

## HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

### Annual SEND Report to Governors



**SENCo:** Gareth Griffith

**Date of report:** September 2020

**SEN Governor:** Sharon Wiseman

As part of their statutory duties, Governing bodies must publish information about and report on the school's policy on special educational needs.

At High Littleton Primary School, we strive to support all our children and enable them to reach their full potential. We believe that it is important to provide children with a balanced, yet challenging, curriculum and we are committed to making sure that all children, including those with Special Education Needs and Disabilities, are supported to this aim. In order to do this, many steps are taken to support the children through their learning journey, including both the development of academic knowledge and life skills to support them in future years.

#### **The Role of the SENCo:**

The SEN Coordinator (SENCo), in collaboration with the Local Governing Body (LGB) plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEND. This entails working closely with staff, parents and carers, and other agencies.

The SENCo also provides related professional guidance to colleagues with the aim of securing quality first teaching for all children, including those with SEND.

The SENCo, with the support of and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of children's achievements, as well as by setting targets for improvement.

The SENCo ensures that the learning for all children is given equal priority, and available resources are used to maximum effect.

#### **The responsibilities of the SENCo:**

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN
- Liaising with Early Years providers, other schools, Educational Psychologists, Health and Social Care professionals
- Being the key point of contact with external agencies, especially the Local Authority and its support services

- Working with the LGB to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up-to-date
- Managing Teaching Assistants
- Contributing to the training of staff

### **How do we support students at High Littleton Primary School?**

At High Littleton we aim to develop children's independence allowing each individual to develop the skills required to allow them to be successful in both academic and social environments in preparation for secondary school and beyond.

The priorities for TA deployment are:

- Firstly, to meet the needs of students with Educational, Health and Care Plans (EHCPs),
- Secondly, to provide interventions for a range of pupils,
- Finally, to support a wide range of other pupils on the SEN register across the curriculum.

### **The range of support offered**

The SENCo, class teachers and a team of experienced Teaching Assistants, offer a cohesive and balanced range of support:

#### **In-class support**

TAs work alongside the class teacher in the classroom to support children with their learning or social needs. Support may include individual withdrawal from the group, small groups or whole-class support.

#### **Small group and 1:1 withdrawal interventions**

A range of support is offered to children outside of the classroom environment. The types of interventions offered vary on an annual basis according to a child's needs but may include programmes to support literacy, numeracy, social needs, speech, language and communication, ASD or by addressing issues affecting social, emotional or mental health needs, such as the use of Thrive.

#### **Differentiating resources**

An important aspect of the work of the SENCo is to liaise with teachers to enable all children to access the learning environment appropriately.

#### **Additional support for exams**

Some children with identified educational needs are entitled to special access arrangements for all their public examinations. Support may include: use of a separate room, a reader, extra time, supervised rest-breaks and use of a prompt, word processor or a scribe. Children are assessed and appropriate support is put in place SATs.

## **Communication between school staff, parents and students**

The school recognises the importance of effective dialogue between teachers and parents.

Parents are invited to meet with the SENCo or class teachers at various times throughout the academic year to encourage their involvement in establishing Single Support Plans and in reviewing targets and support strategies. The school aims to provide at least three opportunities during the school year for parents to meet with key staff in school to discuss the needs, provision and progress of their child.

Parents are encouraged to contact the SENCo or class teachers by telephone if there are any SEN concerns or queries regarding the support of their child.

Children with an EHCP have a statutory Annual Review meeting. Parents and other relevant professionals are formally invited to these meetings and all paperwork relating to the meeting is sent by post.

## **Transition support**

The school has a well-established and successful transition programme for children with special educational needs.

Those children identified by nurseries and child-minders needing additional transition support, participate in a transition programme tailored to their needs which may include additional visits to the school prior to the September. Sometime the school will receive Transition Support Funding which allows us to support individual children during their first year in school.

Additional visits to the school to meet key staff or to become familiar with the routines and layout of the school can be arranged with the Headteacher during the summer term. This is done in liaison with the settings and the parents and is tailored to meet the individual needs of the student.

## **External Professional Agencies**

The SENCo works closely with a wide range of external professionals. Most of these agencies form part of the B&NES local authority Children's Service or Primary Care Trust. The SENCo has regular contact with the following agencies:

### **B&NES Local Authority services**

Inclusion Support Service

Specialist Behaviour Support Service

Educational Psychology Service

Hospital Education & Reintegration Service

Social Care Services

Looked After Children Support Team & Virtual School for LAC

Specialist Family Intervention Service

Compass Project

Mentoring Plus

Connecting Families  
Integrated Working Team

**Primary Care Trust (Health Authority services)**

Child and Adolescent Mental Health Service (CAMHS)  
Sensory Impairment Team  
Speech & Language Therapy Service  
Occupational Therapy Service  
Physiotherapy Service  
Community School Nurse

**Other services**

Education Welfare Services  
Off The Record  
Children Unlimited – Occupational Therapy support service  
ASDSS (ASD Support Service)  
Sporting Family Change

**Arrangements for Identification and assessment of SEND students:**

**Start of Year**

- Liaison with nurseries and preschools
- Baseline assessments
- SENCo will triangulate all of the information and make a decision about whether to place children on the register.
- Parents are informed if their child is placed on the SEN register.
- SSPs are completed and shared with parents
- Referrals made to outside agencies if necessary

**Mid – year**

- Referral from staff using the school referral form, information received from pastoral and subject meetings
- Parental concerns expressed about progress and difficulties
- SENCo will observe students in class
- SENCo will arrange for any necessary additional assessment
- SENCo will refer for outside agency support where necessary
- SENCo will decide whether to place student on the SEN register
- Parents are informed if their child is placed on the SEN register
- Students with identified needs are regularly re-assessed to track progress
- SENCo will coordinate Annual Reviews

SEN register: September 2020

Year group	Number on roll	% SEN			
		SEN Support 'K'	EHCP	Total	% of total
R	29	3	0	3	10%
1	25	2	0	2	8%
2	26	2	2	4	9%
3	26	3	2	5	20%
4	21	3	1	4	20%
5	24	2	1	3	12.5%
6	25	0	1	1	8%
<b>Totals</b>	<b>176</b>	<b>15</b>	<b>7</b>	<b>22</b>	<b>12.5%</b>

Breakdown of need

Main area of need	Number of students total	YR	Y1	Y2	Y3	Y4	Y5	Y6
TSF	2	2	0	0	0	0	0	0
SpLD	7	0	0	2	1	0	3	1
SLCN	8	5	0	0	2	1	0	0
ASD	2	0	1	1	0	0	0	0
MLD	9	0	1	1	2	3	2	0
SEMH/Thrive	7	0	0	4	0	1	0	2
HI	0	0	0	0	0	0	0	0
VI	0	0	0	0	0	0	0	0

**TSF:** Transition Support Funding (supporting transition to primary school from nursery/preschool)

**SpLD:** Specific Learning Difficulty (a term that refers to a difference or difficulty with particular aspects of learning. The most common SpLDs include dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia).

**SLCN:** Speech, Language and Communication Needs (children with SLCN may have difficulty with only one speech, language or communication skill, or with several).

**ASD:** Autism Spectrum Disorder (a condition that affects social interaction, communication, interests and behaviour).

**MLD:** Moderate Learning Difficulty (pupils with this problem are usually performing at a significantly lower level than their peers in reading, writing, spelling and sometimes numeracy).

**SEMH:** Social, Emotional and Mental Health (children with SEMH needs often have difficulties in managing their emotions or their behaviour. They can show inappropriate responses to their emotions. They can feel scared, anxious and misunderstood). **Thrive** promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.

### Outcomes (2019-2020)

Year Group	Meeting Age Related Expectations		
	Reading	Writing	Maths
1	50%	50%	50%
2	40%	40%	40%
3	66%	0%	66%
4	33%	0%	0%
5	100%	0%	50%
6	100%	50%	100%

### Next steps

- Focus on improving attainment across all subjects in via support within the classroom where possible and through targeted intervention
- Early identification of issues and continued monitoring of progress of students of concern
- Close monitoring of classes/teachers working with groups where higher percentages of SEN students are included
- SENCo to work with other SENCos within the Trust
- Ensure appropriate training for staff

Gareth Griffith  
SENCo  
September 2020