

## SEND Annual Report – FEBRUARY 23-FEBRUARY 24

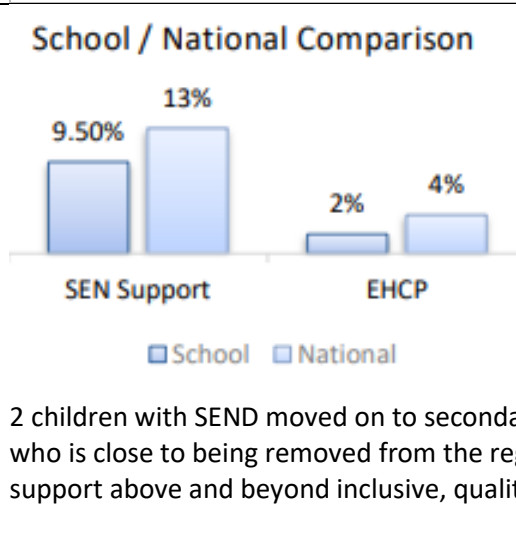
### SCHOOL POLICY AND PROCEDURE

<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> <li>▪ Who is involved in reviewing the policy?</li> <li>▪ Does the policy reflect and meet needs of pupils?</li> </ul>	<p>The ACE SEND policy was produced in February 2020, then reviewed and approved by Directors in March 2021 and again in January 2023. The SEND strategic lead (KBurns) is currently working with ACE strategic leaders to update the policy, which will include our ACE approach curriculum strategy.</p> <p>SENDcos, the ACE inclusion team, along with the LGB will be responsible for reviewing the policy every two years. This is a comprehensive document that covers all aspects of the 2015 Code of Practice. It also references the DFE’s latest guidance - <a href="https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-sendd/">https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-sendd/</a></p> <p>The policy includes our principles and vision for our SEND pupils, key duties of the school in regard to the 2015 Code of Practice and the requirements schools must undertake for all SEND pupils. The ACE SEND policy also includes a glossary which governors may find useful.</p> <p>Schools also have to write a local offer describing their provision for pupils, how they will ensure progress, the school’s accessibility and how they will also include parents in their education. This is separate to the SEND policy but must also be available on the school’s website. This information can be found on our school website in our SEND Information Report.</p> <p>The SENDco creates a SEND action plan that aligns with the policy and the annual SIP (School Improvement Plan).</p>
<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p><b>Key actions 23/24-Impact for SEND pupils</b></p> <ul style="list-style-type: none"> <li>• Regular staff training and meetings with SENDCo to ensure that teachers are planning provision that meets needs of SEND pupils and that learning plans are appropriate.</li> <li>• Weekly meetings between SENDCo and SEND Assistant to progress applications for EHCPs (Education and Health Care Plan) and other referrals.</li> <li>• SEND action plan outlining key actions to ensure all SEND pupils make more timely progress and are having their needs met.</li> <li>• Staff training for teachers and TAS around the importance of building positive relationships (linked to SENDco’s own research).</li> <li>• EP (Educational Psychologist) training for staff on understanding brain science and the importance of positive relationships, particularly for those with ACES (Adverse Childhood Experiences).</li> <li>• SENDco closely monitoring ILP (Individual Learning Plan) targets through the online tool and regular check-ins with teachers.</li> <li>• SEND Trust improvement groups meeting termly to share best practice and further improve subject knowledge through ongoing training.</li> <li>• All interventions continue to be monitored to ensure they are helping children to make progress.</li> </ul>

	<ul style="list-style-type: none"> <li>SEND pupils' journals and progress data is checked in weekly SLT (Senior Leadership Team) meetings. Next steps are then discussed between teachers and team leaders in KS (Key Stage) meetings that same day.</li> </ul> <p><b>Key Lines of Enquiry for 23/24 (taken from SEND action plan)</b></p> <p>SIP links in red</p> <ol style="list-style-type: none"> <li>To develop ECT SEND pedagogy and best practice in line with school's high expectations (O1 KR 1,2,4 O4 KR 1,2,3).</li> <li>To develop a positive relational approach to behaviour (O2 KR 1,2,3 O5 KR 3).</li> <li>To ensure teaching and learning supports children with SEND in making accelerated progress (O1 KR 1,2,3,4).</li> <li>To develop a child-centred approach to all aspects of SEND provision (O1 KR 1,2,3,4 O2 KR 2,3).</li> <li>To improve multi-agency working (O4 KR 3).</li> </ol>												
How does the school identify children with special educational needs?	<p>The identification of children with special educational needs will include one or several of the following:</p> <ul style="list-style-type: none"> <li>Outcomes (identified in progress meetings and ongoing assessments);</li> <li>Class teacher's assessments and ongoing observations;</li> <li>Concerns expressed by the parents;</li> <li>Children with significant social and emotional challenges that are disrupting or preventing children from learning;</li> <li>School and national assessments;</li> <li>Liaison with the child's previous setting, other school or agencies involved;</li> <li>Referrals from other agencies.</li> </ul>												
How many children in the school have special educational needs? How many EHCPs are in place?	<p><b>AREAS OF NEED</b></p>	<p><b>NUMBER OF PUPILS-23</b> (11.5% - 9.5% + 2% EHCP)</p> <p>CHILDREN WILL OFTEN HAVE NEEDS IN MORE THAN ONE AREA OF SEND</p> <table border="1"> <caption>SEND Areas of Need Data</caption> <thead> <tr> <th>Area of Need</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>C &amp; I</td> <td>38%</td> </tr> <tr> <td>SEMH</td> <td>26%</td> </tr> <tr> <td>C &amp; L</td> <td>22%</td> </tr> <tr> <td>S &amp; P</td> <td>14%</td> </tr> </tbody> </table>	Area of Need	Percentage	C & I	38%	SEMH	26%	C & L	22%	S & P	14%	<p><b>PUPILS WITH EHCP-4 (2%) INCLUDED IN OVERALL SEND</b></p>
Area of Need	Percentage												
C & I	38%												
SEMH	26%												
C & L	22%												
S & P	14%												
	Communication and Interaction	16	4										
	Cognition and Learning	9	1										

	Social, Emotional and Mental Health (behaviour)	8	4
	Sensory or Physical	3	1

How many children have met the exit criteria and no longer need that support?



The Current Picture-There are 23 pupils (11.5%) on the SEND register including 4 pupils with Education Health and Care Plans. Overall, the SEND register has increased by 2% from this time last year.

Of the 23 children on our SEND register there are 20 boys and 3 girls. 1 child with an EHCP is in Y2, 2 children are in Y3 and 1 is in Y5.

Our SEND register is robust and children are placed on the register after very careful consideration. Our professional judgement is that the children on the register need to be on there and benefit hugely from the additional support that they receive from being on there.

YR	Count
Y0	0
Y1	3
Y2	2 (1 EHCP)
Y3	5 (2 EHCP)
Y4	4
Y5	5 (1 EHCP)
Y6	4

**ONGOING AND DAILY SUPPORT FOR PUPILS**

How are pupils with SEN ensured access to the curriculum?

- Inclusive, Quality First teaching
- On-going training and support for TAs – weekly TA sessions and standalone focus sessions, including *‘Building Positive Relationships’* – by Tom Hodgson (SENDco) and *‘Creating a Regulated Life’* by Dr Adam McCartney (EP).
- Daily reading sessions and additional phonic sessions
- Individualised plans that identify small steps for progress
- Individual timetables (often visual)
- Scaffolded / supported learning in class
- Personalised learning spaces in class (inclusive)
- Child-centred approach, putting the individual needs of the children first
- Positive relational approach to behaviour
- Additional learning sessions eg pre-teaching or early morning work (before school)
- Interventions such as DIVERSE (KINETICS)
- Memory programmes
- Wellbeing Club

	<ul style="list-style-type: none"> <li>• Designated adults for wellbeing check-ins</li> <li>• Dramatherapy</li> <li>• Lunch time clubs</li> <li>• Y6 play leaders and reading buddies</li> </ul>
What are the targets for children with special education needs ?	Targets are set on an individual basis. This takes into account the child's needs and involve parents and sometimes outside agencies such as educational psychologists. Plans are reviewed half-termly and teachers discuss with the SENDco and parents progress and next steps. Children's targets are added to a personalised plan known as an Individual Learning Plan (ILP) and recorded using the online Provision Mapping Tool. Targets are written out in child-friendly language on a target page for the children to stick in their books to make reference to. These targets are discussed with the child and annotated in their books. Where children have been working on their targets in their books reference is made to them and a gold star is added to highlight this. Children take ownership of their targets and a responsible for ensuring that they work on them alongside their curriculum work. Children with SEND at Shaldon are proud learners and can articulate their learning and their progress eloquently.
How are interventions timetabled so that children are receiving additional support?	Many children on our SEND register receive early morning interventions beginning as soon as the children come into school or before. Teachers begin pre-teaching sessions and one-to-one interventions at these times too. Our phonics, reading sessions and other reading interventions are timetabled so that the whole school participates in daily reading sessions. Pastoral programmes mostly take place in the afternoons with additional interventions including Phonics, Precision Teaching, Power of 2 (maths), reading fluency and maths fluency.
How are staff deployed to ensure progress for SEND pupils?	Whilst we can, we avoid assigning children a one-to-one TA. Research shows that often these are the children who make the slowest progress. We try hard to ensure children do not become dependent and over reliant on TA support. We continually look for opportunities to share best practice through our weekly TA meetings. 3 children who have EHCPs have TA support 1 to 1, as a result of the nature of their additional needs. Other teaching assistants support children in class for Maths and Reading, and then begin interventions for the remainder of the day. These are only stopped whilst TAs cover teachers PPA time or other cover. Support staff are deployed effectively to meet the ever-changing needs of the children and as such, their timetable changes and their role is therefore dependent on a certain level of flexibility.
<b>PROVISION, INCLUDING STAFFING FOR SEND PUPILS</b>	
Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	<p>All children with SEND are on the school's SEND register. They all have ILPs; some have additional relational plans to support with behaviour difficulties. ILPs are written half-termly and shared with the child and parents. Relational plans are written alongside the team around the child and updated as necessary. All plans are recorded on Provision Map (online). All relevant documentation for children with SEND (eg EHCP) are also saved on Provision Map so they are easily accessible.</p> <p>The SEND register is reviewed weekly by the SEND leads (TH and SA). Where children are not responding well to a plan or intervention we adapt the provision. The use of Provision Map continues to be reviewed with SENDcos across the Trust to see if we can ensure greater consistency and effectiveness within our practice.</p>
How are school resources deployed? <ul style="list-style-type: none"> <li>▪ How many LSAs</li> <li>▪ Any external support</li> </ul>	<p>Resources are deployed dependent on the individual needs of the children. Some children at Shaldon require 1:2 or 1:1 support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.</p> <p>We currently have 2 HLTAs and 6 LSAs (some LSAs are part-time) who work alongside the class teachers and SENDCo to provide support for the children.</p>

<ul style="list-style-type: none"> <li>Equipment and any adaptations</li> </ul>	<p>External support is provided for by a private Educational Psychologist bought in by the school. Referrals are made to other external agencies when needed such as Occupational Therapists, Speech and Language support, the School Nurse Team, Portage, Family Support, Medical support and Local Authority support. Specialist outreach support and TA CPD has been provided by Mayfield Special School and Devon Local Authority. The school works closely with both parents and outside agencies to ensure a child's needs are fully met and any advice given taken on board.</p> <p>As part of the SEND action plan for this academic year we are actively looking at ways to work more effectively by drawing on support and expertise from across the Trust and other specialist providers.</p>
<p>Are there any budget/resource issues in terms of SEN provision?</p>	<p>Funding never covers the actual costing of TA support. The school is required to make up the difference from Element 3 from its delegated budget. This is proving to be an increasing challenge for the school but leaders work creatively within the financial constraints to ensure that all children with SEND get the support that they need.</p>
<p><b>PROGRESS FOR SEND PUPILS</b></p>	
<p>How is SEND progress monitored?</p>	<ul style="list-style-type: none"> <li>Ongoing assessments by class teachers and TAs</li> <li>Use of entry/exit data on ILPs and provisions – all populated on Provision Mapping Tool</li> <li>Use of 'Insight HQ' data management system and tracking facility to look at progress</li> <li>On-going monitoring and observation plan/peer reviews</li> <li>Regular book looks</li> <li>Observations by external agencies and ed.psych</li> </ul>
<p>How is progress for SEND pupils measured?</p>	<p>Teachers at Shaldon continuously monitor the progress of all children and this will be reviewed on at least a half-termly basis. If a child is having universal provision the child's progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision then the child's progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher and through meetings if appropriate. If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed. Any parent is able to speak to their child's teacher at any point through this process and they are also able to contact the SEN Team to find out any information on their child's progress. The method of assessment and review will depend on the type of intervention the child is part of – for example, if the child is having cognition and learning interventions then the TA's leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need.</p> <p>In January, Jess Fisher (SENDco at Galmpton Primary), carried out a comprehension SEND review and made reference to how articulate the children were about their progress and next steps, saying that they '<i>clearly verbalised their targets and how these will support them to become a more effective learners. They were proud of the progress they were making</i>'.</p>

What Progress are SEND children making?

EYFS Data		
	School	National
All pupils	93%	79%
SEND	33%	42%

Y1 PSC Data		
	School	National
All pupils	100%	75%
SEND	100%	42%

KS1 Data						
	School			National		
	R	W	M	R	W	M
All pupils	87%	87%	87%	67%	58%	68%
SEND	50%	50%	50%	28%	19%	32%

KS2 Data								
	School				National			
	RWM	R	W	M	RWM	R	W	M
All pupils	87%	94%	94%	90%	59%	73%	71%	73%
SEND (2 children)	0%	50%	0%	50%	20%	39%	29%	36%

## STAFF TRAINING AND OTHER AGENCIES

Has the SENCO undertaken the necessary training? What training has the SENDco taken part in the last year?

The SENDCo attends all forums and LA meetings. SEND trust improvement Teacher Improvement Group (TIGs) are held termly where best practice is shared.  
The SENDco has completed The National Award For Special Educational Needs Co-ordination through The University of Plymouth. This is a masters-level programme with school-based research attached. The SENDco's focus for this research was around the importance of building positive relationships (at all levels). Subsequent training has been implemented and the impact of this can be seen across the school through the children's learning dispositions, their ability to access the curriculum and their success in managing big feelings.

Have the relevant staff members received appropriate training? What training have they undertaken over the last year?

The SENDco has then disseminated the above training to all staff. The SENDco regularly trains all staff as part of his role. The Headteacher has carried out behaviour management training with all staff. The SENDco has led Professional Development Meetings (PDMs) and TA training around ILPs, Provision Map, positive relationships and journaling for children with SEND. Currently, the wellbeing lead (Lisa Betts) is training to be an Emotional Literacy Support Adviser (ELSA) through Torbay Local Authority.

<p>Which external agencies and support agencies are the school working with and how well is this working?</p>	<p>We work with a number of outside agencies and all refer to this when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists and other medical services. These relationships are generally very positive and work well to support the children. We have been working with a new EP this year, Doctor Adam McCartney, who has helped us to better understand the needs of our children with SEND and has provided expert advice regarding provision and next steps.</p>
<h2>WORKING WITH FAMILIES</h2>	
<p>What communication strategies are in place for parents/carers of children with SEN?</p>	<p>The SENDco has set up a SEND Forum for parents via Class Dojo. The group, along with the SENDco, meet to discuss pertinent SEND needs and share successes and challenges. One parent has since set up a WhatsApp group so that parents have someone to share information/advice with. They meet up socially outside of school. This has been a really positive development in terms of school-parent communication.</p> <p>Since 2020, the headteacher has set up a parent representative group, which involves half termly meetings to discuss parental feedback around communication, school events and our curriculum. The parents of pupils with SEND are part of this group and feedback from these parents is overwhelmingly positive. Parents cite that way in which teachers go the extra mile for their child, as well as the broad range of activities their children enjoy, including a wide range of after-school clubs. As part of our ethos, we have an 'open door' policy in which parents are able to discuss any issues / concern or have questions answered as they occur.</p> <p>The SENDco carries out termly SEND surveys. Feedback from these is extremely positive. Examples include:</p> <p><b><i>'Mr Hodgson and the sencos team are all so incredible. Such wonderful teachers who go above and beyond for both of my children.'</i></b> (parent of EHCP child)</p> <p><b><i>'XXXX has received incredible support throughout his time at Shaldon School. I can't thank the school enough. Amazing team. We are so pleased with the progress he's made, especially with his speech, phonics and reading.'</i></b> (parent of a child with communication and interaction needs).</p> <p>Alongside this we have official meeting times, these are as follows:</p> <ul style="list-style-type: none"> <li>- Half-termly meetings to discuss ILP's</li> <li>- EHCP annual review meetings</li> <li>- Parents evening meetings</li> <li>- Meetings arranged by appointment when necessary</li> <li>- Parent / Educational Psychologist / Class Teacher meetings</li> </ul> <p>We have a wealth of information on our website, a link that our parents of children with SEND say has been invaluable for them. The SENDco collated a huge amount of SEND support resources and websites and made available a number of downloadable resources. Feedback from SEND parents has been very supportive and appreciative.</p>
<p>What do parents say about the provision offered by the school?</p>	<p>Feedback from parents continues to be very positive. This was evident in our most recent questionnaire to parents, as part of the local authority review and from our Family SEND support group. Parents acknowledge the great efforts all staff go to, to</p>

	deliver appropriate and relevant lessons and interventions. They appreciate our continued support and accessibility across the academic year. (See above)
<b>REVIEWING SEND ACROSS THE YEAR</b>	
What is going well?	<ul style="list-style-type: none"> <li>• The rapid progress made for many of our SEND pupils since returning in Autumn, particularly around character and metacognition</li> <li>• The quality and frequency of SEMH support</li> <li>• The application of positive relationship training</li> <li>• Levels of confidence and articulation from our children with SEND</li> <li>• Quality of evidence produced by our children with SEND</li> <li>• A well-qualified and knowledgeable SENDco who knows our SEND children’s needs</li> <li>• Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants</li> <li>• Weekly meetings between TAs and Headteacher, to ensure that interventions are taking place and that TAs have the training and support to continue to do their job well, continually adapting to meet the needs of children</li> <li>• Reading support sessions</li> <li>• Pre-teaching interventions including phonics catch up</li> <li>• Positive relationship between school and Doctor Adam McCartney (EP). Feedback from Adam includes: <b><i>‘I was particularly impressed with the dedication, warmth and desire to learn about XXXX needs from her teacher, Victoria. Furthermore, the knowledge and nurturing environment that Tom (SENCo) facilitates is extremely encouraging.’</i></b> (Dr Adam McCartney, EP)</li> </ul>
What is going less well and needs to be part of a SEND action plan?	<ul style="list-style-type: none"> <li>• External support is limited and there are significant cost implications so working smarter, utilising expertise from across the Trust is a next step for us.</li> <li>• Additional staffing would allow for further support and provide consistent, timely interventions.</li> </ul>