

Totnes St John's Primary School SEN Annual Report – July 2022 - July 2023

1	How does the school identify children with special educational needs?	<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) - 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
2	How many children in the school have special educational needs?	<p>The Current Picture-There are 34 pupils on the SEND register including 8 pupils with Education Health and Care Plans (with 4 pending EHCP applications). This is above the National average EHCP plans at 3%.</p> <ul style="list-style-type: none"> • Of the 34 children on our SEND register there is a greater number of boys compared to girls and a larger proportion in KS2. Numbers on the register have increased due training on identifying indicators of SEN/SEMH early.
3	How many children have met the exit criteria and no longer need that support?	<p>6 children have been removed from the register. 2 children with EHCP left the school in July 21 - Y6 pupils moving onto Secondary school.</p>
5	What types of special education needs does the school currently need to provide?	<p>Of the current 34 children on the register there are 8 pupils with EHCPs. 5 EHCP pupils are boys and 3 girl. 3 pupils are diagnosed ASD; 1 has global delay and 1 has diagnosis of ADHD/Dyslexia. The remaining children have SEMH needs. There are a wide range of processing difficulties with pupils from the register where we work closely with the Communication and Interaction team.</p>
6	How are pupils with SEN ensured access to the curriculum?	<ul style="list-style-type: none"> • Quality First teaching • Individualised plans that identify small steps for progress • Individual timetables (often visual) and visual aids such as Now and next • Scaffolded/supported learning in class • Additional learning sessions eg pre-teaching • Interventions such as Read, Write inc • Brain breaks/ movement breaks • PECS • Transitional periods • Breakfast at blossom • Pastoral support

		<ul style="list-style-type: none"> • Use of additional adults-Tas • Physical support eg adapted chairs/dyslexia coloured acetates • Multi-sensory learning • Speech programmes • Memory programmes • Individualised reward charts • Regular TAF meetings following EH
7	What are the targets and outcomes for children with special education needs (high level data only)	Targets are set on an individual basis. This takes into account the child's needs and may involve parents and outside agencies such as the educational psychologists, OTs, 0-25 team and SALT. Plans are reviewed termly and parents discuss progress towards the targets at parents evening.
8	How is their progress monitored?	<ul style="list-style-type: none"> • Ongoing assessments by class teachers and TA supports • Using the school data tracker – IDASH • Creating ILP with specific targets • Completing an ILP review • On going Monitoring and observation plan/peer reviews • Observations by external agencies and ed.psych • PEP meetings and termly review meetings with parents
9	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	All children are on a school provision map stating their prime area of need and the support that is in place for them. Our individual learning plans enable 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. We work closely with the targets within our children's EHCP's to ensure we are working towards the key stage objectives across all areas of need.
10	<p>How are school resources deployed?</p> <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	<p>Resources are deployed dependent on the individual needs of the children. Some children at TSJ require further adult 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 (such as brain breaks).</p> <p>We currently have 3 HLTA's, 1 Cover Supervisor, 2 LSA's and 1 Deputy Designated Safeguarding Lead/First Responder and 1 Pastoral lead who work alongside the class teachers and SENDCo to provide support for the children.</p> <p>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, 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.</p>

11	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 it's delegated budget. This is proving to be an increasing challenge for the school. In September 2021, we received £50,959K for our 8 EHCP pupils.
	What Progress are SEND children making?	SEND children are making good progress academically and socially from their individual starting points.
12	Describe the progress on any parts of the School Improvement Plan relating to SEN	<ul style="list-style-type: none"> • Ensure CPD sessions around the new provision mapping tool are effective. • Leaders to observe and meet with teams to support the implementation of the new provision mapper and interventions. What is it looking like in class? Can children clearly articulate and demonstrate greater responsibility? • Introduce Accelerated reader this has noticeably impacted on the progress of SEND children, along with increasingly impactful reading interventions • Continue to improve attendance across the school- SEN frequently one of the higher performing groups on a weekly basis • PRAISE meetings tracking progress of PP children across school-SEN children are prioritised and their progress reviewed regularly as part of the PRAISE process. Both teachers and Tas feed into this process-ks2 SEND outcomes • Development of working walls, personalised targets, Metacognition displays and access to learning tools to support children's learning and metacognition-still an area of development for our SEND pupils but they all have a better awareness of themselves as learners as a result of the focus on Metacognition-see learning journals and reflections <p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> o Maintain close monitoring of progress of likely conversions to GD based on Autumn 2 data, and prioritise pupils for support o Pupil Premium: Are all PP children making equal of greater progress as peer group? o Progress of SEN children-Review precision teaching plans by 22.1.19 with JF. Ensure Precision interventions are making the difference-completed o Teaching: Team Leaders to focus on ensuring NQT is demonstrating consistently 'good' teaching by end Spring Term-observation notes on SEND pupils o To accelerate pupil progress to raise attainment in writing and increase the % of disadvantaged pupils working at age related and GD expectations.-See end of Year data reports, increased progress for SEND pupils o Improved progress in Mathematics, particularly across KS2-increased GD %'s for all
13	<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 ▪ What does it say about supporting pupils in their 	<p>The SEN policy was last reviewed in March 2020 and will reviewed in January 2022 by the Governing body. The updates were secretarial changes (names of SENDcos, updated LA information) The Policy covers the following areas:</p>

	<p>transfer to and from other schools?</p>	<p>IDENTIFYING SPECIAL EDUCATIONAL NEEDS A GRADUATED APPROACH TO SEN SUPPORT MANAGING PUPILS ON THE SEN REGISTER REQUESTING STATUTORY ASSESSMENT STATEMENTS OF SEN AND EDUCATION, HEALTH AND CARE PLANS PERSONAL BUDGETS SUPPORTING PUPILS AND FAMILIES SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS MONITORING AND EVALUATING OF SEND TRAINING AND RESOURCES ROLES AND RESPONSIBILITIES STORING AND MANAGING INFORMATION REVIEWING THE POLICY ACCESSIBILITY DEALING WITH COMPLAINTS BULLYING</p> <p>The Policy does include choices around schools and supporting families but does not specifically discuss transferring schools. This is something can be reviewed and amended.</p>
14	<p>Has the SENCO undertaken the necessary training?</p>	<p>The SENDCo attends all forums and LA meetings and has the support of other SENDCos with the area and the trust. SENDCo will carry out qualification in the next academic year.</p>
15	<p>Have the relevant staff members received appropriate training?</p>	<p>Yes. SJT attends SEND network meetings, works closely with the LA SEND advisor and is completing training over the Year with KB, overseen by WP and completes online training sessions.</p>
16	<p>Which external agencies and support agencies are the school working with and how well is this working?</p>	<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 and other medical services. These relationships are generally very positive and work well to support the children.</p>
17	<p>What communication strategies are in place for parents/carers of children with SEN?</p>	<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 the occur. Alongside this we have official meeting times, these are as follows;</p> <ul style="list-style-type: none"> - Termly meetings to discuss IEP's - EHCP annual review meetings - Parents evening meetings - Meetings arranged by appointment when necessary - Parent / Educational Psychologist / Class Teacher meetings
18	<p>What is going well?</p>	<p>The current SEND team, with SENCo and SENCo Assisstant, are working effectively to ensure all current and future children are provided for whilst working with KB as SEND lead for the trust. Rates of progress and provision for SEND children are good, particularly individual interventions and the sensory diet that they access.</p>

19	What is going less well and needs to be improved?	Some of our EHCP children require a greater amount of 1: 1 support. This has at time, been problematic this year as a result of staff cutbacks.
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