

Annual SEND Report- Summer 2022

The information and data in this report relates to the academic year 2021/22.

Current number on roll = 169

PROVISION

Queen Margaret Primary School is a one form entry mainstream school. Pupils are aged 4-11 years. We have a main SEND Register which in May 2022 contained 52 pupils (30.7%) For more information about specialist resources and provision please see the SEND Information Report on our website.

PROFILE OF PUPILS 2021/22 PUPILS

Level of Need	Number of pupils
EHCP (Education, Health & Care Plan - replaces old 'statement' system)	9 1 due to start in Sept 2022
EHCP applied for, now in County review process	2
Awaiting application for EHCP	5
School Support	43
SEND My Plan	23
SEND My Plan +	13
ALN My Plan	2
ALN My Plan +	6
Main SEND Register (this includes all EHCP / funded and school support)	52
On Multi-Vulnerable Learners Register (This sits behind Main SEND Register) Correct as of October census NB: 55% of whole school population are now recognised as having needs that are / or may be impacting upon current and / or future academic potential	95 (55.8%)
PP in school SEND who are PP / Whole School	87/169 (%)

Analysis:

Standardised Tests are now used to assess children with SEND against a standardised score and give a chronological age. This gives the small steps required to show progress in not evident through Insight. All staff are asked to input these onto Insight. SENDCo monitors this.

- Continued accountability for teachers to include their children with SEND within their provision needs for their class.

To continue to address children making slower than expected progress, the following measures are in place:

- Each cohort / class has both a teacher and a teaching partner to be deployed as appropriate. Interventions are delivered by both adults as appropriate
- Focused Mastery Approach to maths continues to promote numerical understanding and improved reasoning skills – Steve Lomax visit Tuesday 24th May will address those learners falling significantly below and how to manage their learning within the Mastery Approach
- Increased parental engagement for most vulnerable, through regular, termly contact with class teachers and SENDCo when appropriate (Whole School Provision, SEND Support Reviews)
- Talk For Writing model embedded across the whole school – New staff need further training to ensure consistence of approach. ED subject lead is coordinating
- Interventions are specifically chosen and adapted to suit needs
- Targets set are led by the class teacher and SMART approach used
- All children / parents of children who are on the Main SEND Register and / or who require support through the EARLY HELP agency will meet regularly with the SENDCo
- Children who access regular support from our Family Support Worker or who access EARLY HELP are placed on an ALN PLAN and entered onto the main SEND register.

Reviews

One child continues to refuse school. He has just engage engaged to 2/3 sessions of Thera-Build. Advisory Teaching are scheduled to visit on the 25th May to assess him for the EHCP Request in place.

Yr 6 - 2 children will undergo an EHCP request by July 2022, 1 child is awaiting an EHCP, 2 children have undergone a My Assessment, 3 children present with persistently disruptive behaviours. FTEs have been given to 1 child. Attendance concerns for one child.

Yr 5 – 2 child has been awarded an EHCP, 1 child is undergoing EHCP assessment, 1 child has completed an EP Assessment with view to go for EHCP in Year 6, 4 children present with persistently disruptive behaviours

Yr 4 – 2 children have undergone EP assessments with views to go forward for EHCP requests., 1 child undergoing assessment for ASD/ADHD, 1 child is out of school, 1 child with EHCP is taught outside the classroom due to need awaiting Special school placement but is engaging with some lessons, 1 child is persistently disruptive and has been given FTEs

Yr 3 – 1 child CIC, 1 child has completed an EP assessment with view to possible EHCP request within a year. 2 children with EHCPs, SALT concerns

Y2 – significantly level of need with 7 children moving to Year 3 working within PKS levels.

Yr 1 – Significantly level of need for 2 children with EHCPs, significantly level of low attaining need within class SALT concerns

Yr R – 3 children with significantly level of need, SALT concerns

2 Children in Care have received support from Creative Play Therapy and Sand Play Therapy

- 5 children have had a successful EHCP review within school.
- 3 children awarded with EHCPs, Nov 2021, March 2022, March 2022

- 2 children are awaiting an EHCP. This is in process.
- 2 referrals have been accepted through the to the Early Help Team.
- Yr R, 1,2,3,5,6 SEND My Plan Support Reviews have been reviewed and completed with Summer Plans in place.
- 2 children have had successful PEP reviews with funding granted in the Autumn Term and Spring Term. We are waiting the Sumer Term PEP review for one child.
- SEND Reviews take place termly – although this has been severely disrupted due to staff absence and Persistent behaviour disruption. I am still reviewing Spring Term MPs and Summer Plans. EYFS, Year 3 and Yr 6 did not have face to face reviews. SENDCo is still trying to complete telephone call reviews to parents backed from Spring Term.
- Plans for Hand up to new teachers - New teachers discuss outcomes at hand up, keep outcomes of Summer Plan until end of September to check if embedded... New outcomes set by 1st October 2022.
- Core Groups, TAC and TAF Meetings (Team Around the Child - professional and parent collaboration) have been held regularly through the year for vulnerable families.

External Agency Support

- 7 full assessment of need completed to the **EP** (Educational Psychologist)
- 3 EHCP **EP** assessment of need for Statutory Request.
- 4 assessments completed to **ATS** (Advisory Teaching Service)
- 2 children are working with EIS (Education and Inclusion Service)
- 8 SDQs submitted to GP's for various needs in children.
- 10 children are working with SALT (Speech and Language Therapy)
- 2 children accessing Virtual School support
- 2 CIC
- 3 Early Help Referrals
- SENDCo is a DDSL - Heavy involvement with Social Care Almost all children involved with Social have an SEND and therefore will have a My Plan
- Infobuzz
- TIC Plus child counselling

Resources Purchased

- 'Get Moving' Gross Motorskills programme
- Nessy Online subscription

Interventions for 2021-22

- Internally funded Speech and Language support – Colourful Semantics
- Breakfast Club for SEMH Support
- Nurture Room provision for SEMH and learning support
- Revised support programme from FSW (Family Support) for SEMH
- Bereavement group
- Self-Esteem group
- Lego Play - for emotions and feelings
- Small group literacy and numeracy interventions
- 5 point scale
- Behaviour Support interventions
- Precision Teaching
- IGCC (In Gloucestershire Children Count)
- BRP (Better Reading Partnerships)
- Dyscalculia Tool Kit – Ronit Bird
- Reading Between the Lines – Speechmark
- SoundsWrite
- Power of 2 – Plus 1 Basic Numeracy Skills

Staff Training

- Termly progress meetings for pupils and parents on the main SEND register to discuss interventions, impact and progress of pupils and set next steps / SMART targets (Autumn, Spring and Summer)
- SENDCO attended termly SEND cluster meetings – next date 25th May 2022
- 5 point scale
- YARC Reading Assessment training completed
- Sandwell Maths Assessment training completed for new staff
- Single Word Spelling Test training for new staff
- SEND Hubs - every week the staff are able to sign up to an SEND learning Look Hug where they can ask questions specific to their children in their class. They can have support from the SENDCO to think of and implement, observe and assess individuals within the class so that they can move the children forward in their learning.

What is working well:	
Provision	Procedures
<ul style="list-style-type: none"> • Start of year meeting with parents to explain provision and to meet many of the professionals involved • SEMH provision through Family Support Worker / nurture groups / home groups / differentiated timetables / support by TPs / parent and pupil voice • Communication between staff / parents / SENDCO / pastoral team • SEND focus throughout year • More consistent approach to tracking progress • Intervention provision with frequency and durations are inputted on My Plans 	<ul style="list-style-type: none"> • SEND My Plan, ALN My Plan review days have returned to 3 x per year post COVID 19 • Recognition of requests for training for teaching and support staff is ongoing • Behaviour Log in place • Use of behaviour log / charts within the classroom. • EHCP applications are robust that includes intervention support evidence which have lead to securing 2 EHCP plans this year. • ALN My Plans are reviewed within the SEND cycle. • SDQs are completed and used to assess next steps for children on ALN Plans. • Boxall Profile is used for some children who require a deeper understanding and into the journey forward for their outcomes
What could be developed further:	
<ul style="list-style-type: none"> • Recording of interventions using Insight Tracking • Pedagogy of teaching for SEND learners • Teachers need to ensure Intervention paperwork is completed and held in a an SEND folder within the classroom. This file should be available to any anybody conducting learning walks. It should be kept up to date termly. (TPs and CTs) 	<ul style="list-style-type: none"> • Staff need to be more consistent in planning and delivering interventions themselves and TPs. • Communication between FSW and Teacher regarding ALN Plans and reviews – this has halted more recently and needs to be resumed • Teachers to ensure ALL My Plans (SEND / ALN) are kept up to date with new information / advice / data (What is working well section) • Reading, Maths and Spelling ages to be passed to SENDCO as a class list.

	<ul style="list-style-type: none"> • Termly moderation of SEND books / planning / provision / targets across school • Termly staff meeting on SEND: dates set for parent meetings / SEND files updated / SEND plans of action written etc. • Pupil Voice for children with SEND – termly • Learning Looks – termly • Protected time for SENDCo to complete extensive paperwork. • 2 EHCP requests are with County. • 3 children require EHCP requests to be written by the end of the year. • 4 EHCP requests to be written by Dec 2022
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What needs to be implemented:

<ul style="list-style-type: none"> • In consultation with the Maths Team – an agreed and consistent approach to teaching children struggling to access the Mastery Maths • Whole School Access to Nessy Online to support dyslexia learners 	<ul style="list-style-type: none"> • Consideration of screening for Dyslexia/ dyscalculia traits – Not actioned • SENDCo to meet with each Subject Lead to discuss SEND in the subject and how they are catered for. • Learning Look focus on strategies used within whole class teaching to engage all learners
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