



Annual SEND Report from Governors to Parents 2019-20 (Retrospective)

Mission Statement

'We walk kindly in the footsteps of Jesus Christ as we live and learn'.

The school mission statement underpins all learning and teaching in the school. All children are offered the opportunity to develop fully, irrespective of ethnicity, faith or social background, or gender.

This SEND Report retrospectively outlines information regarding ways in which we provide support for all our students and is reviewed annually. The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN Information Report.

SEND Academic Year 2019-20

At the start of the year, 31 children were identified by the school as SEND Support children (13% of the school). 21 children (8% of the school) were on the SEND Concern Register. These children are on the register due to emotional, learning, communicative, behavioural or medical needs. 77% of the Support register are male and 67% have English as an Additional Language. The main area of need in the school (45%) is supporting pupils with Communication and Interaction difficulties.

Over the course of the academic year, four children received HLN funding and one child is undergoing assessment for an EHCP (Education, Health Care Plan). One other child has an EHCP. We supported with the transition of four SEND pupils over the course of the year. Three pupils to new school settings and one to a specialist educational provision.

Key SEND Personnel

SENDCo – Mrs Henderson
SEND Governor – Sinead Lodge

Identification and Assessment of SEND

Pupils identified as having Special Educational Needs and Disability at Blessed Robert Widmerpool have full access to a broad and balanced curriculum and all aspects of school life.

There is a whole school approach to SEND policy and practice. All those involved with the pupil, including: parents, teachers and other agencies are responsible for identifying students with Special Educational Needs and Disabilities and, in collaboration with the Special Educational Needs Coordinator, will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Parents' early observations and knowledge of their child are crucial in early identification. The school ensures effective parent and pupil participation in identifying pupils with SEND. Parents have full participation in the process and their opinions and concerns are sought to gain a good understanding of pupil needs.

Identification of SEND at Blessed Robert Widmerpool

The school has a clear approach to identifying and responding to SEND. Quality First Teaching is essential in removing barriers to learning.

The schools **graduated response** procedure is outlined below:

- Concerns about progress and needs of pupils are raised by the parent, class teacher, SENDCo or SLT.
- These pupils are identified using SEND Concern form after discussion with the SENDCo and Assessment Coordinator and are monitored closely.
- The class teacher takes steps to provide differentiated/scaffolded learning opportunities that enable the pupil to access the learning, aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be provided.
- Pupils who fall significantly outside of the range of expected academic achievement in line with predicted performance indicators are identified as target children and their progress monitored.
- The pupil is then formally recorded on the SEND Concern register as being under observation due to concern by parent or teacher. This may not necessarily place them on the SEND Support register.
- Once a student has been identified as SEND Concern, they are closely monitored by the class teacher in order to gauge their level of learning and possible difficulties.
- The SENDCO is consulted if needed for support and advice and may wish to observe the student in class along with other outside agencies.
- At this stage it can be determined which level of provision the student will need going forward.
- If a student has recently been removed from the SEND Support register they may also fall into this category and continued monitoring will be necessary.
- Parents are included fully at every stage. If concerns are raised by teachers, parents will be informed and information will be gathered and shared.
- Termly assessment meetings with the SLT and SENDCO monitor and assess the attainment and progress being made by the students being monitored. These meetings can occur more frequently with the SENDCo depending on the individual student's needs and progress being made.

SEND Support Exit Criteria

In order for children to meet the exit criteria with the school, they are required to have met a level of progress expected in line with previous assessments. Children will only be

removed from the SEND Concern register following discussion between parents, class teachers and the SENDCo.

In the academic year 2019-20, no child was transferred from the SEND Support to SEND Concern register. If children are removed from the register they continue to be closely monitored by the SENDCo and Assessment Coordinator. If required, children's access to SEND support will be reintroduced in line with the SEND policy.

Types SEND Provision at BRW

SEND Support

Where it is determined that a student does have SEND, parents will be formally informed of this by letter or communicated verbally via class teacher. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Teachers provide a range of support for the identified children. These are detailed on Provision Maps and updated on a termly basis. Children's progress is monitored on a termly basis by the SENDCo, Assessment Coordinator and children's class teachers.

External Agency Support

The following agencies and individuals have supported SEND pupils at Blessed Robert Widmerpool School throughout the 2019-20 academic year:

Autism Team
Children and Young People's Behaviour and Emotional Team
CAMHS
Diabetes Team
Speech and Language
Think Children
School Nurse
CEPS/Educational Psychology
Occupational Therapy
Community Paediatricians
Health Visitors
Dieticians
Sensory Team
Continence Team

External agency support is reviewed at the end of each academic year

Access - Aims and Objectives

The school aims to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice (2014)*. As such, our aims are:

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring Special Educational Needs and Disability provision as early as possible in their school life
- To ensure that students with Special Educational Needs and/or disabilities (SEND) take as full a part as possible in all school activities
- To ensure that parents of students with SEND are kept fully informed of their student's progress and attainment
- To ensure that students with SEND are involved, where practicable, in decisions affecting their future Special Educational Needs provision

Many students will have special needs at some time during their school life. In implementing this policy, pupils will be helped to overcome their difficulties.

The policy takes into account procedures used within the School which are in line with other school policies including: The Teaching and Learning Policy, Behaviour Policy, Equal Opportunities Policy, Safeguarding Policy and others.

The school is committed to helping students achieve their potential whatever their level of need.

The SIP

The School Improvement Plan ensures that provision for Special Educational Needs and Disabilities within the School is refined and evaluated regularly and new ideas are implemented to help each individual student. This academic year, in line with staff training needs, all staff have received additional training on Working Memory. 3 members of staff have received training to support the health needs of a child with type one diabetes, three support staff have been trained by the Autism Team in the use of Intensive Interaction. The SENDCO is now a Mental Health First Aider and has had training in the use of PEC and Communication Boards.

The SENDCo, in line with the SIP, is now a qualified Mental Health First Aider. The SENDCo and Assessment Coordinator have also worked to refine and improve the assessment tracking system for children with SEND for the areas of Reading, Writing, Maths and Religious Education. All children on the SEND Support register have personalised, aspirational progress targets. These are reviewed with the SENDCo on a termly basis to ensure progress and the effective use of Provision Maps.

Targets and Outcomes for Children with SEND

As part of the SIP, throughout the 2019-2020 academic year, we endeavoured to narrow the progress gap towards end of year targets in areas of Reading, Writing and Maths for those with SEND (55% Reading, 50% Writing, 68% Maths).

As a result of the COVID 19 pandemic, school was closed for all pupils from March 2020, opening for key workers and pupils in Foundation Stage, Year 1 and Year 6 classes from June 2020. Consequently, end of year assessments were not completed in the Summer Term of 2020. Children in all classes were taught remotely using a combination of online lessons, paper packs, online apps and lessons planned by teachers for parents.

The data collated in April 2020, based on teacher assessments, is detailed below.

Reading

- 92% achieved or exceeded personalised target at end of Spring Term 2020

Writing

- 85% achieved or exceeded personalised target at end of Spring Term 2020

Maths

- 76% achieved or exceeded personalised target at end of Spring Term 2020

Focus pupils have been identified to support transition to next year groups.

Monitoring of Provision

For pupils who are on the SEND Support list, individual provision maps are created which provide details of interventions and support, when it occurs and who is responsible for it. Case studies are also developed annually for some children with HLN funding.

Class and individual provision maps are shared with pupils, parents, TA's, SENDCo and any other professionals involved in working with the child.

The monitoring and evaluation of the effectiveness of the school's provision for pupils with SEND is carried out in the following ways:

- Classroom observation by the SLT and SENDCo
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis by the SLT
- Termly reviews of SEND progress data
- Informal feedback from all staff
- Planning monitoring
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring Individual Provision Map targets, evaluating the impact of these on pupils' progress.
- Regular review of the SEND Action Plan
- Attendance records and liaison with EWO
- SEND Information Report
- SEND report to Parents from Governors
- Termly SEND Teacher-Meetings

Monitoring of SEND's Children's Progress

Children's progress is monitored using provision maps, review meetings and the data compiled on both the school pupil tracking system. When appropriate, the progress of SEND Support children working significantly below the expected standards is measured using PIVATs.

Role of the SENDCo

The school's SENDCO is a qualified teacher, DSL and has the National Award in Special Educational Needs and Disability Co-ordination qualification. She is an SLE (Specialist Leader of Education) in SEND and is also a qualified Dyslexia Screener and Mental Health First Aider.

The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The school's SENDCO is aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

Training in SEND

The school ensures that all staff are kept up to date with relevant training and developments in teaching practice and medical procedures in relation to the needs of students with SEND. The SENDCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training.

The school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events and through private and voluntary providers. Training

needs are considered for teaching staff, teaching assistants, NQT's, parents and Midday supervisors.

The SENDCo attends relevant SEND courses, Family/MAT SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENDCO, with the leadership team, ensures that training opportunities are matched to school development priorities.

Additional 2019-2020 Training

This academic year, the Autism Team has supported the training needs of several class teachers, teaching assistant, care assistants and parents of those with SEND. SALT have provided 1:1 support for the SENDCo, 6 class teachers and eight Teaching Assistants across the school. The Educational Psychologist has supported three teachers to support the needs of children with SEND and has worked alongside two families. They have also support with whole school CPD on Working Memory. The Learning Support team have supported another child and their class teacher. The diabetes team have supported the training needs of 4 members of staff and offered in-house guidance.

During the school shutdown period the Educational Psychologist provided telephone consultations with two parents and the Autism Team supported four further pupils with home check-ins on a monthly basis. The school SENDCo coordinated this provision for pupils alongside making telephone check-ins with all pupils on the SEND Support register.

SEND Budget

2016 - 2017	£19,000
2017-2018	£21,652
2018-2019	£36,000
2019-2020	£37,451

The SEND Funding detailed above is the annual amount receive to support the provision of all SEND children across the school. In addition to this, there are currently three children who receive HLN (Higher Level Need) funding in the school. This support is granted through a bidding system. Bids are written by the school SENDCO in collaboration with parents, teachers and other agencies. An external panel grants the HLN funding.

This year to school made one further application for an EHCP which is pending a final decision.

HLN Budget Breakdown

HLN Allocation	Total
Band A	1 child
Band B	3 children

The SEND Budget is used to provide staff training, resources and subsidise teaching/care assistant support for all SEND children across the school. Those receiving HLN funding receive TA/Care Assistant/CT support in line with HLN allowance.

Reviewing the SEND Policy

In order to ensure SEND children have access to suitable provision and make progress, the school encourages feedback from staff, parents and students throughout the year. Pupil, staff and parent voice is used as part of the quality assurance process.

The Governing Body will report annually to parents regarding the policy.

Student progress will provide evidence for the success of the Special Educational Needs and Disability policy and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests.
- Evidence generated from review meetings.

Provision mapping will be used to monitor, review and evaluate interventions used to support students. Information from provision management will be used to identify how effective provision is in enabling students to achieve academic and wider outcomes.

The policy is reviewed annually by the SENDCo in order to adapt to the changing needs of children and staff. It is then ratified by the school governors.

Action for Next Year:

As a school we continually seek ways to improve our inclusion and SEND provision. Next year we aim to:

- To continue to refine the process for identification of SEND with the use of SEND Concern form procedures and termly tracking systems being refined further
- Develop a whole school shared expectation of Quality First Teaching strategies in order to support the ambitious, personalised provision for those with SEND
- Narrow the progress gap towards end of year targets in areas of Reading, Writing and Maths for those with SEND
- Implement universal provision supporting children's mental health in line with CPD delivered in July 2020 and following school shutdown period

Reviewed: July 2020

Review Date: September 2021