

Box CE VC Primary School
SEND Governor's Annual Report 30th June 2022

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 May 2022.

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 2021-2022

- There are 18 children identified as having SEND,
- This is 11% of children on roll (165).
- This is below the National Average of 12.6%.
- At present there are no children with an Educational Health Care Plan (EHCP); an application for an EHCP was submitted for a child in KS2.
- During the year, one pupil has been added to the register and three removed.

The register consists of:

- 14 pupils with a Box Primary School Individual Education Plan (IEP)
- 4 pupils with a My Support Plan (MSP)

Numbers of SEND by Year Group:

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

Numbers of SEND by Need:

Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Social, Emotional and Mental Health	Speech and Language Communication Needs	School Support No SEN Assessment
4	6	1	4	1	2

Overall Quality of Provision for Pupils with SEND

Quality of Education:

All children 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. Provision is focused on High Quality Teaching using adaptations to support children with SEND alongside tightly focused small step targets for improvement and intervention where necessary. TAs provide support to facilitate High Quality interventions led by teachers or for short term intervention planned and evaluated by teachers. Where provision is deemed not to be effective discussions are had alongside the SENCO to ensure learning is carefully sequenced and scaffolded to ensure that children cumulatively gain the knowledge and skills they need to succeed.

There is a rigorous approach to the teaching of reading at the earliest stages of children's learning alongside phonics. Learning environments support the clearly planned and sequenced teaching through the use of working walls, resources and prompts on tables. Teachers are responsible for the progress of children with SEND and follow a graduated response. Ongoing assessment during lessons enable teachers to adapt plans and teaching.

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	2	50%	2	50%	1	25%
	Expected +	2	50%	2	50%	3	75%
	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	Working towards	3	75%	3	75%	3	75%
	Expected +	1	25%	1	25%	1	25%
	Exceeding	0	0%	0	0%	0	0%

Progress of Pupils with SEND

The impact of two years of disrupted schooling and lockdowns due to Covid-19 has had a costly impact on all children but particularly for families that found home schooling a challenge. In Key Stage 1 and the Early Years some children with SEND have made exceptional progress and this has resulted in one child being removed from the register and one who will be removed once in Year 3. Others who have more specific and complex needs, progress has been much slower and minimal. In Key Stage 2 there is a similar picture.

All children with SEND Support have individual targets set for them and these are reviewed each term and monitored by the SENCO. Where targets are not being met this is followed up with staff to ensure precise steps are taken to amend targets to escalate progress. There is a similar approach with interventions.

Behaviour and Attitudes

All staff have high expectations and support children on the SEN register to fulfil their full potential. They create an environment with the highest expectations of behaviour and where there are issues deal with them quickly and effectively.

Attendance

The attendance of the pupils with SEND is 95.1%

The whole school pupil attendance is 94.9% (without SEN 94.8%)

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) - £76,645

Staff training - £290 ELSA Supervision

Behaviour Support - £1,166 (de-delegated from school's budget allocation)

Educational Psychology Service - £360

Deployment of Staff and Resources

We currently have 7 teaching assistants employed at Box Primary School. Their role varies depending on their expertise and experience. Some work on interventions set by class teachers, others on specific programmes and some as in class support. All teaching assistants receive appropriate training and resources. The SENCO and Core Subject leaders meet regularly with TAs to monitor quality of provision and to evaluate progress.

CPD

Chris Williams	ELSA Supervision 3x Annually THRIVE
Claire Roberts	ELSA Supervision 3x Annually THRIVE
Chris Williams	BSS Social Skills Group Intervention
Alison Cobb	BSS Social Skills Group Intervention
Clair Southgate	NELI

Intervention programmes used this academic year:

- Success at Arithmetic
- 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 across the school on filling gaps that are halting progress. These have been weekly sessions and fed back and reviewed with class teachers.

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 there have been no Educational Psychologists available to come into school to lead Solution Surgeries or to carry out assessments with children of concern, although there have been Zoom meetings to discuss individual children. Services are only just beginning to resume. We have had zoom meetings with the Specialist SEN Service (SSENS) as solution surgeries, to review children and more recently they have been back into school to carry out assessments and reviews. Behaviour Support have also been involved with supporting provision for individual children through zoom meetings with staff and we have had a Behaviour Support Specialist (BSS) in school leading and modelling an intervention group. Other services linked to the NHS are overwhelmed at present and there is a long delay in accessing their services for example Speech and Language Therapists.

Transition

The SENCO has liaised with and visited Pre-school providers to enhance transition arrangements for children starting school with additional needs. 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:

- Revisiting the SEN Code of Practice and the Graduated Response - systems were revisited and refined to ensure that there is a clear cycle of assess, plan, do and review and that this is shared with parents and children
- The Graduated Response - using assessments to inform provision
- Resources shared to support learning difficulties for English
- Unlocking Reading Fluency
- Mastering Number

Leadership and Management

The Inclusion Manager/SENCO who is new to the school - started in September 2021 - has carried out the following this year:

- Ensured that there is a rigorous cycle of assess, plan, do and review in place and that she has an 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
- The SENCO has built relationships with children on the SEND register to ensure she can support their needs and with parents to build a trusting partnership.
- She has liaised with outside agencies and completed paperwork ensuring the children receive the best support and provision possible.
- She has attended meetings and training and keeps up to date with government requirements and changes regarding SEND policy.
- Pupil progress for children with SEND is discussed with the Deputy Head each term and the impact of intervention programmes and any changes needed.

Personal Development

ELSA Support

Following the lockdowns and Covid-19 we have seen an increase in children with social and emotional needs. We have two very well trained ELSAs who work with children on a weekly basis for a six week block of work and then drop-in to classes following this to check-in with children. This is planned alongside teachers and shared with parents. The SENCO has an overview of provision and meets with the ELSAs regularly to review progress. They are also supervised by an Educational Psychologist. Progress is fed back to parents at the end of a block of work. This year 22 children have had ELSA support.

Medical Needs

We have updated our Supporting Pupils with Medical Conditions Policy and our School Health Policy can be viewed on our school website.

Disability Duty- Accessibility and Future plans

Our Accessibility Policy can be viewed on our school website and our accessibility plan is below.

	Task	Lead	Timeframe	Success Criteria	Monitoring and Evaluation
Short term	<p>1. To ensure curriculum resources include examples of disabled people</p> <p>2. To ensure that children have tailored tools and resources to meet their needs e.g. coloured overlays, wobble cushions to sit on</p> <p>3. To introduce a tracking system for Small Steps planning and assessment of children with disabilities needs.</p>	CC JF Policy and Curriculum Committee	2021/22	<p>1. Audit of books with examples of disabled people.</p> <p>2. Each class provides children with disabilities access to tools and resources so that they can access the curriculum.</p> <p>3. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>4. Targets are set effectively and are appropriate for pupils with additional needs</p>	
Medium Term	<p>1. To maintain the pathway in the Willow Garden so that it is safe and accessible to all.</p> <p>2. To maintain and improve the children's toilet facilities and decoration in the disabled toilet</p>	JF Policy and Curriculum Committee	2022/23	<p>1. The pathway will be a flat surface for all access users.</p> <p>2. The bottom of the sink cabinet will be sealed.</p> <p>3. The disabled toilets will be redecorated</p>	
Long Term	<p>1. Consider the installation of a more effective hearing induction loop</p> <p>2. Consider the installation of a platform lift in the main building on the stairs leading down to the toilets</p>	JF Policy and Curriculum Committee	2023/24	<p>1. The benefits/use v cost of an induction loop and platform lift have been considered</p>	