

Box CE VC Primary School
SEND Governor's Annual Report 29th June 2023

Purpose

As part of their statutory duties, governing bodies must publish information about and report on, the school's policy on special educational needs.

At Box Primary School we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. The policy is reviewed annually - most recently in June 2023.

The Special Educational Needs Co-ordinator (SENCO) is Ms Cathy Clack and the named Governor for SEND is Mr Rob Price.

SEND Profile for the Academic Year 2022-2023

- There are 17 children identified as having SEND,
- This is 10% of children on roll (165).
- This is below the National Average of 16.5%.
- We have one child with an Educational Health Care Plan (EHCP); an application for an EHCP was submitted for a child in KS2.
- During the year, four pupils have been added to the register and two removed.

The register consists of:

- 9 pupils with a Box Primary School Individual Education Plan (IEP)
- 7 pupils with a My Support Plan (MSP)
- 1 pupil with a My Plan - EHCP

Numbers of SEND by Year Group:

Year Groups	YR	Y1	Y2	Y3	Y4	Y5	Y6
Year Group Totals	3	1	2	2	2	3	4

Numbers of SEND by Need:

Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or physical
10	2	5	0

We have two children with a specific learning difficulty and five that we would consider have a moderate learning difficulty.

Overall Quality of Provision for Pupils with SEND

Quality of Education:

All children continue to have access to a broad, balanced and ambitious curriculum which is differentiated to enable children to gain the knowledge and cultural capital they need in order to succeed in life. The focus on High Quality Teaching being the first approach to meeting children's needs remains consistently throughout the school. Staff have developed a small steps approach to ensuring children access all subjects and in carefully planned incremental steps. Where there is capacity, TAs provide support to facilitate high quality teaching and or interventions led by teachers or for short term intervention planned and evaluated by teachers. Teachers are responsible for the progress of children with SEND and follow a graduated response of assess, plan, do and review. Where support or challenge is needed the SENCO works alongside staff to ensure learning provides children with the knowledge and skills they need to succeed.

This year we have implemented a new approach to the teaching of phonics and early reading, called 'Unlocking Letters and Sounds.' Children in Reception and Key Stage 1 are taught a daily discrete session. We use a 'keep up' rather than 'catch up' approach to identify children day to day who have not grasped their phonic learning. As a result, 91% of our Year 1 children passed their Phonic Screening Check this year. All children with SEN passed their check. Our new reading scheme - Ransom has meant that children are able to practise and consolidate their phonic learning through phonetically matched texts. Alongside this all classes have displayed the sequence of phonemes that children are learning as a reference point and they have prompts for phonemes and words on table tops.

Teacher Assessments for Year 6 Pupils with SEND

SEND	4 children	Reading		Writing		Maths	
		No. of chn	%	No. of chn	%	No. of chn	%
Attainment	Working towards	1	25%	2	50%	3	75%
	Expected	3	75%	2	50%	1	25%
	Exceeding	0	0%	0	0%	0	0%

Teacher Assessments for Year 2 Pupils with SEND

SEND	4 children	Reading		Writing		Maths	
		No. of chn	%	No. of chn	%	No. of chn	%
Attainment	Pre-Key Stage	0	0%	1	50%	0	0%
	Working towards	1	50%	0	0%	1	50%
	Expected	1	50%	1	50%	1	50%
	Exceeding	0	0%	0	0%	0	0%

Teacher Assessments for EYFS

SEND	1 child	Reading		Writing		Maths	
		No. of chn	%	No. of chn	%	No. of chn	%
Attainment	Emerging	1	33%	2	67%	1	33%
	Expected	2	67%	1	33%	2	67%

Progress of Pupils with SEND

The challenge of showing progress for pupils with SEN is that they have different starting points, their progress is individual and can often be in small increments. Therefore, progress has been measured through the following ways:

- Progress towards achieving targets
- Reviews of learning between teachers, parents and children
- Progress and impact of interventions
- NFER data where appropriate
- Book looks and drop-ins
- York Assessment for Reading Comprehension (YARC)
- Reviews with outside agencies

Where progress is not being made this is followed up with the class teacher to ensure that provision is adapted. All children have made progress towards their targets. For some it's been in terms of independence in the classroom and some it's in their engagement of learning. For some it's in reading comprehension and others in knowing the basic number facts.

Behaviour and Attitudes

All staff have high expectations and support children on the SEN register to fulfil their full potential. They approach learning through a GROWTH model nurturing confidence, perseverance and resourcefulness. In addition, the environment is supportive and inclusive with the highest expectations of behaviour and where there are issues deal with them quickly and effectively. This was supported by the feedback on our parent questionnaires.

Attendance

The attendance of the pupils with SEND is 95.55%

The whole school pupil attendance without SEN 94.86% (with SEN 95.98%)

Exclusions

There have been no exclusions of pupils with SEND in this academic year.

Budget Allocation

Staffing (including cost of SENCO, TA support for interventions, TA support in class, School Led Tutoring and additional support for covering courses)

£92,105

Staff training - £499 ELSA Supervision/THRIVE; £260 TEAM TEACH

Behaviour Support £778 (de-delegated from school's budget allocation)

Educational Psychology Service £375 (no option to purchase for 2023/24)

Deployment of Staff and Resources

We currently have 5 teaching assistants employed at Box Primary School. Their role this year, has been targeted. Some lead interventions for children who are 'stuck' in their learning because they are missing key skills in Key Stage 2. Interventions lead by TAs were phonics, Booster reading, handwriting and Mastering Number. In Key Stage 1 and Year R TAs have continued with phonic and 1:1 reading interventions. TAs also lead NELI and ELSA interventions. This year we have also trained parent helpers to come into school several times a week to read with children on a 1:1. TAs have continued where possible to support in class such as maths in Key Stage 2.

CPD

Chris Williams	ELSA Supervision 3x Annually
Claire Roberts	ELSA Supervision 3x Annually
Chris Williams	BSS Anxiety Group Intervention Social Scripts and Language Jigs
Cathy Clack	THRIVE
Cathy Clack Lisa Reed	TEAM TEACH
All teaching staff and TAs	Unlocking Letters and Sounds Training

Intervention programmes used this academic year:

- Mastering Number
- Booster Reading
- Unlocking Reading Fluency
- Phonics
- Handwriting
- One to one reading
- NELI
- ELSA

In addition, we have had an intervention teacher who has worked with small groups of children mainly in Key Stage 2 on filling gaps that are halting progress. These have been weekly sessions fed back and reviewed with class teachers. She has also supported a child in Key Stage 1 with Speech and Language.

External Agencies

Where High Quality Teaching and intervention has not resolved difficulties and progress is not being made quick enough outside agencies are sought. This year we have had the input of our Educational Psychologist Alex Elliot. She has lead two Solution Surgeries so far, where teachers have been

invited to bring children who they have concerns about. Together she offers strategies and has been invaluable in her email support. The Specialist SEN Service (SSENS) have been into school to review children and to carry out assessments and held solution surgeries via TEAMS to talk through strategies with staff. Behaviour Support have also been involved with supporting provision for individual children through zoom meetings with staff, observations with feedback and we have also had the support of a Behaviour Support Specialist (BSS) to train our ELSAs in supporting children with anxiety and for teaching children scripts who are on the Autistic Spectrum. Recently we had a teacher for hearing impairment for a child with hearing aids. NHS referrals seem to have been processed a little more quickly although Speech and Language Therapists are still very slow.

Transition

The SENCO has liaised with and visited Pre-school providers to enhance transition arrangements for children starting school with additional needs. She has also held meetings with parents and liaised with Secondary school SENCOs. The Year 6 teacher attended a transition meeting with The Corsham School and has liaised with other secondary schools that children will be transferring to. Additional visits where appropriate have been arranged. Within school, staff meet to discuss children who are on the SEND register or are on our record of concern (ROC) with their next teacher.

Staff Development

Teachers have attended SEND staff meetings including:

- Small steps planning
- Unlocking Letters and Sounds
- Mastering Number

Leadership and Management

The Inclusion Manager/SENCO - has carried out the following this year:

- Monitored the cycle of assess, plan, do and review and updated the overview of how well targets are being met
- The SENCO has worked alongside staff to support them with planning precise targets and in reviewing progress with parents and children
- Researched and explored the introduction of small steps planning to track progress more precisely
- Reviewed SEN Provision with the SIA
- Trained as an Emotional Health Practitioner with THRIVE and TEAM TEACH
- The SENCO has continued to build relationships with children on the SEND register meeting with them to share and review their learning
- She has liaised with outside agencies and completed paperwork ensuring the children receive the best support and provision possible
- Completed an EHCP application
- She has attended meetings and training and keeps up to date with government requirements and changes regarding SEND policy.
- Met with parents of children with SEN at a termly coffee morning and has followed this up with an SEN Update for those unable to attend.

- Parent questionnaires have been analysed to review SEN provision.

Personal Development

ELSA Support

Our two very well trained ELSA's continue to support children across the school. Some of these children are short term - a 6-week block, whilst others have a longer plan of support. This year 18 children have had ELSA support. The ELSAs have been supporting the children in the following areas:

- Anxiety
- Self-regulation
- Understanding feelings and emotions
- Transition
- Friendship - social communication
- Positive mind sets

Medical Needs

Our Supporting Pupils with Medical Conditions Policy, can be viewed on our school website.

Disability Duty- Accessibility and Future plans

Our Accessibility Policy can be viewed on our school website.