

Ashill Primary School

SEND Annual Report FEBRUARY 2023 - FEBRUARY 2024

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"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils? 	<p>Since 1st January 2024, Ashill Primary School has adopted the ACE SEND policy. 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 (K Burns) 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 Teaching and Learning Committee 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-sendd/</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.</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 website. Our local offer has recently been amended to ensure it reflects our ACE approach.</p> <p>The ACE SEND policy also includes a glossary which governors may find useful.</p> <p>The SENDCo along with the headteacher creates a SEND action plan that aligns with the policy and the annual school improvement plan.</p>
<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p><u>Key actions 23/24-Impact for SEND pupils</u></p> <p>Priority One: New Curriculum Vision</p> <p>Ensure the new ACE curriculum vision is fully integrated into teaching and learning practices.</p> <ul style="list-style-type: none"> • Provide comprehensive training and support to teachers on the new curriculum vision and its implementation. • Align curriculum planning and instructional strategies with the new vision across all areas. • Regularly review and update curriculum materials and resources to reflect the new vision. <p>Priority Two:</p> <p>Subject reviews – Improve the review and assessment process for all subjects, promoting effective learning progression for all.</p> <ul style="list-style-type: none"> • Develop a systematic review schedule for all subjects, ensuring regular and thorough evaluations • Establish clear criteria and standards for assessing the effectiveness for subject delivery and pupil outcomes • Encourage collaborative discussions and sharing of best practices among subject leaders.

	<ul style="list-style-type: none"> • Use data and feedback from subject reviews to inform curriculum refinements and instructional improvements. <p>Priority Three:</p> <p>Further develop the quality of children’s writing in order to raise attainment in Literacy</p> <ul style="list-style-type: none"> • All pupils receive well planned, high quality learning opportunities in writing through further development of consistent approaches in pedagogy. • Teach writing composition strategies through modelling and adaptive practice.
<p>How does the school identify children with special educational needs?</p>	<p>The identification of children with special educational needs will include one or several of the following:</p> <ul style="list-style-type: none"> - 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 - 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?	PRIME AREA OF NEED	NUMBER OF PUPILS – 4 (9.5%)
	Communication and Interaction	1 pupils 25% of SEN register
	Cognition and Learning	1 pupils 25% of SEN register
	Social, Emotional and Mental Health (behaviour)	2 pupils 50% of SEN register
	Sensory or Physical	0 pupils
	Pupils with EHCP:	0 pupils

How many children have met the exit criteria and no longer need that support?	<p>The Current Picture-</p> <p>There are 4 pupils on our current SEND register</p> <p>Of the 4 children on our SEND register there are 3 boys and 1 girl.</p> <p>.</p>
---	--

ONGOING AND DAILY SUPPORT FOR PUPILS

How are pupils with SEN ensured access to the curriculum?	<ul style="list-style-type: none"> ● Quality First teaching including carefully adapted planning to respond to children's' needs ● Daily reading sessions and additional phonic sessions ● Individualised plans that identify small steps for progress ● Individual timetables (often visual) ● Scaffolded/adaptive learning in class ● Additional learning sessions ● Interventions such as Read, Write inc ● Pastoral support ● Use of additional adults -TAs
---	--

	<ul style="list-style-type: none"> • Physical support e.g. adapted chairs/dyslexia coloured acetates as appropriate • Multi-sensory learning • Speech intervention
What are the targets for children with special education needs?	Targets are set on an individual basis. Targets and Individual Education Plans are completed at least termly and shared with parents. They take 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.
How are interventions timetabled so that children are receiving additional support?	Our interventions are timetabled to make the most of any TA support we have and work with volunteers who come in to do additional reading support. Pastoral programmes are generally once a week and are reviewed at least once a half term to ensure the children on roll for the intervention are appropriately timetabled or moved on.
How are staff deployed to ensure progress for SEND pupils?	Where we can, we use TA support to reduce group size and create a better staff to child ratio. This also ensures children do not become dependent or over reliant on TA support. We continually look for opportunities to share best practice through learning walks that share feedback and positives directly or via email. Staff take targeted phonics groups and run booster sessions.
PROVISION, INCLUDING STAFFING FOR SEND PUPILS	
Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	<p>All children are on our SEN register stating their prime area of need and the support that is in place for them. Our staff use their planning and assessment to provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed. Each class has a folder stating the support that is in place. We provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed.</p> <p>ILPs are reviewed each term and shared with the child and parents who have an input into the plan.</p> <p>The SEND register is reviewed half termly by the SENDCo and Head of school. We aim to use all the evidence acquired to consider what type of plans will deliver the best progress for each child. Where children are not responding well to a plan or intervention we adapt the provision.</p>

How are school resources deployed?	Resources are deployed dependent on the individual needs of the children. Some children require support at specific times of the day or for particular activities which are carefully planned out. We currently have 1 part time teaching assistant (and currently, some additional support from preschool staff within the EYFS setting) and a part-time SENDCo to provide support for the children.
------------------------------------	--

<ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	External support has been provided by an Educational Psychologist, 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.
--	---

Are there any budget/resource issues in terms of SEN provision?	Funding never covers the actual costing of TA support, the school is required to make up the difference. There is currently no additional funding for any child.
---	---

PROGRESS FOR SEND PUPILS

How is SEND progress monitored?	<ul style="list-style-type: none"> ● Ongoing assessments by class teachers and TA supports ● Progress against small steps and IEP targets ● Use of entry/exit data for specialist programmes and interventions ● Regular review of provisions ● Use of data systems and tracking facility to look at progress ● Teacher daily/weekly/termly assessments ● Ongoing Monitoring and observation plan/peer reviews//incremental coaching ● Observations by external agencies and educational psychologists ● Pupil Progress Meetings and parent meetings
---------------------------------	---

<p>How is progress for SEND pupils measured?</p>	<p>Teachers at Ashill continuously monitor the progress of all children and this will be reviewed on at least a 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 SENDCo 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. 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 Boxall Profile to guide us.</p>
--	---

<p>What Progress are SEND children making?</p>	<p>The current cohort is too small to publish data.</p>
--	---

STAFF TRAINING AND OTHER AGENCIES

<p>Has the SENCO undertaken the necessary training? What training has the SENDco taken part in the last year?</p>	<p>The current SENDCo is new to Ashill and the ACE trust. She has completed online safeguarding training through Flick. since beginning her role with the trust in December as well as a range of training, including autism training, in the past year in her previous SENDCo post.</p>
---	--

Have the relevant staff members received appropriate training? What training have they undertaken over the last year?	Staff have received training on trauma and the PACE and CARE approach. Staff have had training in using the graduated response tool kit and the creation of SMART targets. The Headteacher has completed regular learning walks, including some with Jenny Stewart, our ACE Strategic Advisor.
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 refer to others when needed, this included the Occupational Therapists, Speech and Language Therapists, PFSA, Neuro Developmental Pathway Services, Autism Assessment Team, Educational Psychologist and other medical services. These relationships are very positive and work well to support the children.

WORKING WITH FAMILIES

What communication strategies are in	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. We have official meeting times; these are as follows;
--------------------------------------	--

place for parents/carers of children with SEN?	<ul style="list-style-type: none"> - Termly meetings to discuss IEPs - Parent Consultation meetings - Meetings arranged by appointment when necessary - Parent / Educational Psychologist / Class Teacher meetings if appropriate
--	---

What do parents say about the provision offered by the school?	Feedback from parents continues to be positive. Parents know who they can go to if they have any worries or concerns and feel confident enough to do so.
--	--

REVIEWING SEND ACROSS THE YEAR

<p>What is going well?</p>	<ul style="list-style-type: none"> ● A knowledgeable SENDCo who knows our SEND children's needs to do a thorough handover to the new highly experienced SENDCo ● Provision for SEND pupils – a variety of interventions that have impact and are led by skilful staff ● Daily reading sessions ● Pre teaching interventions including phonics catch up ● Speech Link for pupils with communication needs ● Implementation of the graduated response ● A skilled teaching team that understand how to respond effectively around individual needs
<p>What is going less well and needs to be part of a SEND action plan?</p>	<ul style="list-style-type: none"> ● As a setting we must ensure that our newly updated processes are rigorously followed ● Meeting the needs of all children with a limited budget and resources ● We continue to look at assessment systems to track our SEND pupils so we can better measure the impact of our work ● COVID has left a legacy of increased need and additional supports
<p>How has the school continued to secure more rapid progress for SEND learners?</p>	<p>The impact COVID has had on our SEND learners is evident and we have been reactive in putting provision and interventions in place to support all areas of need. Our SEND learners access a wealth of support at school which is continually reviewed by staff. Teachers carefully adapt learning to suit the needs of all learners. TA timetables ensure that our most vulnerable learners have impactful interventions that are effective. This ensures that our pupils with SEND have access to both a broad and balanced curriculum alongside their bespoke interventions.</p>