



Report on SEND – 2018/19



St Bartholomew's Church of England First School

'Roots to grow and wings to fly'

SEND need

Please see below our school profile for SEND across the year. Please note that the percentage of SEND children is determined upon the overall amount of children attending our school at that given time. Furthermore, The SEND register changes throughout each term based on need. The breakdown of children's needs, as listed below, refers to the SEND register at each census point of the year. The areas of need listed below are broken down according to the areas of need specified in the SEND Code of Practice, 2015. As a school, we also create a list of vulnerable children, which is not included in this report, under our universal practice provision. For the purpose of this report our SEND support and High Needs children are grouped under 'No of children with this need' and children with an Education Health Care Plan (EHCP) have been referred to separately.

It is also important to note that several children have needs in more than one area, which means that children would be counted in more than one category. The termly SEND register shared with staff each term shows all areas that they have need in. **However, for the purpose of this report children will be identified in terms of their MAIN need at the point of census.**

Autumn 2018

Communication and interaction		Cognition and learning		Social, emotional and mental health difficulties		Sensory. Visual, hearing and/or physical needs	
No. of children with this need	No. of children with an EHC plan	No. of children with this need	No. of children with an EHC plan	No. of children with this need	No. of children with an EHC plan	No. of children with this need	No. of children with an EHC plan
	Less than 5	Less than 5	0	More than 5	0	Less than 5	0
6.7 % of school on SEND register							

Spring 2019

Communication and interaction		Cognition and learning		Social, emotional and mental health difficulties		Sensory and/or physical needs	
No. of children with this need	No. of children with an EHC plan	No. of children with this need	No. of children with an EHC plan	No. of children with this need	No. of children with an EHC plan	No. of children with this need	No. of children with an EHC plan
Less than 5	Less than 5	Less than 5	0	More than 5	0	2 Less than 5	0
8.2 % of school on SEND register							

Summer 2019

Communication and interaction		Cognition and learning		Social, emotional and mental health difficulties		Sensory and/or physical needs	
No. of children with this need	No. of children with an EHC plan	No. of children with this need	No. of children with an EHC plan	No. of children with this need	No. of children with an EHC plan	No. of children with this need	No. of children with an EHC plan
Less than 5	1 Less than 5	More than 5	0	More than 5	0	Less than 5	0
12.3 % of school on SEND register.							

Intent: The SENDCo was not spending enough time in classrooms, working with teachers of children with SEND and directly with children with SEND.

Implementation: The SENDCo has allocated time in her diary, across the year, to spend time in classrooms. The SENDCo has spent significant time supporting high needs children across the school and supporting the team working with them.

Impact:

- 75% of EYFS children achieved a Good Level of Development (GLD).
- Increased evidence of the graduated response, enable earlier application for statutory assessment.
- Children who have received education from hospital schools have transitioned back into school well.
- Child I has received pre-teach for year 3, in the area of Math and is secure in many of these concepts already.
- The SENDCo has moved several children up a book band when reading with them during this allocated time.

Intent: For the needs of children joining our school to be identified as early as possible.

Implementation: The SENDCo contacted the EY's area SENDCo in the Autumn term to identify any pre-school children additional needs. All identified pre-school children, with additional needs identified have had a school- entry plan meeting. The EYFS lead have carried out many transition visits to feeder pre-schools

Impact:

- When appropriate, funding has been applied for, ready for their transition into school
- Jacque McCarthy, area SEMH advisory teacher, has attended meetings for children when required
- Jacque McCarthy, area SEMH advisory teacher, has carried out thrive assessments in pre-schools when required
- The EYFS team are fully aware of the needs of children joining the 2019 EYFS cohort. For example, during the 'Play to Learn' session, support staff were assigned to children who required it.
- SENDCo has attended meetings at pre-school for children that are joining school in September 2019.
- SENDCo has attended meetings at pre-school for children that are joining school in September 2020.

Intent: For our way of documenting the graduated approach to be developed.

Implementation: The development of a new Personal Learning Plan, which centrally documents the graduated approach for SEND children as they move through the school, has been achieved. Previously Support Plans were new each year, meaning a central, longitudinal document was not being kept. Four PDMs were applied across the year to develop, introduce and review the Personal Learning Plans. All children accessing ELSA this year have been given ELSA targets that are shared with parents and staff via a target letter. The Boxall assessment has been introduced for tracking progress of ELSA children.

Impact:

- Personal Learning Plans are now being applied across the school for High needs children., who are not receiving ELSA
- Class teachers are meeting with SEND parents to discuss Personal Learning Plans every term.
- Parents are aware of ELSA targets and sharing progress seen at home with our ELSA, Class Teachers and Nurture Lead.
- Personal Learning Plans are reviewed in teams during a monthly SEND team meeting.
- Teacher work load has been reduced as time has been allocated for Personal Learning Plans to be completed. Staff are also available to discuss the plans across key stages during the PDM, rather than in isolation.
- Positive Impact on the use of SENDCo time, as rather than meeting with individual teachers this was achieved during the termly PDMs.

<p>Intent: For participation of parents to be developed in the area of SEND delivery. Policies around SEND to be updated across the year and for parents to be active participants in this, rather than the SENDCo and SEND governor writing this in isolation</p> <p>Implementation: 'Participation' was selected to be the focus area in terms of the whole-school audit. SENDCo met with SEND governor to plan how to increase participation in the area of SEND. SEND newsletter shared each week, Short breaks information shared with parents. SEND coffee mornings taking place each term. Several SEND parents read and feedback of the draft SEND and SEMH policies.</p> <p>Impact:</p> <ul style="list-style-type: none"> - Awaiting feedback via SEND questionnaire.
<p>Intent: For the school to apply the new Local Authority Whole School Audit this year</p> <p>Implementation: SENDCo attended the Audit training. A PDM took place to introduce the audit to all teachers. The SENDCo and Head Teacher have met each term to discuss the audit prior to each submission date. The SEND governor was invited to all of the Audit discussions that took place with the Learning Support Team.</p> <p>Impact:</p> <ul style="list-style-type: none"> - Wendy Birkett, our area Learning Advisory Teacher, commented during our first meeting that our Annual Inclusion Meeting will be used as a model, due to the strategic manner in which our school uses our allocated hours. Areas for development have been identified, discussed and worked on across the year. This year the main area developed was 'participation, which is why SEND coffee morning have been put in place.
<p>Intent: The SEMH needs of children will be met through high quality PSHE, Emotion coaching, ELSA and nurture with a focus on disengaged learners. Those children with quickly developing SEMH needs will receive a block of ELSA.</p> <p>Implementation: The Nurture Lead, ELSA and SENDCo meet each term to identify candidates for ELSA. Staff complete a Boxall assessments for all ELSA candidates. The Nurture Lead and ELSA meet once a week. The SENDCo, Nurture Lead and ELSA meet once a term to set targets for ELSA candidates. In the Spring term, the amount of children receiving ELSA and the amount of time for ELSA was reviewed; this meant more children received ELSA in the summer term and for a longer block of time</p> <p>Impact:</p> <ul style="list-style-type: none"> • 86% of children who received ELSA support this year made 3 steps or more progress in Reading. One child made 5 steps progress and three children made 4 steps progress- this is accelerated progress. • 57% of children who received ELSA support this year made 3 steps or more progress in Writing. Three of these children made 4 steps progress- this is accelerated progress. • 86% of children who received ELSA support this year made 3 steps or more progress in Math. Four of these children made 4 steps progress- this is accelerated progress.
<p>Intent: For record keeping of interventions and behavior to be effectively kept consistently across the school.</p> <p>Implementation: A SEND expectations meeting was carried out by the SENDCo with all teaching assistants. A separate SEND expectations meeting was delivered to teaching staff during a PDM. These meetings included reviewing our documentation of the graduated response by looking at the way we record behavior and log intervention. During one of the INSET days the SENDCo also talked about all vulnerable, SEND support and High needs children with all staff.</p> <p>Impact:</p> <ul style="list-style-type: none"> - The Speech and Language Therapist (SALT) team requested, in the Spring term, that logs had to now be kept highlighting what SALT work has been carried out to prevent discharge from service. We already had this in place. - Due to record keeping by staff being effective, evidence of the graduated approach has improved. This is highlighted when looking at evidence used for SEND reviews and requests for statutory assessment being able to be timely.
<p>Intent: For nurture to have a greater impact on the emotional literacy and attainment of children attending.</p> <p>Implementation: The Nurture Lead and SENDCo met with Jacque McCarthy, area SEMH advisory teacher, to review our nurture provision. Consequently, nurture for the summer term was planned using the nurture approach developed by Dan Hughes called PLACE- playful, liking, accepting, curious and empathetic. Nurture planning and delivery is now based on this approach. The Nurture Lead and HLT A who delivers nurture meet each term to plan nurture.</p> <p>Impact:</p> <p>16 children have received a full block of nurture since the new approach has been applied.</p> <ul style="list-style-type: none"> • In reading, 81% (of these children have made 3 steps or more progress this year. • In Writing, 62% of these children have made 3 steps or more progress. • In Math, 88% of these children have made 3 steps or more progress. • In Reading, 50% of these children achieved ARE. • In Writing, 37% of these children achieved ARE • In Math, 63% of these children achieved ARE

Considerations for next year:

- Engagement scales to show progress on our most vulnerable children
- Whole-class nurture for our most vulnerable year groups
- Development and focus on one area of the Whole-School Audit.

Written by Laura Hicks, September 2019