

# St Gabriel's C of E Primary School

## SEND Annual Report – FEBRUARY 22-FEBRUARY 23

### SCHOOL POLICY AND PROCEDURE

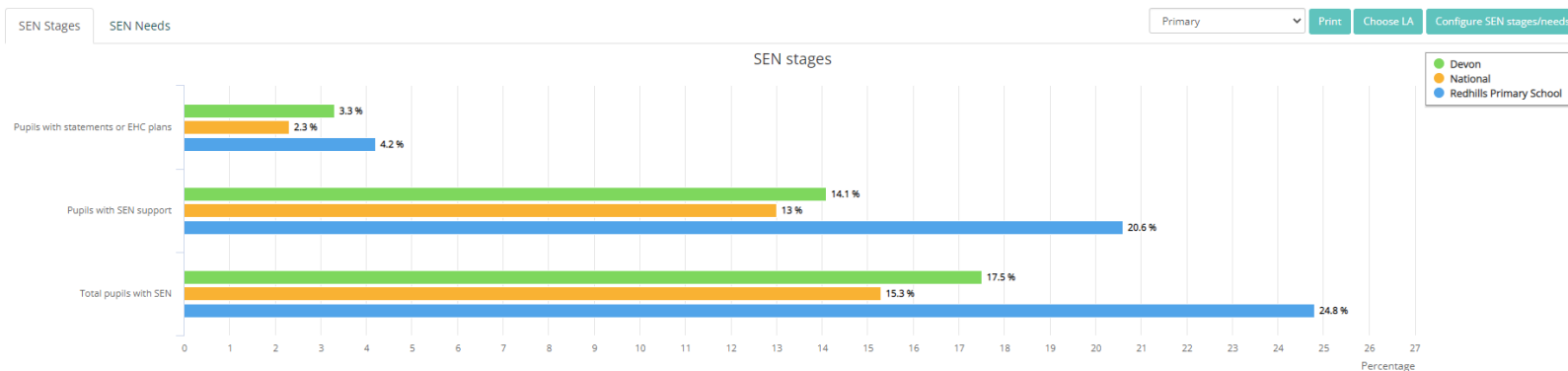
<p>When was the SEN policy last reviewed and when will it be reviewed next?</p>	<p>The ACE SEND policy was produced in February 2020, then reviewed and approved by Directors in March 2020 and again in January 2022.</p> <p>SENDcos with the board will be responsible for reviewing the policy every two years. 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 practise 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>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p><b><u>Key actions 22/23-Impact for SEND pupils</u></b></p> <ul style="list-style-type: none"> <li>• There is a SEND action plan additional to the SIP, outlining termly actions to ensure all SEND pupils make more timely progress and are having their needs met.</li> <li>• Develop and embed robust systems and processes to support SEND pupils.</li> <li>• Ensure Devon Graduated response is used to assess, plan, do, review new and changing SEN. Staff training for all staff on the Devon Graduated Response. All teachers are teachers of SEND and SENDCo role is strategic and support.</li> <li>• Writing, implementing and monitoring ILP's (using Provision Map Tool) ensuring they are specific to children's recognised needs and SMART (Specific, measurable, achievable, relevant and time-bound).</li> <li>• SEND Trust improvement groups and hub meetings termly to share best practise and further improve subject knowledge through ongoing training.</li> <li>• SEND monitoring enquiry Spring Term and SEND audit Summer Term.</li> <li>• Deliver TA training schedule – ensuring consistency from all adults. (Link through TIG schedule) TEACCH, Now/Next, Incredible 4 point scale.</li> <li>• Guidance / .resource folder to support understanding of SEN electronically and in Staff Room.</li> <li>• Weekly SLT meetings and SEND meetings tracking progress of PP children across school - SEN children are prioritised and their progress reviewed regularly as part of the discussions. Both teachers and TAs feed into this process.</li> <li>• Teachers to have PDM's and 1:1 coaching sessions with the SENCO to support interventions and the tracking of progress for SEN through ILPs.</li> </ul> <p><b><u>Key Lines of Enquiry for 22/23 (see SEND action plan)</u></b></p> <p>Objective A- To develop reporting, tracking and assessment systems for SEND pupils across school</p> <p>Objective B- To ensure all learners needs are met through inclusive quality first teaching</p>

<p>How does the school identify children with special educational needs?</p>	<p>Objective C- Ensure interventions are impactful, relevant to need and closing gaps for SEND pupils</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"> <li>- Outcomes (identified in progress Meetings and ongoing assessments)</li> <li>- Class teacher’s assessments and observations</li> <li>- Concerns expressed by the parent</li> <li>- Children with significant social and emotional challenges that are disrupting or preventing children from learning</li> <li>- School and national assessments</li> <li>- Liaison with the child’s previous setting, other school or agencies involved</li> <li>- Referrals from other agencies</li> </ul>																	
<p>How many children in the school have special educational needs? How many EHCPs are in place?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #a0c0ff;"> <th style="text-align: center;">AREAS OF NEED</th> <th style="text-align: center;">NUMBER OF PUPILS-33 (%)</th> <th style="text-align: center;">PUPILS WITH EHCP-8 INCLUDED IN OVERALL SEND</th> </tr> </thead> <tbody> <tr> <td>Communication and Interaction</td> <td style="text-align: center;">8</td> <td>2 (2 additional RSA submitted)</td> </tr> <tr> <td>Cognition and Learning</td> <td style="text-align: center;">8</td> <td>1 (3 additional RSA submitted)</td> </tr> <tr> <td>Social, Emotional and Mental Health (behaviour)</td> <td style="text-align: center;">15</td> <td>4 (5 additional RSA submitted)</td> </tr> <tr> <td>Sensory or Physical</td> <td style="text-align: center;">2</td> <td>1</td> </tr> </tbody> </table> <p>10 RSA are in progress – 7 overdue DEADLINE held up at LA level, awaiting EP assessments, Devon have pulled all Eps from general school assessments and all are working through the backlog. We have had two recent EP assessments from Devon, these were both 5 months late in being assigned by the LA. The impact is that St Gabriel’s have to meet recognized need without support of EHCP funding. This results in the most vulnerable and challenging of our children being disadvantaged and puts immense pressure on staffing and increased workloads.</p>			AREAS OF NEED	NUMBER OF PUPILS-33 (%)	PUPILS WITH EHCP-8 INCLUDED IN OVERALL SEND	Communication and Interaction	8	2 (2 additional RSA submitted)	Cognition and Learning	8	1 (3 additional RSA submitted)	Social, Emotional and Mental Health (behaviour)	15	4 (5 additional RSA submitted)	Sensory or Physical	2	1
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## National baseline statistics

We've tried to match up your SEN stages and needs but there are a few which we are unable to match, please manually configure them by clicking [here](#).

Use the two graphs below to compare the percentage of SEN stages and SEN needs in your school to your county and national average.



How many children have met the exit criteria and no longer need that support?

- 4 Y6 children with an EHCP left the school and moved onto Secondary school in July 2021.
- A further 4 pupils with an EHCP have left the school to join specialist settings within the last year.

## ONGOING AND DAILY SUPPORT FOR PUPILS

How are pupils with SEN ensured access to the curriculum?

- Quality First teaching
- Daily reading sessions and additional phonic sessions
- Individualised plans that identify small steps for progress
- Individual timetables (often visual)
- Scaffolded/supported learning in class
- Additional learning sessions eg pre-teaching
- Interventions such as Read, Write inc
- Pastoral support
- Use of additional adults-TAs
- Physical support eg adapted chairs/dyslexia coloured acetates
- Multi sensory learning
- Speech programmes-Language link

What are the targets for children with special

Targets are set on an individual basis. This takes into account the child's needs and may involve parents and outside agencies such as educational psychologists, occupational therapists, speech and language therapists, the SEMH team and the Communication and Interaction team. Targets that are agreed with parents in ILPs are placed at the back of the pupils journals, EHCP LTO, external agency recommendations and strategies and ILPs are gathered in a class SEN file, so that all children and adults that work with them are aware of their current targets, needs and strategies. The SEN file is a working document and is

education needs ?	<p>annotated to show progress against targets. Learning experience outcomes in journals are adapted to meet working levels and need.</p> <p>All procedures and expectations are clearly outlined in documents: <a href="#">St Gabriel's Identify, Assess, Plan, Do, Review Cycle</a>, <a href="#">St Gabriel's Individual Learning Plan (ILP) Implementation</a> and <a href="#">St Gabriel's Wave Provision Map</a>.</p>
How are interventions timetabled so that children are receiving additional support?	<p>Many children on our register receive early morning interventions beginning as soon as the children come into school, we run a breakfast club for some year groups to ensure that our most vulnerable children on the register have a 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 also happening after children have finished their Maths and English lessons. Individual programmes of support for children who require sensory or physical breaks are timetabled throughout the day to ensure they receive support at the most appropriate points to remain engaged in the whole class learning. We have an alternative/nurture class to support high needs children awaiting completion of RSA.</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 every other week.</p> <p>Two children who have EHCPs or RSA in progress (Year 1 and Year4) have 1:1 support and are on reduced timetables. The majority of our EHCP/RSA pupils have a higher level of 1:1 support however they are predominantly supported in small groups, within peer classrooms. A Year 6 pupil with an EHCP is currently supported 1:1 at all times and is being heard at the SEP for secondary transition to either Southbrook or ACE, Tiverton – this process is being supported by a number of external professionals. Other teaching assistants support children in class for Maths and English and then begin interventions for the remaining of the day. We have two dedicated HLTA's who provided alternative provision/nurture group to 4 children full time (1 x Year 4, 3 x Year 2) and 1 child part time (1 x Year 4 and 1) this provision to support high level of pupils with SEMH needs and 4 have an RSA pending. This provision is supported with planning and delivery uses the TEACCH method, now and next boards and has specific SEMH, emotional literacy sessions daily. We have two TAs trained to support Diabetes care for two pupils.</p>
<b>PROVISION, INCLUDING STAFFING FOR SEND PUPILS</b>	
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.</p> <p>ILPs are written termly (with a half termly review) and shared with the child and parents who have an input into the plan.</p> <p>The SEND register is reviewed termly by the SENDCO and the SLT. Where children are responding/not responding well to a plan or intervention we adapt the provision.</p> <p>Following the ACE trial year in 2021/22 we are now using the online provision mapping tool (PMT) [www.provisionmapping.co.uk] we use PMT as an electronic storage system giving all staff in school access to all information; reports, medical letters etc for every child. In Autumn 2022 staff received training on writing ILPs electronically using PMT. 2022-23 will be a period of monitoring, reviewing and refining use of PMT for ILPs and intervention and robust use will enable a higher level of scrutiny and analysis of SEN data.</p>
How are school resources deployed? ▪ How many LSAs	<p>Resources are deployed dependent on the individual needs of the children. Some children at St Gabriel's require 1:2 or 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.</p> <p>We currently have 4 HLTA's and 7 LSA's (some LSAs are part time) who work alongside the class teachers and SENDCo to provide support for the children.</p>

<ul style="list-style-type: none"> <li>▪ Any external support</li> <li>▪ Equipment and any adaptations</li> </ul>	<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, SEMH support and Communication &amp; Interaction Team 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>
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<p>Are there any budget/resource issues in terms of SEN provision?</p>	<p>Funding never covers the actual costing of support and provisions. The school is required to make up the difference left from Element 3 within its delegated budget. This is proving to be an increasing challenge for the school. In January 2023 we received £49359 for 7 of our 8 EHCP pupils (1 not yet confirmed). This will increase over the next academic year with the current RSA's that are awaiting allocation. This figure is on top of the element 2 funding received for all pupils, however due to our higher than National SEN numbers, this funding is required to be distributed between more pupils with SEN.</p>
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### PROGRESS FOR SEND PUPILS

<p>How is SEND progress monitored?</p>	<ul style="list-style-type: none"> <li>• Ongoing assessments by class teachers and TA supports</li> <li>• Use of entry/exit data for specialist programmes and interventions</li> <li>• Use of FFT and tracking facility to look at progress</li> <li>• On going Monitoring and observation plan/peer reviews</li> <li>• Observations by external agencies and ed.psych</li> <li>• Termly review meetings with parents</li> </ul>
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<p>How is progress for SEND pupils measured?</p>	<p>Teachers at St Gabriel's 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, CIN or CP 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.</p>
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<p>What Progress are SEND children making?</p>		<p>Reading ARE</p>	<p>Writing ARE</p>	<p>Maths ARE</p>
	<p>KS1 –</p>	<p>88% expected or above</p>	<p>75% expected or above</p>	<p>88% expected or above</p>
	<p>KS2-</p>	<p>65% expected or above</p>	<p>65% expected or above</p>	<p>53% expected or above</p>

### STAFF TRAINING AND OTHER AGENCIES

<p>Has the SENCO undertaken the necessary</p>	<p>The SENDCo attends all forums and LA meetings. SEND trust improvement TIGs are held termly where best practise is shared. Trust SENDCos are also part of a smaller hub with termly meetings and are taking part in a paired SENDCo review and audit of their respective schools. The SENDCo and members of the SEN team have undertaken a number of training courses over the past year.</p>
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training? What training has the SENDco taken part in the last year?	Training includes: Devon Graduated Response Training EHC Hub training Online Mental Health Training Devon Early Help-Levels of Need Workshop
Have the relevant staff members received appropriate training? What training have they undertaken over the last year?	The SENDco has then disseminated the above training to all staff. The SENDco regularly trains all staff as part of his role. The Headteacher and SLT has regularly carried out SEND and inclusion training with all staff and the SENDco also led a SEND twilight PDM for all staff on ensuring the provision map tool is implemented effectively and the graduated response tool is being used effectively. In the Spring term the school took part in a SEND audit by an executive head from within the trust. The feedback was positive. In addition many staff completed online training through Flick. Courses completed by staff include: <ul style="list-style-type: none"> <li>• Using Devon Graduated Response</li> <li>• Using Provision Map Tool to write/review ILPs</li> <li>• Writing SMART targets based on specific need and recommendations</li> </ul>
Which external agencies and support agencies are the school working with and how well is this working?	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 and Speech Therapists and other medical services. Inclusion Team, SEMH Support Team, Communication and Interaction Team. Relationships are generally very positive and work well to support the children. St Gabriel's has a good reputation within external agencies. This often leads to swift responses and an acknowledgement that a high level of support would have been offered and appropriate provisions trialled before referring into their service.
<b>WORKING WITH FAMILIES</b>	
What communication strategies are in place for parents/carers of children with SEN?	Parents of all pupils with SEN have a main point of contact within the SEN team and are able to maintain regular contact through this. 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. Alongside this we have official meeting times, these are as follows; <ul style="list-style-type: none"> <li>- Termly meetings to discuss IEP's</li> <li>- EHCP annual review meetings</li> <li>- Parents evening meetings</li> <li>- Meetings arranged by appointment when necessary</li> <li>- Parent / Educational Psychologist / Class Teacher meetings</li> </ul> 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. The SENDco collated a huge amount of SEND support groups and websites and made available a number of downloadable resources. Feedback from SEND parents has been very supportive and appreciative. See: <a href="https://www.StGabriel'sprimary.org/send-home-learning-information">https://www.St Gabriel'sprimary.org/send-home-learning-information</a>
What do parents say about the	Feedback from parents continues to be very positive. This was evident in our most recent questionnaire to parents, where they noted a high level of support for their children and were pleased with the progress that their children are making at St Gabriel's.

provision offered by the school?	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.
<b>REVIEWING SEND ACROSS THE YEAR</b>	
What is going well?	<ul style="list-style-type: none"> <li>• Non-teaching strategic SENDCo appointed for 2 days per week.</li> <li>• Increased positive relationships with external agencies who acknowledge the expertise within the school staff</li> <li>• Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants</li> <li>• Reading support sessions – particularly the development of RWI across the school</li> <li>• Language link interventions for pupils with communication needs</li> <li>• Implementation of the graduated response</li> <li>• Implementation of the Provision Map tool to write and monitor ILPs</li> <li>• Increased number of EHCP applications submitted through the RSA process</li> <li>• Rapport with external professionals who understand our setting</li> <li>• Alternative provision developing for select high needs pupils</li> <li>• Policy and documentation more aligned across the school</li> <li>• PIPs training for all staff</li> <li>• Increase of staff to support provision for SEND</li> <li>• Robust transition from Nursery to School</li> <li>• Increased collaboration between SEND and Safeguarding</li> </ul>
What is going less well and needs to be part of a SEND action plan?	<ul style="list-style-type: none"> <li>• Our most vulnerable children are struggling as a result of home circumstances. We are working closely with external agencies, but the support these children need is considerable and their needs are complex.</li> <li>• We are looking at assessment systems to track our SEND interventions so we can better measure the impact of our work.</li> <li>• Ensuring that the current staffing structure is continued so that the SENCO can work strategically. Trust have agreed and have advertised this as a 4 day post.</li> <li>• Continuing to implement the Provision Map tool to include all provisions across the school and clear data to highlight progress.</li> <li>• Continue to increase EHCP applications through the RSA process and delay in LA Ed Psyche assessments which is delaying completion and taking EHCP process past deadline by many months.</li> </ul>