



SEN Update for Governors – Spring/Summer Term 2021

Status Update

	Numbers	Percentage	National
Children on the SEND register	63	31.1%	12.1%
Children at school support	58	28.7%	12.8%
Children with an EHCP	5	2.4%	1.8%

Note: 2 children have EHCP requests in place.

SEN Category

	Numbers	Percentage
Communication and Interaction	27/63	42.8%
Cognition and Learning	22/63	34.9%
Social, Emotional and Mental Health (SEMH)	9/63	14.2%
Sensory and/or physical	5/63	7.9%

Year Groups by Category

	Total SEND	School Support	EHCP	Communication and Interaction	Cognition and Learning	SEMH	Sensory and/or Physical
F1	4/36 (11.1%)	4	0	3	0	0	1
F2	8/19 (42.1%)	8	0	4	1	2	1
Y1	11/30 (36.6%)	9	2	8 (3 ASD)	1	2	0
Y2	8/16 (50%)	7	1	4 (4 ASD)	4	0	0
Y3	7/24 (29.1%)	6	1	3 (2 ASD)	3	0	1
Y4	12/25 (48%)	12	0	3 (1 ASD)	6	2	1
Y5	4/26 (15.3%)	4	0	0	3	1	0
Y6	9/26 (34.6%)	8	1	2 (1 ASD)	4	2	1

Attendance

Date range: 8th March 21-7th May 21

	Numbers	Percentage
Whole School Average		96.35%
SEN average		94%
Attendance 90-95.9%	30/202	14.8%
SEN Attendance 90-95.9%	10/63	15.8%
Whole school PA	21/202	10.3%
SEN PA	7/63	11.1%

What do we do to monitor and improve this?

- Monitor termly.
- Tracker is updated and kept for monitoring.
- Letters are sent out for continue to improve, requires improvement, well done for being national average now, term time holiday.
- PA meetings are held.
- Inclusion meetings-specific sen children discussed with regards to anything else we can put into place to support.

Training and Development

- Bereavement training (ran by JMAT selected TA's across school, SENCO and Mental Health Lead)
- Bereavement training (ran by ROSIS with Winston's Wish)-All ta's.
- Updates on new SEN procedures-All staff
- Understanding Support Plans-Teachers
- Reviewing new SEN procedures-All staff

SEND Review

On 5th 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

<p><u>Year 1</u></p>	<ul style="list-style-type: none"> • 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 • Appropriate adaptations for SEND pupils to be visible in classes – audit of resources available • PIVATs – steps to analyse gaps and support individual planning • Provision mapping for classes/whole school Governors to be upskilled
<p><u>Year 2</u></p>	<ul style="list-style-type: none"> - Review progress tracking - Pupil and Parent voice - Review the systems put in place in Y1 - Whole school CPD – specific SEND areas to be priorities - Review of SEND governance
<p><u>Year 3</u></p>	<ul style="list-style-type: none"> -CPD review and staff specialism assigning

Developments in SEND at MVP

- All SEN children now have their own SEN file in classroom containing targets and agency letters.
- An inclusion register has been set up for each class. This shows the child's sen category, when they last had a review, when they were last seen by which agencies, data and provision that is in place.
- We have worked on ensuring all staff know what provision is being offered for the sen children in their class. E.g. resistant band on the chair, ear defenders, needs to sit near the door etc. This is recorded on the inclusion registers.
- Diary of interventions have been introduced. This is a sheet where we record interventions the sen children are having but then also anything else e.g. phone calls, meetings, agency involvement etc. It creates a whole picture record for that child.
- All sen children are either on an Individual Education Plan (IEP) or a Support Plan.
- The inclusion team has been developed. We meet weekly to discuss specific caseloads.
- Finally, we created stages of sen to support parents on understanding when they would have an sen meeting vs a parents' meeting. Please see the structure below.

Stage 3

Children in this stage will have a **Support Plan** document. This is a lengthy document that follows the child through school to build a picture of their personalised needs and the provision they require. It looks at the different areas of need including; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and Physical and Independence. For each of these areas we list your child's strengths and what their areas of need are. Targets will be set each term and agreed priorities listed for each of the areas mentioned above to ensure your child is successful in meeting their personalised targets.

Your child will have **3 SEN Reviews** per year. One each term. These will be detailed meetings, with the SENCO present, where we go through and update the Support Plan document in each of the sections, review old targets and set new targets. These SEN reviews will be instead of the shorter parents' meetings we have in the year.

Stage 2

Children in this stage will have an **Individualised Education Plan (IEP)** document. This is a one-page document with targets to show what your child needs to work on. We use the language Intent, Implementation and Impact and then Review. The Intent is the target we want your child to achieve. Implementation is the steps we will put in place to ensure your child achieves the target. Impact is what will this look like when your child has been successful? These will be reviewed at the following SEN meeting.

Your child will have **1 shorter parents' meeting in the Autumn Term** and **2 SEN meetings in the Spring and Summer Terms**. The SEN meetings will be longer sessions with the SENCO present so that we can ensure that your child is making sufficient progress towards their targets. These SEN reviews will be instead of the shorter parents' meeting in the Spring and Summer terms.

Stage 1

Children in this stage will have an **Individualised Education Plan (IEP)** document. This is a one-page document with targets to show what your child needs to work on. We use the language Intent, Implementation and Impact and then Review. The Intent is the target we want your child to achieve. Implementation is the steps we will put in place to ensure your child achieves the target. Impact is what will this look like when your child has been successful? These will be reviewed at the following SEN meeting.

Your child will have **2 shorter parents' meetings in the Autumn and Spring Terms** and **1 SEN meeting in the Summer Term** with the SENCO present to ensure that your child is making sufficient progress towards their targets. This will be instead of a parents' meeting in the Summer term. We have specifically chosen Summer for the SEN meeting as this will enable your child to have a smooth transition to the next year group by ensuring that the next teacher has all the information they need.