

Shaldon Primary School

SEND Annual Report – FEBRUARY 24-FEBRUARY 25

SCHOOL POLICY AND PROCEDURE

When was the SEN policy last reviewed and when will it be reviewed next?

- Who is involved in reviewing the policy?
- Does the policy reflect and meet needs of pupils?

The ACE SEND policy was reviewed and approved by Directors in February 24 and will next be reviewed in February 2026. The SEND strategic lead (KBurns) edited the policy so that it now includes our ACE curriculum strategy. This now includes our underpinning ACE principles.

SENDcos, the ACE inclusion team, along with the LAB 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 - <https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-send/>

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.

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 website.

The ACE SEND policy also includes a glossary which governors may find useful.

The SENDco, along with the headteacher, creates a SEND action plan that aligns with the policy and the annual school improvement plan.

In addition, our 'SEND at a glance' document provides a quick summary of key statistics and outcomes for the school.

Describe the progress on any parts of the School Improvement Plan relating to SEN

Key actions 23/24-Impact for SEND pupils

- 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.
- Weekly meetings between SENDCo and SEND Assistant to progress applications for EHCPs (Education and Health Care Plans) and other referrals.
- SEND action plan outlining key actions to ensure all SEND pupils make more timely progress and are having their needs met.
- Ongoing staff training for teachers and TAS around the importance of building positive relationships.
- Educational psychologist (EP) support through team around the child (TAC) work (for key vulnerable children).
- SENDco closely monitoring ILP (Individual Learning Plan) targets through the online tool and regular check-ins with teachers.
- SEND Trust improvement groups meeting termly to share best practice and further improve subject knowledge through ongoing training.
- All interventions continue to be monitored to ensure they are helping children to make progress.
- SEND pupils' journals and progress data is checked in weekly Senior Leadership Team (SLT) meetings. Next steps are then discussed between teachers and team leaders in key stage (KS) meetings.
- Developing metacognitive strategies for struggling learners
- Ongoing Staff training for teachers and TAS around the Provision Mapping tool
- SENDcos closely monitoring Individual Learning Plan (ILP) targets through planned training and support.
- SEND Trust improvement groups meeting termly to share best practise and further improve subject knowledge through ongoing training.
- SEND reviews Spring term and SEND audit Summer term
- Emotional Literacy Support Assistant (ELSA) training and ongoing supervision for wellbeing lead (LB).

There are many comments highlighting our strong practice for SEND in our October 24 OFSTED report –

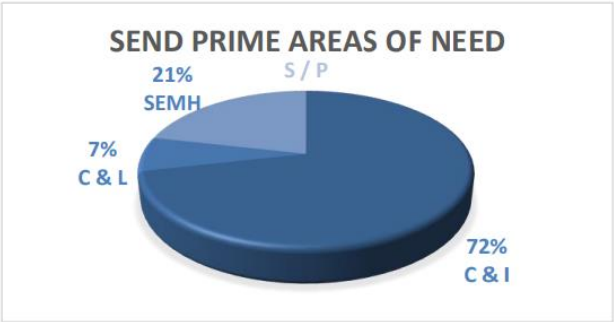
Inspirational teaching reflects the high ambitions that leaders have for all pupils, including pupils with special educational needs and/or disabilities (SEND). The school identifies SEND needs early and effectively meets pupils' needs. Pupils, including pupils with SEND, learn exceptionally well.

Key Lines of Enquiry for 24/25 (see SEND action plan)

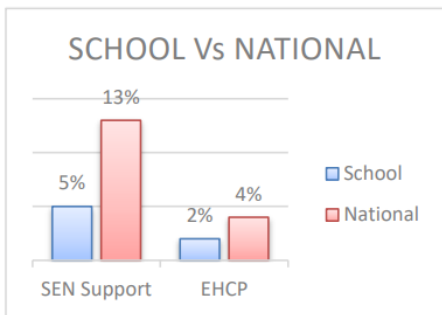
Objective 1	Quality of Education (QoE) All SEND pupils make exceptional progress across all 3 areas of the ACE curriculum intent (See SIP Objective 1)
Key Result 1	Individual Learning Plans (ILPs) will skilfully reflect each of the 3 areas of the ACE curriculum intent.
Key Result 2	Appropriate adaptations will enable SEND pupils to access the learning at the right level, ensuring that they close gaps quickly and make accelerated progress.
Key Result 3	All SEND pupils will be able to articulate work they are proud of, the progress they have made and the next step targets that have been set.
Objective 2	Curriculum outcomes (B&A) All staff will understand and apply the school's relational approach to SEND, ensuring SEND pupils attend school regularly, in line with or above non-SEND peers.
Key Result 1	All staff understand the school's relational approach to SEND and can articulate the school's cultural vision for SEND.
Key Result 2	All SEND pupils will have established strong, positive relationships with the trusted adults they work with.
Key Result 3	Attendance for the school's SEND population will be 97% or above and in line with or above the non-SEND population.

How does the school identify children with special educational needs?

- The identification of children with special educational needs will include one or several of the following:
- Outcomes (identified in progress meetings and ongoing assessments)
 - Class teacher's assessments and observations
 - Concerns expressed by the parent
 - Children with significant social and emotional challenges that are disrupting or preventing children from learning
 - School and national assessments including whole class language link assessments in EYFS
 - Liaison with the child's previous setting, other school or agencies involved
 - Referrals from other agencies

How many children in the school have special educational needs? How many EHCPs are in place?	AREAS OF NEED	NUMBER OF PUPILS- 10 (5%) PUPILS WITH EHCP- 5 (2%)	
	Communication and Interaction (C&I)	11	
	Cognition and Learning (C&L)	1	
	Social, Emotional and Mental Health (SEMH)	3	
	Sensory or Physical (S/P)	0	

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



There are 15 pupils (7%) on our current SEND register including 5 pupils (2%) with Education Health and Care Plans (EHCPs). Overall, the SEND register has decreased by 4% from last year due to children’s accelerated progress and capacity to access Inclusive Quality-First Teaching (IQFT).

Of the 15 children on our SEND register there are 13 boys and 2 are girls. We currently have 1 child awaiting assessment for an EHCP.

Class Breakdown	
YR	0
Y1	2
Y2	4 (1 EHCP)
Y3	3 (1 EHCP)
Y4	3 (2 EHCP)
Y5	2
Y6	1 (1 EHCP)

ONGOING AND DAILY SUPPORT FOR PUPILS

How are pupils with SEN ensured access to the curriculum?

- IQFT
- On-going training and support for TAs – weekly TA sessions and standalone focus sessions
- On-going positive relational training and dynamic support
- Daily reading sessions and additional phonic sessions
- Individualised plans that identify small steps for progress
- Individual timetables (often visual)
- Scaffolded/supported learning in class
- Additional learning sessions eg pre-teaching
- Interventions such as precision teaching and early morning spelling catch-up sessions
- Pastoral/Nurture support

	<ul style="list-style-type: none"> • Wellbeing warriors -our mental health strategy • Use of additional adults to provide bespoke and individual plans • Enrichment programmes • Physical support eg use of a writing slope • Multi-sensory learning • Speech programmes-Language link • Memory programmes • Lunch clubs • Play leaders and reading buddies
<p>What are the targets for children with special education needs ?</p>	<p>Targets are set on an individual basis. This takes into account the child's needs and may involve parents and outside agencies, such as the educational psychologists. Plans are reviewed half-termly and parents discuss progress towards the targets at parents evening. Children's targets are added to a personalised plan known as an Individual Learning Plan (ILP) and recorded electronically using the online Provision Mapping Tool. Targets are written out in child-friendly language on a target page for the children to stick into their books and 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 are responsible for ensuring that they work on them alongside their curriculum work. Children with an EHCP have a summary page of their statutory targets stuck in their books as well as their child-friendly ILP targets so that these on-going targets areas can be cross-referenced continually. Children with SEND at Shaldon are proud learners and can articulate their targets and their progress eloquently.</p>
<p>How are interventions timetabled so that children are receiving additional support?</p>	<p>Many children on our register receive early morning interventions beginning as soon as the children come into school. We run a breakfast club for some of our most vulnerable children on the register to ensure they have a more positive start to the day. 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, including wellbeing and ELSA, mostly take place in the afternoons.</p>
<p>How are staff deployed to ensure progress for SEND pupils?</p>	<p>Where 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 TA meetings. 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.</p>
<p>PROVISION, INCLUDING STAFFING FOR SEND PUPILS</p>	
<p>Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)</p>	<p>All children with SEND are on the school's SEND register. They all have ILPs; some also have additional relational plans to support with SEMH 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 that they are easily accessible. The SEND register is reviewed weekly by the SENDco. Where children are not responding well to a plan or intervention, the provision is adapted. The use of Provision Map continues to be reviewed by the SENDcos across the Trust to ensure that greater consistency and effectiveness of practice is achieved.</p>

<p>How are school resources deployed?</p> <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	<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 7 LSAs (some LSAs are part time) who work alongside the class teachers and SENDco to provide support for the children.</p> <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, Family Support, Medical support and Local Authority support. 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>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>

PROGRESS FOR SEND PUPILS

<p>How is SEND progress monitored?</p>	<ul style="list-style-type: none"> • Ongoing assessments by class teachers and TA supports • Use of entry/exit data for specialist programmes and interventions • Regular review of provisions and use of the online provision mapping tool • Book looks and provision reviews • Use of Insight tracking facility to look at progress • Standardised tests • On going Monitoring and observation plan/peer reviews • Observations by external agencies and EP
<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 using ILP entry and exit data. 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 parents via the teacher and through meetings, if appropriate. If the child and family are part of the Team Around the Family (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 TAs 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. If the child's needs come under the remit of SEMH then we will use the ELSA pre and post-assessment measures.</p>

What Progress are SEND children making?

EYFS Data		
	School	National (2023)
All pupils	90%	79%
SEND	n/a	42%

Y1 PSC Data		
	School	National (2023)
All pupils	93%	75%
SEND	75%	42%

KS1 Data						
	School			National (2023)		
	R	W	M	R	W	M
All pupils	89%	79%	89%	67%	58%	68%
SEND (3 children)	66%	33%	66%	28%	19%	32%

KS2 Data								
	School				National			
	RWM	R	W	M	RWM	R	W	M
All pupils	87%	94%	90%	94%	61%	74%	72%	73%
SEND (4 children)	50%	75%	75%	75%	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 TIGs are held termly where best practice is shared and training needs covered.

The SENDco 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 was around the importance of building positive relationships (at all levels). The impact of this has transformed SEND across the school, developing a positive, inclusive culture where children with SEND flourish.

Feedback from Hannah Chamings (Devon LA SEND Lead):

Tom, you have demonstrated a comprehensive knowledge and understanding of the legislative context of SEND and are applying this to all aspects of your work as a SENCo. You have a strong understanding of what it means to be an effective leader and have reflected honestly on your own qualities as a leader. You have clearly challenged existing systems and processes and are working hard to embed more effective ones, that have a positive impact on staff, CYP and families.

Tom, you are clearly incredibly passionate about your role and dedicated to ensuring the very best experiences and outcomes for pupils with SEND and their families. Your practice is rooted in a person-centred approach and setting high expectations for all children.

You have been very reflective throughout your journey as a SENCo and this has led to significant progress and development across your setting which has directly impacted on the confidence and skills of staff, as well as the outcomes for the children. You are a strong advocate for SEND learners and their families and have a clear vision for SEND in your setting. You have achieved a huge amount this year, both on this course and in your setting, with very limited time as a SENCo in school, and should feel very proud of your achievements and successes.

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. Our SENDco also responsibility for Pastoral support and wellbeing. The Headteacher has continued to carry out behaviour management training with all staff and The SENDco also led Professional development Meetings (PDMs) for staff on developing an inclusive culture for SEND, target setting and relational awareness.

The Wellbeing Lead, Lisa Betts, has successfully trained and qualified as an ELSA and this has benefitted the children across the school significantly.

Which external agencies and support agencies are the school working with and how well is this working?

We work with a number of outside agencies and all refer to others 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 also been working with Dr Adam McCartney, who has been supporting the SENDco and staff with understanding complex needs children and how to effectively adapt the provision to meet their needs.

WORKING WITH FAMILIES

What communication strategies are in place for parents/carers of children with SEN?


We continue to work closely with our parents and our SEND support group for families meets regularly and contributes to our monitoring and improvement work. Feedback continues to be very positive, the group continues to meet and share their experiences, the challenges and many successes. 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 the occur.

Alongside this we have official meeting times, these are as follows;



Communication from my child's teacher is good

[More Details](#) Insights

● Strongly agree	6
● Agree	6
● Neutral	0
● Disagree	0
● Strongly disagree	0



	<ul style="list-style-type: none"> - Half-termly meetings to discuss ILP's - EHCP annual review meetings - Parents evening meetings - Meetings arranged by appointment when necessary - Parent / Educational Psychologist / Class Teacher meetings <p>We have a wealth of information of on our website, a link that our parents of children with SEND say has been invaluable for them, both in terms of signposting, but also for resources to use at home. The SENDco collated a huge amount of SEND support groups and websites and made available a number of downloadable resources.</p>
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<p>What do parents say about the provision offered by the school?</p>	<p>SEND Parent Survey Results – Summer 2024</p> <p>My child's learning plan and targets are shared with me on time</p> <p>More Details Insights</p> <table border="0"> <tr><td>● Strongly agree</td><td>6</td></tr> <tr><td>● Agree</td><td>6</td></tr> <tr><td>● Neutral</td><td>0</td></tr> <tr><td>● Disagree</td><td>0</td></tr> <tr><td>● Strongly disagree</td><td>0</td></tr> </table>  <p>My child makes good progress</p> <p>More Details</p> <table border="0"> <tr><td>● Strongly agree</td><td>5</td></tr> <tr><td>● Agree</td><td>7</td></tr> <tr><td>● Neutral</td><td>0</td></tr> <tr><td>● Disagree</td><td>0</td></tr> <tr><td>● Strongly disagree</td><td>0</td></tr> </table>  <p>Feedback from parents continues to be very positive. This was evident in our most recent questionnaire to parents. Parents acknowledge the great efforts all staff go to, to deliver appropriate and relevant lessons and interventions. They appreciate our continued support and accessibility across the academic Year.</p> <p>Feedback from parents has been overwhelmingly positive: <i>Thank you for your ongoing support & expertise, we are not sure where our son's academic abilities would be without the SEND support we have received.</i> (JW, Y3 parent)</p> <p><i>XXX now loves coming into school and we feel so happy with the wonderful team at Shaldon. Mr Hodgson and Mrs Fletcher alongside many of the wonderful TA's go above and beyond to ensure XXX is getting all of the support he needs in school and we are so happy.</i> (EB, Y3 parent)</p> <p><i>XXX clearly feels safe at school, and is supported by incredible staff who have all made a huge effort to understand her. Despite XXX's complex needs, the staff at Shaldon have high expectations for her and we have been amazed this year that she has started to read and has just moved to the green level!!!</i> (HO, Y4 parent)</p>	● Strongly agree	6	● Agree	6	● Neutral	0	● Disagree	0	● Strongly disagree	0	● Strongly agree	5	● Agree	7	● Neutral	0	● Disagree	0	● Strongly disagree	0
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REVIEWING SEND ACROSS THE YEAR

<p>What is going well?</p>	<ul style="list-style-type: none"> ● IQFT for children with additional needs ● The rapid progress made for many of our SEND pupils ● The character and metacognition strands of our curriculum that are impacting positively on curriculum progression. ● Our relational approach that underpins our ethos around SEND ● A well-qualified and knowledgeable SENDco who knows our SEND children's needs ● Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants
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	<ul style="list-style-type: none"> • Reading support sessions • Pre teaching interventions including phonics catch up • Language link interventions for pupils with communication needs • Implementation of the graduated response • Summer term SEND deep dive with much to celebrate <p>Positive relationship between school and Dr Adam McCartney (EP).</p> <p><i>I was particularly impressed with the dedication, warmth and desire to learn about XXX needs from her teacher, Victoria. Furthermore, the knowledge and nurturing environment that Tom (SENDco) facilitates is extremely encouraging.</i> (Dr Adam McCartney, EP)</p>
<p>What is going less well and needs to be part of a SEND action plan?</p>	<ul style="list-style-type: none"> • External support is limited so we are having to work smarter and pooling resources from across the Trust. Trust-wide support will help us to move through this difficult period.