

School: Shepherdswell	Date of report: 02/07/2021
SENCO / leader completing report: Diane Clarke	SEND Governor: Emma Mundy

SEND Profile

SEN Stage	Number of pupils	% of whole school	National % (2020)
No SEN	124	86.7%	Total = 86.1% Pri = 85.4% Sec = 87.1%
SEN Support	12	8.39%	Total = 12.1% Pri = 12.8% Sec = 11.1%
Education, Health and Care Plan (EHCP)	7	4.89%	Total = 3.3% Pri = 1.8% Sec = 1.8%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? There is one EHC needs assessment about to be submitted for a child in Y2.			
Any HNF applications or EHC needs assessments applied for but refused? No			
Any significant changes in the SEND profile since last year? One additional EHCP issued for a child in Year 2. An additional four children from EYFS and Y1 have been added to the SEND register. One child with SEN joined Y1 in March. At the start of the year there were no children in Y1 identified as having SEN needs. Training and support have been given to the teachers to support early identification, alongside a clearer process for raising concerns with the SENCO.			

Area of Need	Number of pupils	% of SEN pupils	National %
Cognition and Learning	2	10.52%	Total = 35.1% Pri = 29.8% Sec = 41.4%
Communication and Interaction	17	89.47%	Total = 33.8% Pri = 39.9% Sec = 22.7%
Social, Emotional and Mental Health	0	0	Total = 17.8% Pri = 16.8% Sec = 20.7%
Sensory and/or Physical	0	0	Total = 6.0% Pri = 5.7% Sec = 6.5%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	We have a high level of Communication and Interaction needs within the school.		

Impact of Covid-19

How have leaders responded to the COVID-19 Pandemic in order to secure the continued learning, progress, wellbeing and safety of pupils with SEND?

All children on the SEN register were offered a place in school during the partial school closures to ensure they were able to access learning and to support their well-being. For parents that chose to keep their child at home, they had access to daily Sways which were scaffolded to provide support. Families who chose to keep their child at home, were provided with laptops if required. Children with SEND were given differentiated paper copies of work or tasks and activities matched to their needs. They were encouraged to return this weekly so that teachers could assess and monitor progress.

When we were unable to make contact with families of children with SEND, we made doorstep visits to check on welfare and encourage engagement with school. Increased engagement was seen following these visits.

SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role	Qualifications if relevant
Salma Ali	Lead TA	BA (Hons)Early childhood education
Noorul Uwais	SEN TA	
Carla Bell	SEN TA	
Farzana Ambreen	SEN TA	

Equality and accessibility arrangements

Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?	No
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Progress and Achievement of SEND pupils

- 0% of children of children with SEND are at age related expectations for then end of the year
- 46% of the Y2 children with SEND have now passed the phonics screening check.

- 50% of the Y1 and 2 children with SEND had increased their score on the phonics screening as a result of targeted quality first teaching and interventions. This means they can independently blend and segment.
- 100% of children with EHCPs have achieved 80% of their short-term outcomes
- 83% of children on SEN Support have achieved 80% of their short-term outcomes.

Next year, we need to establish a system for recording small steps of progress in a range of areas for our children with SEND. The progress made by these children is not taken into account using our current progress measures. See the example below which outlines the progress made by a child in our Social Communication Department this year.

Case Study Example

Child A is in Year 2. He has an EHCP, his main areas of need are, ASC and global developmental delay. He is taught in our Social Communication Department (SCD).

At the start of the year, Child A would rarely interact with peers. He would share a book with an adult but was unable to read. He would engage in mark making, but with a palmar grip. He could count beyond 10 but confused teens and tens numbers. He could count small groups of objects accurately.

The staff in the SCD have gradually introduced Child A to wider range of peers in EYFS. Over the year, he has built up the amount of time spent here and will now happily play and interact with the other children. He no longer relies on a Teaching Assistant to support him with this.

Staff have also worked on developing his focus and attention. This has enabled Child A to join in with phonics lessons whilst he is in EYFS. The lesson is then reinforced later on in the day when he is back in the SCD. He now knows 15 phonemes and can successfully blend and segment these to read and spell cvc words. Staff have introduced a range of activities to improve his fine motor control and he now holds his pencil correctly. Although often still large, his handwriting is greatly improved, and many letters are now correctly formed. His increased focus and attention has enabled him to develop his knowledge and understanding in maths. He can add and subtract within 20 using apparatus or a number line.

Attendance and exclusions of SEND pupils

	% - SEN support	% - EHCPs	% - Non SEND
100% attendance	0.007 (1 child)	0	13.29
Persistent absentees	0	0	4.8
Fixed term exclusions	0	0	0
Permanent exclusions	0	0	0
Impact of Covid? Any actions required?			

We will continue to monitor the attendance of our children with SEND and provide support to families if required.

SEND Funding

Type of funding	Notional budget	Top up / HNF	Funding from EHCPs (Dept places)	Other (please specify)
Total received in last 12 months	£55,122	£0	£86,688	
<p>Any significant changes in funding in the last 12 months? (Include any changes as a result of HNF / EHCP funding ceasing, reducing or increasing)</p> <p>One child received an EHCP in the Spring term, this child was already being supported by a 1:1 teaching assistant through our notional budget. He is now supported in our Social Communication Department.</p>				
<p>What impact has the funding had e.g. value for money?</p> <p>We have developed and improved our provision within the Social Communication Department. This has been evidenced in our SEND review this year. There are four Teaching Assistants working in the Department. The lead TA has received training in the SCERTS model, this has greatly enhanced her knowledge and practice. We plan to embed this further next year with training for the other staff members.</p> <p>Four children from the Social Communication Department attended a six week sensory programme at Ride High. By the end of the programme, all the children were showing increased levels of engagement and their was noticeable progress in their communication and interaction with the staff.</p>				

Staff SEND CPD in the last 12 months

Staff	Date	CPD received	Provider	Impact
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Diane Clarke	June 2020-June 2021	Completed NASENCO PG CERT course	Real Training	Results due November 2021
All Teaching Assistants	April 2021	Overview of the Code of Practice The Effective TA	In house (Diane Clarke)	Evidence of more effective TA support in most classes. TAs observed to be prompting rather than telling.
Megan Bright Sharon Harrison Carla Bell	February 2021	Alphabet Arc	SEND Station	An increased knowledge of effective intervention strategies to support individual pupils.
Megan Bright	February 2021	Supporting Literacy	SEND Station	An increased knowledge of effective intervention strategies for supporting in class.
Megan Bright	February 2021	Precision Teaching	SEND Station	TAs are able to use this strategy to support individual children with learning Word reading /spelling/ number facts (This needs to be further embedded next year)
All teachers	Autumn 2020 Spring 2021	Overview of CoP Main areas of need in school Quality First teaching Effective deployment of TAs	In- house DC	Teachers are more knowledgeable about their responsibilities as outlined in the CoP QFT used as the primary approach and a reduction in the number of children withdrawn from lessons. TAs are now deployed more effectively in most classes.
All teachers and TAs	May 2021	Emotional regulation using the Zones of regulation	Milton Keynes Inclusion Team	Zones of Regulation introduced in every class
Salma Ali			Learn Sheffield	

Carla Bell Noorul Uwais	Autumn 2020 Spring 2021 December 2020	SCERTS 2- day course ASC in the Early Years	Milton Keynes Inclusion Team	The SCERTS approach is becoming an integral part of our practice in Department. Salma has worked alongside the NHS Speech and Language therapist to assess all our children using the framework. Staff gained further knowledge about effective strategies to support children with ASC in the Early years.
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SEND Provision

What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?	We have invested in GL screening and WellComm screening to support our early identification of SEN. These screeners help to identify children with traits of dyslexia and those with speech and language needs. Talkabout social skills programme
What has been the impact of the above in-school provision?	The screeners enable us to identify children who might have difficulties in these specific areas and also provides ideas and strategies to support these children.
What have been the most effective provision / interventions / resources and why?	The screening tools give us a more accurate indication of specific difficulties or barriers to learning that children may be experiencing. Moving forwards, we intend to use the Speech and Language screen (Wellcomm) to screen all of our new EYFS children in order to start providing interventions as soon as possible. This will help with their progress in other areas of the curriculum.
Which external professionals have been involved in providing support? What has been the impact of external agency work?	A private Speech and Language therapist has been employed on an hourly rate to assess and plan programmes for the children with Speech Language and Communication needs. NHS Speech and Language therapists have a back log of cases and are prioritising children with EHCP provision or who are being assessed for an EHCP. Consequently, some children have not been seen for over a year and any new referrals are on an extensive waiting list. By employing a private practitioner, we have been able to review progress and set relevant targets which can be delivered by Teaching Assistants.

Complaints relating to SEND

<p>If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes.</p>	<p>One complaint regarding the management of the Social Communication Department was made by an ex-employee. It was investigated and found to be unfounded.</p>
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SEND Self-evaluation summary

<p>What are the key strengths of the SEND provision?</p>	<ul style="list-style-type: none"> • The SCD is running smoothly. The children are all making good progress and the team works well together. • The SENCO is established in the school. • There is a robust system in place for identifying SEND needs. • Edukey is now used to record all interventions and individual education plans.
<p>What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?</p>	<ul style="list-style-type: none"> • To embed an assessment system that identifies small steps of progress for our children with SEND. • Successful transition for our children in the SCD to the new department at Orchard (Following the outcome of the consultation) • Improve outcome for pupils with SEND in mainstream through embedding quality first teaching in every classroom and throughout the curriculum, using a coaching model to ensure opportunities for inclusive and reflective practice.

Please ensure this report is shared with the full governing body towards the end of the academic year and a copy is sent to the trust (please send to Chloe.Nelson@emat.uk)

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