



**Special Education Needs and Disabilities**  
**Annual Report to Governors July 2022**

**Opening Statement**

At Springwell Village Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with pupils, parents/carers and outside agencies.

Pupils whose needs have been assessed as being above Range 2 have a personal learning plan, which clearly highlights their needs and assessment in school, targets and strategies identified by outside agencies, through discussions with parents and from pupil voice.

Pupils at Range 2 or below are supported through quality first teaching, reasonable adjustments, differentiated activities and specific resources to meet their needs.

Cognition and learning needs remain the largest broad category of SEND (11.2% of the whole school and 42% of the SEN register).

**COVID 19**

Over the last 2 years children's education has been disrupted due to COVID19. During lockdown, all children with an Education Health Care Plan (EHCP) were invited to attend lessons on site at school. Other vulnerable pupils, with the most complex of needs, were also offered places at school.

Provision for other children on the SEND register and those who did not take up a place at school included:

- differentiated work in the live and recorded lessons
- concrete resource packs and work books sent to individuals, collected from school in some cases delivered
- Small group and 1:1 bespoke live sessions
- regular phone calls from a member of staff
- contact via Class Dojo and school email
- daily wellbeing activities
- recorded and live lessons delivered to pupils
- independent lessons and activities

The school SENDCo monitored provision for pupils and responded to requests from parents.

COVID 19 measures have now been dissolved and protocols have returned to normal. However, we are aware that COVID 19 has had an impact of the children's progress. The



school has a programme in place which has identified gaps in children’s learning and how we can address those gaps to move the learning forward. This programme is monitored and assessed termly, to identify progress made and gaps that need further support through intervention and additional support.

### SEND School Profile

	2021/2022
<b>SEND Support</b>	23 (95%)
<b>EHCP</b>	1 (5%)

There are 3 children currently under assessment for EHCP.

### Current 21/22 Breakdown

24 children out of 213 have currently been identified as SEND:

Area of Need	Total	Boys	Girls
<b>All SEND</b>	24 (11%)	17 (70%)	7 (30%)
<b>Communication and Interaction</b>	5 (20%)	4 (16%)	1 (4%)
<b>Cognition and Learning</b>	10 (41%)	5 (20.5%)	5 (20.5%)
<b>Social, Emotional and Mental Health</b>	6 (25%)	5 (20.5%)	1 (4%)
<b>Sensory and/or Physical</b>	3 (12.5%)	3 (12.5%)	0 (0%)

### SEND Year Group Profile

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SEND Support</b>	2 (8%)	5 (20%)	4 (17%)	1 (4%)	1 (4%)	1 (4%)	7 (30%)	2 (8%)
<b>EHCP</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)

It is worth noting that some children in Nursery, Reception and Year 1 are currently under assessment as having additional needs. They will be monitored and strategies have been put in place to support them. We will look to adding some of those children to the register in September.

Area of Need	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Communication and Interaction</b>	1 (4%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)	1 (4%)	0 (0%)
<b>Social, Emotional and Mental Health</b>	0 (0%)	2 (8%)	3 (12%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)	0 (0%)



<b>Cognition and Learning</b>	1 (4%)	1 (4%)	1 (4%)	1 (4%)	0 (0%)	0 (0%)	4 (16%)	2 (8%)
<b>Sensory and/or Physical</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)	0 (0%)	1 (4%)	1 (4%)

### **Summer Teacher Assessment of Pupils with SEND 2020/21**

On returning to school after lockdown the prime importance for staff was the wellbeing and happiness of the pupil. We developed our Curriculum rationale which developed opportunities for forest school time, learning outdoors, extra P.E sessions, and Art and DT activities to improve wellbeing as well as formal learning.

Alongside this, informal assessments have taken place to identify gaps in learning. This then fed into the curriculum plans. Further assessment and moderation have informed the curriculum and support for next year.

### **Systems for identifying and tracking pupils with SEND Areas**

Children's needs are categorised into four broad areas identified in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

Children may have more than one area of need but a prime need is always identified.

All children's progress is continually monitored by his/her class teacher, through the use of formative and summative assessments.

The progress of SEND children is reviewed formally with the Senior Leadership Team every term in reading, writing and maths. Children are assessed using the National Curriculum criteria if appropriate. For some children a more sensitive assessment tool may be used, which shows their attainment and progress in more detail: PIVATS these assessments show smaller steps in attainment for some pupils with SEND. Social, emotional and mental health is also assessed as this can impact heavily on progress.

Monitoring also takes place through phase group meetings, and formally through lesson observations, book scrutinies, moderation and monitoring of data. Specific subject leads and the Senior Leadership Team (SLT) are involved in this process.

Pupil progress meetings are held at least once each term with class teachers, assessment coordination and members of the SLT. Children who are not meeting age related expectations are discussed and ways forward identified – these children may not have SEND but may require timely intervention and support to help them progress.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs).



All Y1 pupils complete a Phonic Skills Check. Some pupils will complete this check for a second time in year 2. Children with SEND will have a support plan incorporating personal targets which are reviewed on a regular basis

The progress of children with EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.

The SENDCo and subject leader monitor the provision for SEND children throughout the year looking at learning, planning and books as well as data on regular basis.

### **Tracking**

In the autumn term, each teacher will complete a pupil progress tracker in reading, writing and maths for their class. The tracker lists the whole class with specific characteristics identified, one of which is SEND.

The tracker indicates the achievement of each pupil at the end of the previous key stage and on entry to the current year. The tracker is updated on a termly basis which allows class teachers, phase leaders and SLT to monitor progress and identify specific needs for individuals and groups – this would then feed into support and intervention requirements.

### **Early Identification**

We believe that early identification of special educational needs, whatever the early need, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Attend all transfer reviews for all pupils with SEND transferring to us.
2. Provide the appropriate intervention, e.g. small group support provided by a Teacher or Teaching Assistant as appropriate.
3. Invite parents into school to meet with the Teachers and Key workers.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

### **Identification**

Assessment of our pupils continues throughout their time with us. We do this by:

- Analysing assessment data no less than termly to identify children who are not meeting age related expectations.
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Pupil progress meetings are held termly with class teachers, assessment coordination and members of the SLT. Children who are not meeting age related expectations are discussed and ways forward identified – these children may not have SEND but may require timely intervention and support to help them progress.
- Providing all adults with the opportunity to discuss concerns at any time.
- Liaising with Parents.
- SENDCo observes pupil in class through drop ins.

### **Provision**



All SEND pupils have a personal learning plan (Range 2 or above) which is reviewed on a termly basis, with parents/carers and other agencies when appropriate. Pupils who have an EHCP have a formal annual review.

The support plan is written using assessment data, information from reports from outside agencies detailing targets or strategies to follow, information from parents/carers, pupil voice (where appropriate) and identifies resources to use to support the pupil. A meeting is then arranged with the parent/carer to discuss the new plan and review the old one. The plan follows the, assess, plan, do, review format.

Children can be added or removed from the SEN register at any point during the academic year when assessments or new information/diagnosis indicate that the pupil requires SEND support. However, there are three points where data (national requirement) needs to be collected for the SEND census – October, February and May.

### **External Agencies**

Children may require some extra specialist support in school from a professional outside the school.

This may be from: Together for Children central services such as the ASD Outreach Team, Sensory Service (for students with a hearing or visual need), School nursing service to offer training and support for any medical need such as diabetes, epilepsy.

Referrals to other outside agencies such as the Education Psychology (EP), Children and young people services (CYPS), Speech and language and CAHMS may be required to offer advice and support to school to children depending upon their individual need.

Outside agencies including, CYPS, CAHMS, Autism Outreach and Behaviour support Service have been involved in advice and observations this year.

### **Attendance**

This academic year to date the attendance for those pupils with SEND is currently 92.2% and the whole school is currently 94.3%.

### **Parent/Carer Involvement – meetings/reviews/contact**

Parent and carers of those children on the SEN register will have review meeting. These may be informally with the class teacher to report on progress and agreeing targets for a new PLP plan. Those children that have other agencies involved or require closer monitoring have a review with the SENDCo, the class teacher and other professionals. Parents and carers can make an appointment or ring up to speak to the SENDCo as the need arises. If parents are unable to attend a review for whatever reason a new appointment will be arranged.

### **Transition for pupils with SEND**

Additional transition for pupils to the next class are individually arranged at the review. For Year 6 pupils transitioning to secondary school, additional sessions for SEND children are offered to parents. Children's information files will be passed on to the SENDCo's at the end of the year. The Year 6 class teacher meets with the transition staff to discuss all pupils.



Children have recently attended the comprehensive school they are transitioning to, to prepare them for the new start.

### **Budget**

The budget is spent on:

- In class additional TA support within the class for 1:1 or targeted group support interventions
- Specific 1:1 interventions
- Small group TA interventions
- Specific resources to support children in their learning – fiddle toys, pencil grips, left handed pencils
- Movement resources, spinners, bouncers
- Maintenance of the sensory room
- 1:1 or small group sensory room sessions
- CPD for staff
- Commissioned services, Education Psychology
- Mindfulness Sessions

### **Monitoring Provision**

- Planning scrutiny
- Book scrutiny
- Learning walk
- Reviews
- Pupil progress meetings
- Lesson Observations

### **Outcomes of Monitoring**

- It became clear that some staff need support with clear differentiation for those children who are working below age related expectation.
- Refinement of target setting and ensuring they were achievable. Included an academic and social/life skill on children's PLPs.
- PLP's have become more up to date and consistent across year groups.

### **Key priorities 2021/2022**

- Early identification – in EYFS and KS1
- Training for all staff to understand higher needs pupils
- Develop staff awareness of SEND including diagnostic pathways, procedures within school and the requirements of the code of practice.
- Looking at Range 3 children – support, resources and strategies.
- Range 2 and above – differentiation, support, activities, strategies.
- Training for staff to understand higher needs pupils.
- Identify resources to be available in class.



- Continue to develop differentiation of curriculum for those children working below their age related expectations.
- Develop new school website to be compliant to enhance the profile of SEND within the trust - policies relating to SEND to be reviewed to ensure they are compliant, up to date and are available on the school website – liaise with SENDCos in trust, where relevant
- SENDCo to attend relevant training courses