

Minchinhampton C of E Primary Academy

Report on SEN in the Year 2019-20

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Key policies:

- Special Educational Needs Policy
- Access/Disability Equality Policy
- Positive Handling Policy
- Assessment Policy
- Teaching and Learning policy
- Relationships Policy

Types of SEN

A range of special educational needs are catered for in our school, including Autistic Spectrum, Developmental Co-ordination Disorder, Dyslexia, Moderate Learning Difficulties, Social, Emotional and Mental Health Needs, Hearing and Visual Impairment.

2020 SEN Pupil Numbers:

Number on roll:	315
SEN/D	32+6
EHCPs	4

12% of school were supported at School Need

1.3% of school were supported at Statement or EHCP

The national average proportion of the school population for SEND is 12.8 % and rising while the National average percentage of children supported by EHC in primary school is 1.8%.

At Minchinhampton, we support children with extra help whose emotional wellbeing, progress or potentially restricted access to the curriculum gives us cause for concern. If that educational or pastoral support does not resolve the concern, in concert with families, we follow the graduated pathway for Additional Need, as set out by the Local Authority.

If a parent or carer has concerns that their child may have a special educational need, they are invited in the first instance to speak with the class teacher to discuss their concerns and agree a way forward. Parents and teachers may then agree to involve the SENCO.

Monitoring and Progress

Every teacher is a teacher of all children, including those with SEN/D, so we place a critical emphasis on Quality First Teaching for all children, supported by formative assessment and periodic standardised progress checks. For a few children, this is not enough to help them make progress alongside their peers. For these children, we follow the graduated pathway for additional need and our extra provision and further support can include interventions as set out below.

SEN Provision

The programmes and support we offered in school were:

- Ⓢ Speech and language programmes supervised/advised by Speech & Language Therapists
- Ⓢ Precision reading
- Ⓢ Time to Talk
- Ⓢ Talkabout
- Ⓢ Language for Thinking
- Ⓢ Nessy,
- Ⓢ Accelerate/acceleratewrite,
- Ⓢ Wordshark
- Ⓢ Two Minute Spells,
- Ⓢ Better Reading Partners
- Ⓢ Sandwell/Rapid supported numeracy
- Ⓢ Numbershark/My Maths
- Ⓢ Numicon supported maths,
- Ⓢ Chatterbooks
- Ⓢ FIZZY
- Ⓢ Story Links
- Ⓢ My Maths Booster
- Ⓢ Access Arrangements
- Ⓢ Teaching Assistants supporting in small groups or 1:1 for some children at School Action + and EHCP level of SEN
- Ⓢ Pastoral Support monitors social programmes and supports a number of our families with pastoral support and advice.
- Ⓢ SENCO and Pastoral support work together where caseloads overlap.
- Ⓢ Booster Teachers offer programmes of group and individual support at different points through the school

This year has been unusual and during lockdown our support for children with additional needs ranged from providing extra time in school, through booster teaching online and a range of support materials provided. We also made regular calls to families to ascertain need and continue to tailor provision. We made provision for all children (who were not shielding) to return to school for a period before the summer break in order to ensure that all children needs: educational, social and emotional could be ascertained and met and we continued to work with other agencies, conducting assessments, making referrals and implementing advice and programmes wherever practical.

Liaising with outside agencies

A number of our children and their families are supported by outside agencies with whom we have close working relationships. The agencies we have worked with this academic year are as follows:

- Ⓢ Educational Psychology
- Ⓢ Speech and Language Therapy
- Ⓢ School Nurse
- Ⓢ Advisory Teacher for Communication and Language
- Ⓢ Advisory Teachers for Children with Disability
- Ⓢ Paediatric Occupational Therapy
- Ⓢ Physiotherapy service
- Ⓢ Families First
- Ⓢ Counsellors
- Ⓢ Play Therapists

Budget Allocation

The SEN budget for 2019/20 has been used for

Professional Development for staff, including:

Training in Emotional Regulation practice, PAWS B Mindfulness training, project and materials, Coaching training, SEN Provision training for Classroom Teachers, NASEN training for SEND, Costs associated with Gloucestershire Autism Mark, HiLo/Barrington Stoke reading books

Licences, including:

Dyslexia and Dyscalculia Assessment licences, NESSY, Wordshark and Numbershark licences, Boxall Profile licence

Services, including:

Educational Psychologist assessment and advice, SENCO time, Teaching Assistants in class and leading interventions.

This is in addition to the contributory funding of 1:1 Teaching Assistants

Cover to allow extended meetings between parents and staff

Costs incurred in assessing Access Arrangements prior to lockdown

Monitoring Progress of pupils with SEN

We use a number of methods to assess and track the progress of all pupils beyond the standardised assessments:

Teachers are continually using formative assessment techniques throughout lessons as part of Quality First Teaching to observe and respond to each child's social, emotional and academic skills and understanding. Prior to lockdown, we held weekly planning and check in meetings between teaching and support staff to further adjust provision. We also use Elicitations in class lessons

Summative and Test Assessments include

Target Tracker recorded steps, Compulsory (Yrs 2 & 6) SATs (when they are running), Unaided writing tasks, key words and phonic checks, Standardized Single Word Spelling Test (Y1 and older) , standardised Head Start Maths tests, Standardized NGRT Reading Tests
3 x a year Pupil Performance Meetings between class teachers and phase staff

For some children, who need further assessment, we also may use:

Dyslexia and Dyscalculia Screener

Salford Reading Test

Sandwell Maths Assessment

Boxall Profile

Children with SEN are expected to access a full and broad curriculum and differentiation, usually by support, enables all children to take part. Further support for key skills and needs is planned as a graduated response to identified needs in accordance with the SEN Code of Practice. This is a Government document that applies to all educational settings in the country. This sets out that the needs of all children are expected to be met in school, with co-operation from other agencies as needed. For a few children with complex needs, the school investigates whether these can be better met with the support of an Education and Health Care Plan.

Children on the SEN Register have My Profiles which are regularly reviewed. These set out the strengths, worries and aspirations of the child, to ensure that children's voice and their own aims are heard and shape our response. In addition, children will have a My Plan which sets out the children's needs, support and outcomes. These are reviewed regularly and in consultation with the children and families, they are amended so that provision is tailored to the current needs of each child and the long term ambitions held.

Pastoral

We have a team of pastoral staff who meet with the Head Teacher and other agencies to ensure and co-ordinate targeted support for social, emotional and mental health needs.

Transitions

We work closely with other schools and pre-schools to ensure a careful transition plan is arranged when your child moves schools. We also ensure transition plans are in place if needed when moving from one school year to another. As part of transition, we will liaise about the continuation of My Plans, My Plan+ or Education and Healthcare Plans

Training

All our staff receive ongoing training to support children with additional needs, special needs and disabilities. This year we have had a focus on Autism. We are planning a return to a focus on communication in the coming year

Funding

Every school has a delegated budget, with an allocated amount for SEND. Where a child requires additional support to progress with their learning or behaviour, the first £6,000 will be paid from this school budget. Where still further support is needed, we can consult with you to consider requesting an EHC Plan and an application for top up funding.

Further information or complaints

Please see:

Our School website, our SEN Policy, our SENCO, our school SEN Governor
Partnership with Parents www.glospps.org.uk