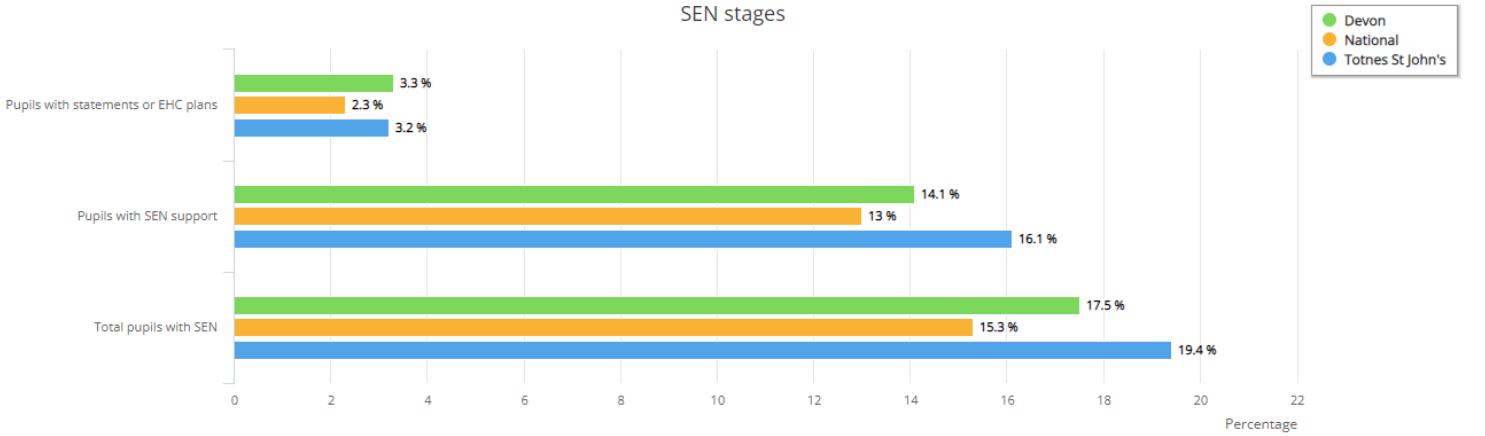


TSJ Primary School

SEND Annual Report – FEBRUARY 22-FEBRUARY 23

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>The ACE SEND policy was produced in February 2020, then reviewed and approved by Directors in March 2020 and again in February 2022. Amendments will need to be made in line to Torbay’s response to the White paper around SEND reforms. 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.</p> <p>It includes our principles and vision for our SEND pupils, key duties of the school in regard to the 2015 code of practice and the requirements schools must undertake for all SEND pupils.</p> <p>Schools also have to write a local offer describing their provision for pupils, 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.</p> <p>The ACE SEND policy also includes a glossary which governors may find useful.</p> <p>The SENDco along with the headteacher creates a SEND action plan that aligns to the policy and the annual school improvement plan.</p>
<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p><u>Key planned actions 22/23-Impact for SEND pupils</u></p> <ul style="list-style-type: none"> • Interventions from teachers and teaching assistants are closing gaps and children are increasingly able to access their age related curriculum • Early interventions are ensuring that children have bespoke provisions before a diagnosis/assessment is sought • Teachers effectively adapt their planning and provision to ensure needs are met so that progress for SEND pupils is accelerated • All staff are very clear about the new BRP and implement the policy consistently and effectively for children who struggle to self-regulate and manage their own behaviour and relationships • Nurture provisions are impactful and the results of the sessions can be seen across all outcomes for SEND pupils • ILPs and behaviour plans are effective in changing challenging behaviours as a result of careful and well thought through responses. Behaviour of SEND children never interrupts the learning of others • Our most vulnerable children have developed effective strategies through Boxhall profiling to ensure good emotional wellbeing for themselves <p><u>Key Lines of Enquiry for 22/23 (see SEND action plan)</u></p> <p>Objective 1- The number of pupils who have additional needs are continuing to make rapid progress through QFT and impactful/timely interventions.</p>

	<p>Objective 2-To build on the understanding surrounding a clear Graduated Response to SEND need ensuring that formal processes are followed prior to assessment.</p> <p>Objective 3-Ensure that all stakeholders have the highest expectations for pupils' behaviour and academic performance.</p>																
<p>How does the school identify children with special educational needs?</p>	<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 - School and national assessments - Liaison with the child's previous setting, other school or agencies involved - Referrals from other agencies 																
<p>How many children in the school have special educational needs? How many EHCPs are in place?</p>	<p>Feb 2023</p> <p style="text-align: center;">SEN stages</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>SEN Stage</th> <th>Devon (%)</th> <th>National (%)</th> <th>Totnes St John's (%)</th> </tr> </thead> <tbody> <tr> <td>Pupils with statements or EHC plans</td> <td>3.3%</td> <td>2.3%</td> <td>3.2%</td> </tr> <tr> <td>Pupils with SEN support</td> <td>14.1%</td> <td>13%</td> <td>16.1%</td> </tr> <tr> <td>Total pupils with SEN</td> <td>17.5%</td> <td>15.3%</td> <td>19.4%</td> </tr> </tbody> </table>	SEN Stage	Devon (%)	National (%)	Totnes St John's (%)	Pupils with statements or EHC plans	3.3%	2.3%	3.2%	Pupils with SEN support	14.1%	13%	16.1%	Total pupils with SEN	17.5%	15.3%	19.4%
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<p>How many children have met the exit criteria and no longer need that support?</p>	<p>The Current Picture-There are 29 pupils (19%) on our current SEND register including 5 pupils with Education Health and Care Plans (1 additional EHCP confirmed on 30.01.23 and we are awaiting the plan to be shared for the child to be added to our list). Overall SEND register has decreased by 10 from last year.</p> <ul style="list-style-type: none"> • Of the 29 children on our SEND register there are 18 boys and 11 girls. 5 children with EHCPs, 4 are in KS2 and 1 in KS1. All of our post-CLA children are on our SEND register with 1 in receipt of an EHCP plan. 10 children have been removed from the register since last year. <p>We currently have 4 EHCP request in place with a further one request in place for later on in the year when evidence has been gathered. One of these children started school this year.</p>																
<p>ONGOING AND DAILY SUPPORT FOR PUPILS</p>																	
<p>How are pupils with SEN ensured access</p>	<ul style="list-style-type: none"> • Quality First teaching including carefully adapted planning to respond to children's' needs • Daily reading sessions and additional phonic sessions • Individualised plans that identify small steps for progress 																

to the curriculum?	<ul style="list-style-type: none"> • Individual timetables (often visual) • Scaffolded/supported learning in class • Additional learning sessions eg pre-teaching and 'overtaching eg 3 reading sessions a day • Interventions such as Read, Write inc and Fresh Start • Pastoral/Thrive support • Use of additional adults-TAs • Physical support eg adapted chairs/dyslexia coloured acetates • Multi-sensory learning • Speech programmes-Language link • Memory programmes
What are the targets for children with special education needs ?	<p>Targets are set on an individual basis. These are included on the front covers of our learning enquiries that children with additional needs are very clear about the outcomes they need to achieve across the 2-4 week period. These are referenced frequently for pupils, ensuring that children have access to an engaging and motivating curriculum whilst also increasing acquiring basic reading, writing, communication and maths skills. The targets are often broken down from the EHCP and include the smaller steps required to achieve a learning outcome. Targets are shared with parents and outside agencies such as the educational psychologists. Plans are reviewed half termly and parents discuss progress towards the targets at specific SEND parents evening. These are longer sessions held outside of the termly parent evenings and allow teachers the opportunity to go through ILPs, to review and assess the impact of learning across the term. We regularly check in with every child on the register and have exceptional communications with parents.</p>
How are interventions timetabled so that children are receiving additional support?	<p>Many children on our register receive early morning interventions beginning before other children come into school. We run a breakfast at blossom tree club for some of our most vulnerable children on the register to ensure they have a more positive start to the day. Teachers begin pre teaching sessions and one to one interventions at these times too. Our phonics, reading sessions and other reading interventions are timetabled so that the whole school participates in daily reading sessions. Pastoral programmes mostly take place in the afternoons with additional interventions. The Power of One (Maths) Read, write inc one to one sessions also happening after children have finished their Maths and English lessons.</p>
How are staff deployed to ensure progress for SEND pupils?	<p>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 once every half term. Two children who have EHCPs have 1:1 TA support at all times, our other 3 children have support some of the time. 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.</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. IEPs are written half-termly and shared with the child and parents who have an input into the plan. Parents are also able to add their comments onto Provision Map directly.</p> <p>The SEND register is reviewed termly by the SEND leads and teachers, with supporting information given by teaching assistants. We aim to use all the evidence acquired to consider what type of plans will deliver the best progress for each</p>

	child. Where children are not responding well to a plan or intervention we adapt the provision. We have explored the use of an online tool- www.provisionmapping.co.uk with SENDcos across the Trust to see if we can ensure greater consistency and effectiveness within our practise.
How are school resources deployed? <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	Resources are deployed dependent on the individual needs of the children. Some children at Totnes St John's require 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. We currently have 2 HLTA's, 5 LSA's (some LSAs are part time) and one specialist intervention teacher who work alongside the class teachers and SENDCo to provide support for the children. Our SENDo has moved into her role in September 2022. External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such as Occupational Therapists, Speech and Language support, the School Nurse Team, Portage, Family Support, 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.
Are there any budget/resource issues in terms of SEN provision?	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 September 2022 we received £41,175 for our 5 (6 when a draft has been shared) EHCP pupils. Teaching assistant salaries to support these children is currently in the region of £80k

PROGRESS FOR SEND PUPILS

How is SEND progress monitored?	<ul style="list-style-type: none"> • Ongoing assessments by class teachers and TA supports • Progress against small steps and ILP targets • Use of entry/exit data for specialist programmes and interventions • Use of Insight and tracking facility to look at progress • Teacher daily/weekly/termly assessments • Ongoing Monitoring and observation plan/peer reviews • Observations by external agencies and ed.psych • PEP meetings and termly review meetings with parents
How is progress for SEND pupils measured?	Teachers at Totnes St Johns 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 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. 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.

What Progress are SEND children making?

SEND children at Totnes St Johns are making good progress towards their ILP targets. As you can see in the chart below, 'E' children (EHCP) and 'K' children (SEN support) are all making 'as expected' progress. Targets are reviewed regularly to ensure that they are SMART and fit for purpose, giving out SEND children the best chance at making progress.

Category	Pupils	Average outcome
	2	0.17 As expected
E	4	0.30 As expected
K	12	0.06 As expected
Total	18	0.12 As expected

Children who have an EHCP have annual reviews to track progress against long-term and short-term targets. Interim reviews can also take place if circumstances change or funding review is needed. Targets are broken down into 'I can statements' as targets set can be very broad.

STAFF TRAINING AND OTHER AGENCIES

Has the SENCO undertaken the necessary training? What training has the SENDco taken part in the last year?

The SENCO attends forums and LA meetings. SEND trust improvement TIGs are held termly where best practise is shared. Schools within the trust work in Hub teams dependant on each school's needs. SENCOs meet every term to work collaboratively and share good practice.
The SENCO has completed training since beginning her role in September. This includes Autism in Girls with the Communication and Interaction team, PDA with the Communication and Interaction team, SEND briefings, Provision Mapping training and training on Graduated Response.

Have the relevant staff members received appropriate training? What training have they undertaken over the last year?

The SENCO regularly meets with and supports the CPD of staff at Totnes St John's. She is able to direct teachers and TAs to training courses available to them to enhance their teaching. The SENCO also supports our Pastoral Lead in developing the Inclusion provision for our most vulnerable children. The Headteacher has carried out behaviour management training with all staff, which has been backed up with training from the SEMH team on how to safely hold children (PIPS). Flick training is also available to all staff.

Which external agencies and support agencies are the school working with and how well is this working?	<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, Advisory Teachers and other medical services. These relationships are very positive and work well to support the children.</p> <p>We work very closely with Specialist Advisory Teachers within Communication and Interaction, SEMH and Inclusion. This proves beneficial for staff working with children and also the parents. We work very closely with Educational Psychologist, Lyndsey Blair, who comes into school regularly to complete assessments on children and provide support and training to staff. We work closely with the EWO in relation to our SEND children to ensure they are attending school regularly.</p> <p>We have one child who is supported by a Disability Social Worker of whom we work closely with to support the child's needs.</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>We have official meeting times; these are as follows;</p> <ul style="list-style-type: none"> - Termly meetings to discuss ILP's - EHCP annual review meetings - Parents evening meetings - Meetings arranged by appointment when necessary - Parent / Educational Psychologist / Class Teacher meetings - Parent access to ILPs on Provision Map <p>We have a wealth of information of on our website, a link that our parents of children with SEND say has been invaluable for them especially over lockdown periods. This information can be found here: https://www.totnesstjohnsprimary.org/home-learning-information</p>
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What do parents say about the provision offered by the school?	<p>Feedback from parents continues to be very positive. Parents acknowledge the great efforts all staff go to, to deliver appropriate and relevant lessons and interventions. They appreciate our continued support and accessibility across the academic Year. Parents know who they can go to if they have any worries or concerns and feel confident enough to do so. This is promoted through conversations with parents and messages on Class Dojo.</p>
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REVIEWING SEND ACROSS THE YEAR

What is going well?	<ul style="list-style-type: none"> • The rapid progress made for many of our SEND pupils since returning in Autumn following interruptions as a result of covid. • The offer of Pastoral Support across the school with access to our Blossom Tree provision • The development of our Inclusion space within the Blossom Tree room • A knowledgeable SENDco who knows our SEND children's needs • Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants • Reading support sessions • Pre teaching interventions including phonics catch up • Language link interventions for pupils with communication needs • Implementation of the graduated response
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	<ul style="list-style-type: none"> • Governor SEND reviews • SEND review conducted by SEND lead: Katy Burns • A highly skilled support team that understand how to respond effectively around individual needs
<p>What is going less well and needs to be part of a SEND action plan?</p>	<ul style="list-style-type: none"> • Some of our most vulnerable children continue to struggle as a result of home circumstances and the traumas they experience. • Ensuring regular visits and communications with our ed.psych have become more problematic as her workload increases and the systems at local authority level are limited. We are working closely with external agencies, but the support these children need is considerable and their needs are complex. • We continue to look at assessment systems to track our SEND pupils so we can better measure the impact of our work • COVID has left a legacy of increased need and additional supports
<p>How has the school continued to secure more rapid progress for SEND learners?</p>	<p>The impact COVID has had on our SEND learners is evident and we have been reactive in putting provision and interventions in place to support all areas of need – especially SEMH. Our SEND learners access a wealth of support at Totnes St Johns which is continually reviewed by staff. Teachers carefully adapt learning and this continues to be timely and challenging. TA timetables ensure that our most vulnerable learners have impactful interventions that are short and frequent. This ensures that our pupils with SEND have access to both a broad and balanced curriculum alongside their bespoke interventions. The SEND link on our website is helping parents find additional support and we continue to make referrals and requests for support where we feel this is necessary.</p>