

Collaton St Mary Primary School

SEND Annual Report – FEBRUARY 23-FEBRUARY 24

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>A new ACE SEND policy was produced in February 2020, then reviewed and approved by Directors in March 2020. It was reviewed in February 2022 and is due to be reviewed in February 2024. This policy has a review cycle of every 2 years. This policy will be review this academic year to incorporate our ACE curriculum and approach.</p> <p>SENDcos with the board 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 includes our principles and vision for our SEND pupils, key duties of the school in regard to the 2015 code of practise and the requirements schools must undertake for all SEND pupils. In line with the SEND Code of Practice we have a local offer describing their provision for pupils available, 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. The ACE SEND policy also includes a glossary which governors may find useful.</p> <p>SEND Review: Right support, Right place, Right time (March 2022) has informed our practice reflecting the needs of a new pupil.</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> <ul style="list-style-type: none"> • Staff training for staff on metacognitive targets, Trauma and Attachment training and bespoke BSL training • Introduction of new behaviour policy in the Inset day training, roll out and monitoring of this • Improved TA training sessions on TA interventions for pupils embedding the behaviour and positive relationship policy • Staff management of behaviour is consistent across the whole school and exemplary practice is frequently observed. • Continue to improve attendance across the school. • SENDco closely monitoring ILP targets through the online tool, separate parent evenings for parents with additional needs to ensure lengthier meetings • SEND Trust improvement groups meeting termly to share best practise and further improve subject knowledge through ongoing training. • SEND reviews Spring term and SEND audit Summer term • Increased joint working with external agencies and families i.e. SEND coffee mornings, half-termly SEND parents' evenings, Virtual School, Mayfield • A new phonics programme RWI has been rolled out across the school this has reduced the gaps in attainment for SEND pupils <p><u>Key Lines of Enquiry for 23/24 (see SEND action plan)</u></p>

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How does the school identify children with special educational needs?	<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 - Monitoring behaviour logs and CPOMs entries using ABC data. - School and national assessments - Liaison with the child’s previous setting, other school or agencies involved - Referrals to/from other agencies - Use of appropriate assessment tools such as Speech and Language Link and the Graduated Response Tool 																								
How many children in the school have special educational needs? How many EHCPs are in place?	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th style="width: 35%;">AREAS OF NEED</th> <th style="width: 30%;">NUMBER OF PUPILS- 37(18%)</th> <th style="width: 35%;">PUPILS WITH EHCP- 12</th> </tr> </thead> <tbody> <tr> <td>General Learning Difficulties</td> <td>8</td> <td></td> </tr> <tr> <td>Specific Learning Difficulties</td> <td>5</td> <td></td> </tr> <tr> <td>Speech and Language and communication</td> <td>8</td> <td>3</td> </tr> </tbody> </table>	AREAS OF NEED	NUMBER OF PUPILS- 37(18%)	PUPILS WITH EHCP- 12	General Learning Difficulties	8		Specific Learning Difficulties	5		Speech and Language and communication	8	3												
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	Social, mental and emotional health	7	4
	ASC (Austistic spectrum)	3	3
	Hearing Impairment	2	
	Visual Impairment		
	Complex Physical Medical Issues	4	2
	Behaviour plan	8	4
How many children have met the exit criteria and no longer need that support?	The SEND register is reviewed every term by the SENDCo and reviewed/challenged by the SLT. In Autumn Term 2023, 5 children were added to the SEND register due to the high level of need of the new cohort in Reception. Although none have exited the register we have seen a decrease in support and provision required for 4 pupils but they still require monitoring and display a high level of need.		
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 • Individualised plans that identify small steps for progress • Individual timetables (often visual) • Scaffolded/supported learning in class • Additional learning sessions eg pre-teaching • Interventions such as Nessy • Pastoral support • Use of additional adults-Tas • Physical support eg adapted chairs/dyslexia coloured acetates • Multi-sensory learning • Speech programmes-Language link • Memory programmes • Working documents such as behaviour care plans, IEP's and RAG rated behaviour systems • The Nest provision providing a nurture based approach relating to Metacognitive targets • Support from external specialist services i.e. Mayfield outreach/SALT/OT 		
What are the targets for	Targets are set on an individual basis. This takes 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		

children with special education needs ?	<p>targets at a parents evening dedicated just for SEND children. Targets that are agreed with parents in IEPs are placed at the front of the pupils' journals so that all adults who work with the children are aware of their current target and needs.</p> <p>Behaviour care plans and RAG rated 3/5 point scales are developed and reviewed in the same manner as IEP's. These are shared with all appropriate staff.</p>
How are interventions timetabled so that children are receiving additional support?	<p>Many children on our register receive early morning interventions beginning as soon as the children come into school, indeed we run a breakfast club for some of our most vulnerable children on the register to ensure they have a more positive start to the day. Pastoral programmes mostly take place mid-morning and afternoons with additional interventions including Nessy. Precision teaching and pupil's conferencing one-to-one also happen after children have finished their Maths and English lessons. We will be moving the KS1 lunchtime to create a whole KS1 15 minute focus on phonics daily.</p> <p>Metacognitive targets are delivered in afternoon sessions daily (The Nest) for those that require this in an individualised manner focusing on independence, social skills and emotional regulation.</p>
How are staff deployed to ensure progress for SEND pupils?	<p>6 EHCP children at Collaton have high end needs which require 1:1 support at all times, their needs range from SEMH to physical needs to ASD and a Hearing impairment. 4 pupils with an EHCP are supported in a 2:1 partnership with an adult or work as part of a group to allow them to benefit from pupil discussion. The remaining 2 access some 1:1 input throughout the day and access small group work. At times during the day, support staff may work across classes delivering daily precision teaching for consistency. Support staff are not 'glued' to pupils and a team around the child approach is taken ensuring a team of trusted adults for each SEN child ensuring they 'know the story' following our positive and relational behaviour policy.</p> <p>3 pupils without an EHCP require a high level of support throughout the day we are 1 term gathering evidence, there are varying factors as to why their need has increased including a transition to Year 1 provision and varying ACE's taking place at home. These pupils are making progress in the Spring Term and these will be monitored to see whether they meet the threshold to submit RSA's.</p> <p>Other teaching assistants support children in class for Maths and English and then begin interventions for the remaining of the day. These are only stopped where TAs cover teachers PPA time or other cover. Where we can, we avoid assigning children a one to one TA. Research shows that often these are the children who make the slowest progress. We try hard to ensure children do not become dependent and over reliant on TA support. We continually look for opportunities to share best practise through our TA meetings that happen fortnightly.</p>
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 a school provision map stating their prime area of need and the support that is in place for them. Our intervention plan enables us to 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>IEPs are written and reviewed half termly and shared with the child and parents who have an input into the plan at the SEND parents evening.</p> <p>The SEND register is reviewed termly by the SEND team (CR, NP) Where children are not responding well to a plan or intervention we adapt the provision. We have created better accountability and consistency in provision for these pupils through the use of the online tool-www.provisionmapping.co.uk, more staff training is required to ensure the full use of this tool is capitalised.</p>

<p>How are school resources deployed?</p> <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	<p>Resources are deployed dependent on the individual needs of the children. Some children at Collaton require 1:2 or 1:1 support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.</p> <p>We currently have 3 HLTA's and 9 LSA's (some LSAs are part time) who work alongside the class teachers and SENDCo to provide support for the children. We also have a Pastoral Lead who supports many of our SEND children, we also have a part time specialist Art Teacher who supports with pastoral intervention. The Head teacher is named as the designated teacher for Looked After Children and ensures the appropriate support is in place for 3 LAC pupils at Collaton.</p> <p>External support is provided for by a private Educational Psychologist bought in by the school we had no access to EP in Autumn Term of this academic year but have access this term. Referrals are made to other external agencies when needed such as Occupational Therapists, Physiotherapy, Speech and Language support, the School Nurse Team, Portage, Family Support, Hearing and Visual advisory teachers, The Sensory Team (Guide Dogs), Specialist outreach support with Mayfield/Chestnut, 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.</p> <p>Please note Speech and Language, OT and Physio are provided intermittently sometimes no support in School due to their high caseloads, this has led to School providing support when able for these areas.</p> <p>Equipment and adaptations: We have made the site safer with some alterations to gates and fencing around the playground and forest school area. We have created a new 'Cabin' space to be used by one of our highest needs pupil we used funding for this.</p>
<p>Are there any budget/resource issues in terms of SEN provision?</p>	<p>Funding never covers the actual costing of TA support. The school is required to make up the difference from Element 3 from its delegated budget. This is proving to be an increasing challenge for the school. In December 2023 we recorded a total £76,005K for our 12 EHCP pupils there has been an additional EHCP agreed in January 2024, therefore our EHCP funding allocation will increase next month.</p>
PROGRESS FOR SEND PUPILS	
<p>How is SEND progress monitored?</p>	<ul style="list-style-type: none"> • Ongoing assessments by class teachers and TA supports • Use of entry/exit data for specialist programmes and interventions • Use of FFT and tracking facility to look at progress • Class flight paths and teacher mark books • Ongoing Monitoring and observation plan/peer reviews • Observations by external agencies and Ed.Psyche • IEP meetings and half-termly review meetings with parents
<p>How is progress for SEND pupils measured?</p>	<p>Teachers at Collaton 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</p>

	<p>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 SEN Team 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 – for example if the child is having cognition and learning interventions then the TA’s leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. These Record of Progress sheets will be completed after any intervention to ensure that it is the correct intervention for the child. 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>			
What Progress are SEND children making?	2024 Results-No. of SEND children	Reading ARE	Writing ARE	Maths ARE
	KS1 - 13 (4 EHCP)	47%	43%	52%
	KS2- 24 (8 EHCP)	42%	54%	57%
*Following ASA meeting with Katy Burns – some data needs to be updated on Insight				
STAFF TRAINING AND OTHER AGENCIES				
Has the SENCO undertaken the necessary training? What training has the SENDco taken part in the last year?	<p>The SENDCo accesses forum information and LA meeting information via email due to these falling on her non-working days. SENDCo has the support of other SENDCos with the area and the trust and attends the ACE SEND TIGs. Cat has undertaken a number of training courses between over the past year. Training includes:</p> <ul style="list-style-type: none"> ○ Solution circles with Jess (Lead SENDCo for the Trust) ○ 6 Days of Trauma informed approach training ○ Multiple First Steps training on ASD/ADHD and neurodiversity ○ Metacognitive Curriculum training from NP <p>Due to: apply for SENDCo course</p>			
Have the relevant staff members received appropriate training? What training have they undertaken over the last year?	<p>SENDCo has then disseminated the above training to all staff. SENDCo regularly supports staff as part of her role. In addition many staff completed online training through Flick. Courses completed by staff include:</p> <ul style="list-style-type: none"> ○ Using and implementing the Graduated Response Tool ○ Nurture based approaches ○ Differentiated approaches ○ Positive behaviour approach to support behaviour policy ○ British Sign Language signs ○ Specific staff on hearing and visual impairments <p>Due in Spring 1: x 2 Twilight sessions on Trauma and Attachment Training</p>			
Which external agencies and support agencies are the school working with and how	<p>We work with a number of outside agencies and all refer to others when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists and other medical services. These relationships are generally very positive and work well to support the children.</p> <p>The SEND Local authority advisor meets three times a Year with the SENDCo. These meetings involve sharing evidence of impact of interventions and provision on outcomes with our children with an EHCP. We have ongoing 6 week provision meetings with the SEND Team due to the high level of need for the children. The feedback from Carolyn Brend and Hannah</p>			

well is this working?	<p>Spencer SEND Team, was very positive about our provision for our children with EHCPs and we have been asked to support other schools with their SEND provision by the Torbay SEND Team.</p> <p>NP works closely with the virtual school as the designated teacher and CR works closely with the professionals linked to the child's individual needs.</p> <p>We have found that OT, SALT/Specialist SALT (for high level needs) and Physiotherapy have been unable to attend the school to offer support at this time which has led to CR liaising with these teams to gain resources and advice that we implement ourselves.</p>
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WORKING WITH FAMILIES

What communication strategies are in place for parents/carers of children with SEN?	<p>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.</p> <p>Alongside this we have official meeting times, these are as follows;</p> <ul style="list-style-type: none"> - Half - Termly SEND meetings to discuss IEP's and BCP's - EHCP annual review meetings - Parents evening meetings - Meetings arranged by appointment when necessary - Parent / Educational Psychologist / Class Teacher meetings <p>There is a huge amount of SEND support groups and websites that have been made available on our school website. Feedback from SEND parents has been very supportive and appreciative. See: https://www.collatonstmaryprimary.org/send-home-learning-informat</p> <ul style="list-style-type: none"> - A SEND coffee morning with parents is offered monthly by CR which started in Spring 1, previously the weekly coffee morning was hosted by a parent volunteer of a pupil with SEND at our school. She worked with CR 1 day a week and would liaise regarding any follow up support required from CR.
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What do parents say about the provision offered by the school?	<p>Feedback from parents continues to be very positive. This was evident in SEND provision meetings with Torbay LA SEND Team. Parents communicated in these appointments that they feel supported and 'listened to' by Collaton and feel that their children are being well supported even with a lack of funding to cover the level of support provided. In addition to this we have supported parents to go to Tribunal to contest funding allocation for their child and 2 regarding applications to specialist provision. We have been praised by Katie Cavannah at the Virtual School 'you go above and beyond other schools to support these children'.</p>
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REVIEWING SEND ACROSS THE YEAR

What is going well?	<ul style="list-style-type: none"> • Provision for SEND pupils – appropriate target setting relating to EHCP/IEP/BCP that show a variety of interventions that have impact and are led by skilful teaching assistants • Engagement with Mayfield outreach for ASD and SEMH pupils • Successful implementation of a reduced timetable to support a positive transition to our school that has resulted in the child now attending full time. • Reduced the level of dysregulated behaviour comparing Autumn Term to Spring Term • A tailored nurture provision based around individualised metacognitive targets • A better embedded Team Around the Child approach • Staffing consistencies: 2 new SEN LSA's employed in Autumn 2 • Read Write Inc – new phonics programme has reduced the gaps in low attaining pupils • Appropriate intervention timetables across KS 1 & 2 for disadvantaged pupils
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	<ul style="list-style-type: none">• Pastoral support in place for the highest need pupils• Splitting the Nest into 2 groups; 1 focusing on metacognitive targets and the other focusing on SEMH targets
What is going less well and needs to be part of a SEND action plan?	<ul style="list-style-type: none">• School plugging the gaps for the lack of external services such as SALT• Engagement with Torbay LA regarding funding levels and needs (2 tribunals up and coming)• Increased staffing levels for the levels for lunchtimes to cover the 6 1:1 pupils• The amount of pupils with ACE's and the consistency of approach taken by staff – staff require Attachment and Trauma training in February '24• Staff consistency and illness• Funding gaps between pupils needs and allocation of funding from LA – CR needs to continue to request additional funding where possible