



Annual SEND Report for Governors 2022-2023

School:	Minchinhampton C of E Primary Academy
SENCO:	Amy Kingscote
Date of report:	26/9/2023
SEN Governor:	Claire Patnicroft

SEND profile for last 12 months

Mrs Wilson (SENCO) left in December 2022 and had been a well-established and experienced SENCO at Minchinhampton for a number of years. Amy Kingscote was seconded from Dursley Primary Academy (another DGAT school) to support Minchinhampton with SEN Leadership however decided to join the Minch community permanently in May 2023 due to the ethos, leadership and high value of SEN at the school.

Our SENCO works 0.7FTE (Mon-Thurs) and also oversees Pupil Premium, Designated Teacher for Looked After Children and Designated Mental Health Lead for the school. Amy is also Deputy Designated Safeguarding Lead.

SEND Profile – July 2023

Total number on register: 79 / 301 – 26% of total academy population

Pupil premium children: 17 – 22% of SEND and 41% of PP in Academy (42)

Number of children with My Plans – 46

Number of children with My Plan+ - 17

Number of children with EHCPs pending - 6

Number of children with Active EHCPs – 10

26.25% (79 pupils) SEND pupils, national average is 16.6% **significantly above national**

20.92% SEN support, **significantly above national** of 12.6%

3.98% EHCP (1.99% with county, 1.32% in preparation) TOTAL 7.3% **nearly double the national average of 4%**

Areas of SEN –

Communication and Interaction – 20 pupils (25.32%)

Social, Emotional Mental Health – 23 pupils (29.11%)

Cognition and Learning – 32 pupils (40.5%)

Physical – 4 pupils (5.06%)

ADHD diagnosis – 4 pupils (5.06%)

ASD diagnosis – 9 pupils (11.4%)

ASD/ADHD combined - 4 pupils (5.06%)

Awaiting SCAAS assessment for ASD - 10 pupils (12.7%)

Positive Dyslexia Screen – 22 pupils (33.33%)



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Achievement of pupils with SEND

End of Year attainment Data for SEND children against LA and National - Juniper)

Data % of SEN children working expected or higher ARE	School	LA	National(Juniper)
Combined Reading, Writing and Maths	56.82	29.1	21.83
Reading	74.28	43.5	36.5
Writing	62.83	32.25	25.33
Maths	76.4	46.95	38.28

Attendance of SEN children

The attendance of our SEN children last academic year was 84.4%, the Trust attendance for SEN children last academic year is 92.35%. Our attendance is below our trust data, with Summer term being particularly low.

Exclusions of SEN children

Y6 MP+/EHCP pending– 5, bullying,
Y6 EHCP – 4, bullying, dangerous behaviour
Y3 MP+/EHCP pending – 0.5, runny away, unsafe behaviour
Y3 EHCP – 2days, threatening behaviour towards staff
Y2 EHCP – 4, disruptive behaviour, verbal abuse, dangerous behaviour
Y5 EHCP – PEX, prev 2, dangerous behaviour
Y6 My Plan – 0.5, inappropriate use of social media

Destinations of SEN children

Y6 x 10 SEND (2 EHCP, 1 EHCP Pending)– Mainstream Secondary school (Deer Park, Thomas Keeble, Archway)
Y5 EHCP PEX
Y4 EHCP – Paternoster Special School
Y2 EHCP x 2 – The Ridge Special School , Sladewood Special School
Y1 EHCP – Chesterton C&I Centre
Y4 EHCP pending – Elective Home Education Spring 2023 (returned Sept 2023 to Y5)

SEN policy

When was this reviewed and have any changes been made?

SEND Policy – updated March 2023 published on website

SEN information report on school website

When was this reviewed and does it meet statutory requirements?

Annual report 2021-2022 published on website

SEND Local Offer/Information Report - updated March 2023 and redesigned/published August 2023

Statutory assessments

Use and effectiveness of access arrangements



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Year 6 SATS DATA ANALYSIS

9 SEN CHILDREN 1 DISAPPLIED WPKS 1 DISAPPLIED EAL	WTS <i>(working towards standard)</i>	ARE <i>(age related standard)</i>	GDS <i>(greater depth standard)</i>
Maths	1	6	
Reading	1	5	1
SPaG	1	6	
Writing	2	5	

Children were assessed for access arrangements in Spring 2023 and those accepted were given recommended arrangements as following the Access Arrangement guidance. Giving children such arrangements has meant that our SEND pupil outcomes were great with most achieving ARE in their statutory assessments.

Other relevant policies

Any updates? Review date

Equalities Action Plan 2021-2022 published on website

Equal Opportunities Policy March 2022 published on website - survey completed March 23

Relationships Policy Autumn 2022 published on website, amended May 2023

'Minchinhampton Identification Procedures Flowchart' created to support parents and staff through process of identifying and giving support – August 2023

SEND budget and spending

What was the budget allocation and how was it spent? Value for money?

Predominantly used on staffing, Teaching Assistants in class and leading interventions.

Approx £2,000 last year was allocated to resources and systems to support additional needs which include; Professional Development for staff

Extra support staff

Licences, including: Dyslexia and Dyscalculia Assessment licences, NESSY, Wordshark and Numbershark licences,

Boxall Profile licence

Services, including: Educational Psychologist assessment and advice,

Play therapy,

Cooking therapy,

Supplementary Alternative Provision placements

Costs incurred in assessing Access Arrangements

Sensory resources and equipment

Also received generous funding from the PTA to support the setting up and implementation of the 'calming' and 'alerting' sensory rooms, standing desks and intervention resources.

Staffing for SEND

Any staff employed specifically to support pupils with SEND

All Teaching Assistant employed are funded from the schools SEND notional budget and therefore expected to support children with SEND. Some children received specific 1-1 support due to their severity of need or a risk assessment in place.

Due to the increased need around school we had to be reactive in the way we used staff to support the changing need. We hope to be more consistent and proactive in our approach in the following academic year.

From Sept 2023 our Teaching Assistants are grouped in Phases throughout school and we are moving away from 1-1 support for children with additional needs (with the exception of those risk assessed as needing a



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high level of support) We are adopting a Team around the child approach – we feel this is more supportive of the child and the adults wellbeing.

Phase teams of Supporting Adults leading to a more settled and consistent approach in managing children
Targeted intervention and support addressing specific identified need timetabled and structured into the children's day

Interventions

What interventions have been used for pupils with SEND and how effective have these been? Do they offer value for money?

SENCO introduced clearer procedures for Intervention monitoring in Spring 2023.

Interventions monitored and reviewed 6x yearly by SENCO. Short APDR cycles to ensure children are attending interventions for short, purposeful amounts of time

Phase provision maps created identifying children receiving interventions and highlighting those with SEND/PP to ensure provision matches need.

Intervention provision maps clearly show entry and exit data to monitor impact and effectiveness of intervention offered.

Needed to develop breadth of interventions across all areas of SEND as interventions given were mainly supporting Cognition & Learning Needs.

Interventions need continued monitoring and procedures embedded over the following year.

In August 2023, the Universal Intervention Provision Table created and on website which shows range of interventions offered for each area of need from Sept 2023.

PTA funded Intervention resources/packs purchased by SENCO to aid delivery of a variety of interventions, breadth of need and showing impact/value for money. Supporting ease of use by Teaching Assistants delivering.

CPD for SEND

What CPD has taken place and what has been the impact of it for pupils with SEND?

In house

The Graduated Pathway, Levels of Intervention and SEN CoP – All teaching staff

Poly Vagal Theory – All staff

External Staff training

Team Teach

Five to Thrive

Social Narratives and Comic Strip Stories

Working with and supporting PDA children

Strategies and approaches to develop self-regulation in school – All staff

Zones of Regulation - all staff

Understanding Trauma: Promoting recovery from toxic stress in a school setting - TAs

ADHD Mastery - All Teachers and TAs

KCA Covid 19 - Restoration, recovery, resilience

Emotion coaching and supporting with co-regulation (EP service)- All TAs

Supporting teaching of children with Dyslexia – all teachers

The Use of Big Empathy Drawings

Impact – Staff have been able to better support children with a range of needs, use strategies suggested and create resources to aid attainment, coregulation and de-escalation.

Pupil voice

How have pupils with SEND been involved in their provision?

Pupil voice shared within meetings with parents

Pupil voice on My Plan reviews and EHCP requests/reviews.

My Profiles updated twice a year for those children with SEND.

Pupil Passports created for those children with High Learning Needs.

Pupil views for reports monitored for breadth of experiences.



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Pupil conferences as part of regular subject and SEND monitoring.
SEND children are always included in pupil conferencing by subject leaders and DGAT SIL's
Meeting with SEN pupils regularly for general 'catch up'

Parent/carer voice

How have parents or carers of pupils with SEND been involved?

Questionnaire sent to parents January 2023 to review SEND provision and identify areas for improvement by new SENCO.

SENCO collated these views and devised development plan. Communication was a strong area needing development, how we communicate with parents about their child's needs, how we identify and support needs and explanation of processes.

Questionnaire sent out in May 2023 to review the changes made so far. Positive changes noted with communication, identification and procedures of support.

My Plan discussed at parents' evening – Separate meetings

Parent's invited to meeting when there are concern

Supporting families through EHCP process

Telephone parent conversations

Answering questions

Visiting potential new schools with parents when transitioning to Specialist Provision

External agencies

What external agencies have been involved and what impact has this had?

Referrals made to external agencies to support children with SEND from January 2023

ATS	10
EP	Sessions used to support Problem Solving in Phases and training for support staff
OT	2 (1 declined OT no longer accepting Sensory Assessments)
CAMHS	2
Pediatrician	Supporting 8
Information	
SALT	10
SCAAS	10
School Nurse	2

Impact – Children have had professional support and strategies and guidance shared with school staff to better meet the needs of children in their classes with SEND. Sharing of best practice and resources to enhance provision. Supporting gathering evidence needed to move children along the graduated pathway and to support those with a high level of need through the EHCP pathway. Movement of children on the SEN register between Graduated Pathways – shows if there is the right support in place

Complaints relating to SEND

Have there been any? If so, provide details

No official complaints made via school complaints procedure.

Any other developments regarding SEND?

This is an opportunity to share any other initiatives that the school has launched and what impact these have had or are hoped to have

Nurture Den afternoon sessions for KS2 pupils – Spring/Summer 2023

Curriculum planned and delivered around children's interests and strengths. Creative approach, cross curricular learning following nurture principles. Assessing SEMH needs and using these assessments to



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plan/deliver SEMH intervention to develop those skills. Children would RAG rate afternoon lessons that they feel they could attend with the rest of their cohort. For most children we saw the number of lessons where they reintegrated back into their cohorts' lesson increase using strategies learnt and developed in the den.

Nurture breakfast sessions for KS2 pupils – Spring/Summer 2023

Much more settled start to the day for children attending. One child significant impact on the start to his school day, meeting basic needs, able to offload and have pastoral input with staff before learning starts. Two children chose not to eat breakfast but the social skills time was valuable in developing those skills and starting the day off with a gradual transition to be 'ready to learn'.

Alerting and Calming sensory spaces developed by PTA and used whole school

Addressing change in culture of school, more inclusive and supporting of Neurodiversity. Acknowledging need for regulation spaces and resources for all and offering these as universal provision to those children that need it. Training staff on the importance of Sensory development of children and planning opportunities for sensory feedback using the resources and rooms available.

Use of Alternative provision to support individual pupil need and regulation

4 children (1 Dual Wickselm and Minchinhampton, 1 Wickselm/home flexible timetable, 2 SAND Academy Enrichment programme) Enabled children to remain on roll in mainstream provision while specialist provision placement was found. Days of attending alternative provision meant that their Window of Tolerance was widened to manage the days in a busy mainstream environment.

1 child remains on roll academic year 2023-2024.

Creation of break out spaces around school and low arousal spaces within classes

Addressing change in culture of school, more inclusive and supporting of Neurodiversity. Acknowledging need for regulation spaces for all and offering these as universal provision to those children that need it.

Sensory stimulating and soothing resources to support regulation

Addressing change in culture of school, more inclusive and supporting of Neurodiversity. Acknowledging need for regulation resources for all and offering these as universal provision to those children that need it. Acknowledging some children need to move to learn and have tools to regulate.

ZoR class check ins used and ZoR curriculum being introduced Sept 2023

Each class has 4 Zones of Regulation check in opportunities for children to access throughout the day – leading to conversations around feelings and emotions and adults being able to better identify and support before escalation of dysregulation.

Are there any concerns regarding provision for pupils with SEND?

This is an opportunity to share any areas that the SENCO feels may become a concern over the next year unless action is taken; this could include staffing issues, issues relating to specific pupils (without names), support from external agencies, other resourcing issues etc

EHCP requests Panel 1

The number of EHCP requests that have been refused at Panel 1 have increased yet it feels inappropriate for them to be refused. The evidence submitted is substantial and would normally be enough to meet threshold. Due to this we have had to then duplicate the preparation work for an EHCP to resubmit our request, 3 of these we later discovered that the case was not resubmitted to panel by the EHCP coordinator and no update was given to school.

We have two parents appealing the county's decision for an EHCP request.

EHCP Panel 2 funding allocation

County has devised a new banding system for all EHCPs that are accepted from now on, however they have not given SENCOs access to the banding system therefore when receiving consultations, we are only receiving 'Banding Level 3' rather than a monetary amount. This means it is difficult for us to know if we can meet the child's needs with the funding allocated. AK has gone back to county to request the banding descriptors and levels.

Funding allocated generally has reduced and we are having to challenge funding allocated and hold more Emergency EHCP reviews to request more funding. This means that school is funding a high level of pupil



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support from our budget in addition to the funding allocated to the child. There has always been a discrepancy between county's funding amounts and 'real' costs to school but this gap seems to be increasing making it harder for us to try and meet needs in our mainstream provision. When requesting more funding through Emergency EHCP review there is a lag in submitting this request, it going to panel and then receiving the money. Sometimes this lag can be 6months. Again, impacting on school budget.

EHCP Specialist Provision panel decisions

This last academic year we have been 'holding' children that have been accepted for Specialist provision but places have not been available. We have now been able to move some of these children on over the summer however we are still 'holding' children whose parents have requested and have stated a preference for Specialist Provision due to panel feeling the placement is inappropriate. For these children, we have external professional support and evidence showing their needs are high and requiring specialist provision to meet needs yet this is not being acknowledged by the panel decision. This then means we have to repeat processes and hold additional Emergency Reviews, which leads to 'holding' in mainstream for longer with insufficient funding and support, all of which impacts the wellbeing of the child, their family and staff at Minch. The shortage of Specialist Provision placements in the county is not going to improve therefore this is foreseen as a long-term problem.

Next steps regarding provision for pupils with SEND and SEND leadership?

1. Embed intervention review cycles and research alternative interventions to reflect/support C&I and SEMH needs
2. Set up and skill up TAs to run specific interventions across phases
3. Streamline amount of duplicated paperwork across all SEN Provision
4. Improve writing of SMART outcomes on My Plans and ensure that professional advice is embedded/evidenced in these documents and reviewed.
5. General monitoring of SEND provision and embedding of procedures created.