

## SEN Update for Governors – Autumn Term 2020

### Status Update

63 children on the SEND register – 31.4% (National 12.1%)

58 Children at School Support – 30% (National 12.8)

5 Children with an EHCP – 2.6% (National 1.8%)

### Category

Communication and Interaction – 26/63 (41%) - (10/23 have an Autism diagnosis)

Cognition and Learning – 23/63 (36.5%)

Social, Emotional, Mental Health – 10/63 (15.8%)

Sensory and Physical – 4/63 (6.3%)

### Year Groups by Category

|           | <b>Total SEND</b> | <b>School Support</b> | <b>EHCP</b> | <b>Communication and Interaction</b> | <b>Cognition and Learning</b> | <b>SEMH</b> | <b>Sensory and Physical</b> |
|-----------|-------------------|-----------------------|-------------|--------------------------------------|-------------------------------|-------------|-----------------------------|
| <b>F1</b> | 2/18<br>(11.1%)   | 2                     | 0           | 2                                    | 0                             | 0           | 0                           |
| <b>F2</b> | 7/18<br>(38%)     | 7                     | 0           | 3                                    | 1                             | 2           | 1                           |
| <b>Y1</b> | 11/30<br>(36%)    | 9                     | 2           | 8 (3 ASD)                            | 1                             | 2           | 0                           |
| <b>Y2</b> | 9/15<br>(60%)     | 8                     | 1           | 4 (3 ASD)                            | 5                             | 0           | 0                           |
| <b>Y3</b> | 7/21<br>(33%)     | 6                     | 1           | 4 (2 ASD)                            | 2                             | 0           | 1                           |
| <b>Y4</b> | 11/25<br>(44%)    | 11                    | 0           | 3 (1 ASD)                            | 6                             | 1           | 1                           |
| <b>Y5</b> | 6/27<br>(22%)     | 6                     | 0           | 0                                    | 4                             | 2           | 0                           |
| <b>Y6</b> | 10/29<br>(34%)    | 9                     | 1           | 2 (1 ASD)                            | 4                             | 3           | 1                           |

### Attendance

Average attendance for SEND children is 94.5%

18/63 children have attendance below 95%

8/18 children with low attendance are also under a safeguarding category.

|          | Attendance | Action Taken  |
|----------|------------|---|
| Child 1  | 15%        | Significant medical needs – SENCO in contact with Birmingham NHS and local special school nurse – care plan updated and training of staff |
| Child 2  | 93%        | Monitoring since October half term  |
| Child 3  | 91%        | Decreased since October half term – action at next review   |
| Child 4  | 93%        | Decreased since October half term – action at next review   |
| Child 5  | 80%        | Holiday Attendance Letter   |
| Child 6  | 83%        | Holiday Attendance Letter   |
| Child 7  | 84%        | Monitoring since October half term  |
| Child 8  | 90%        | Monitoring since October half term  |
| Child 9  | 89%        | First attendance review letter  |
| Child 10 | 84%        | Anxiety – communication with parents and team meetings to provide intervention<br>Monitoring since October half term                      |

Attendance has improved since the October review

Attendance has decreased since the October review

## Training and Development

- Autism Awareness Training run by Learning Support Service and the Autism Communication Team – all staff
- Trauma informed practice – TA's
- ROAR Training whole school practice and intervention for groups or individuals.
- Wellbeing – With me in mind – SEMH training – all staff
- Wave 1 Quality First SEND provision in the classroom – all staff

## SEND Review

On 5<sup>th</sup> November we undertook an SEND review with Lindsey Sandberg and Donna Mackinnon from JMAT.

Trish and Jenni completed a self-assessment of SEND in school and this formed a basis of the enquiry lines that Lindsey and Donna took on the day.

They collated evidence from discussions with parents, SENDCo and Headteacher, teaching staff, support staff, some work scrutiny and documentation related to SEND.

At the end of the review a report was provided with positives and areas for development.

## Positives

- Parents feel there is good communication with school. Parents of children with SEND feel very welcome in school and have good relationships with the Headteacher and SENDCo. They feel able to contact school when they need to.
- SEND information is shared on safeguard so everyone involved can see it.
- Other school leaders are familiar with SEND policy and practice and procedures are followed in school eg. appropriate referrals.

- Teaching staff spoke knowledgeably about the pupils SEND specific needs. All staff were aware of the SEND register
- The mental health officer is clear about her role in supporting children and families who have identified SEMH needs.
- The school used ROAR response scheme which includes daily check ins for all pupils, any concerns are dealt with immediately individually or through daily PSHE lessons. This is an effective whole school use of the schools current resources
- The mental health lead has good links to the SENDCo and SLT, as part of the wider leadership responsibilities. She is keen to learn more about the wider aspects of QFT for pupils with SEND
- Parents are aware of RPCF and SENDIASS and know they can contact these
- SEND pupils were observed to be happily engaged in learning, seeking comfort from the adults and using resources provide well.
- Some learning was explored in books and showed success for SEND children on a daily basis and progression
- Parents felt that they were fully involved with the discussions around the identification of their child's SEND needs.

### Areas for development

Suggested 3 Year Plan to run alongside DEP priorities

|                      |  |
|----------------------|--|
| <b><u>Year 1</u></b> | <p><b>A distinct whole school 'Plan-Do-Review' procedure in place. SEND review meetings are planned- paperwork for these needs reviewing so that next steps are documented and evidenced</b></p> <ul style="list-style-type: none"> <li>▪ <b>Appropriate adaptations for SEND pupils to be visible in classes – audit of resources available</b></li> <li>▪ PIVATs – steps to analyse gaps and support individual planning</li> <li>▪ Provision mapping for classes/whole school</li> <li>▪ Governors to be upskilled</li> </ul> |
| <b><u>Year 2</u></b> | <ul style="list-style-type: none"> <li>- Review progress tracking</li> <li>- Pupil and Parent voice</li> <li>- Review the systems put in place in Y1</li> <li>- Whole school CPD – specific SEND areas to be priorities</li> <li>- Review of SEND governance</li> </ul>  |
| <b><u>Year 3</u></b> | -CPD review and staff specialism assigning   |