These reports can support applications for additional funding and intervention design.

Purchasing resources: sensory resources, dyslexia friendly books, subscription to Nessie.

£1000 annually Edukey subscription (Pupil Profiles).

Work with external agencies

We have enlisted support and help from the following agencies:

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, Visual Impairment Services, Hearing Impaired Services and Oxfordshire SEND Team.