

Annual SEND Report for Governors 2022-3



Our School vision:

'Let all that you do be done in love' 1 Corinthians 16:14

Nurturing individuals to be the best they can be in an inclusive environment where they feel valued, respected and know they belong.

School:	Great Milton Primary School
SENDCO:	Emma Hughes
Date of report:	June 2023
SEN Governor:	Tash Groves

SEND profile at June 2023

- 36 children are currently on the SEN register: 32 at SEN Support, 4 with EHCPs (Education, Health and Care Plans)
- Equal numbers of boys and girls are on register at 'school support' level.
- The SEN register has altered since September with various children being added and removed. One child with an EHCP has left the school this academic year. Two applications for additional EHCPs are underway.
- 10 children on the SEN register are entitled to Free School Meals (27.7%)
- The prime areas of need are split across communication and interaction and cognition and learning, with additional considerable related need in the area of SEMH (social, emotional and mental health).

Achievement of pupils with SEND

- There is great diversity in our school community, and we focus on encouraging and supporting our students to thrive in their individual ways to make the best progress. As such there is a wide

variety of accommodations and interventions and different ways of measuring impact depending on each student.

- Achievement is measured in a variety of ways, including pupil and parent voice, full participation in school life, progress scores on bespoke interventions and readiness to learn assessments. That said, analysis of progress in core areas of reading, writing and maths takes place on a school wide level, recognising the importance of these skills in accessing education and life opportunities.

In Key Stage One out of those on the SEN register

62.5% achieved a good level of development or above in reading, 25% in writing and 50% in maths.

In the phonics screening check 25% of those on the SEN register taking the test achieved a pass.

In Key Stage Two out of those on the SEN register 50% reached the expected standard in reading, but not in writing or maths.

Website

SEN Policy updated in June 2023

SEN information report updated in June 2023

Statutory assessments

1 EHCNA request was submitted in June 23, another is nearing completion.

4 pupils in school currently have EHCPs and are subject to the annual review process.

Access arrangements were put in place for pupils with additional needs in statutory assessments.

For KS2 SATS the arrangements include:

- 25% additional time
- Reader/scribe
- Rest breaks

Staffing for SEND

- Class teachers, supported and monitored by the senior leadership team and SENDCo, are responsible for the day to day planning and provision for children with SEND within their class.
- 12 teaching assistants help to support teachers with 7 TAs are employed specifically to support children with EHCPs 1:1 (some share a child alternating days/parts of days).

Interventions

- Speech and Language – extensive input following guidance by SALT, individual programmes from therapist
- Weekly ‘Spirals’ groups (x2) – intervention to target communication and Interaction needs
- Pets as Therapy sessions weekly

- Structured peer group games (C&I intervention)
- Primary Development Sessions (Down's Syndrome Oxfordshire)
- Phonics interventions (small group – Monster Phonics related)
- Pupil visits/provision out of school (e.g. visits to village shop and Thomley Hall).
- Lunchtime Quiet Club for pupils with SEMH and Communication and Interaction Needs.
- Rainbow Road extended – fine motor skills programme
- Planned movement breaks, sensory circuits etc
- Reading interventions – fluency and comprehension – 1:1/small group (e.g. Dyslexia Gold Engaging Eyes, Project X) Excellent progress shown in Project X.
- Sensory Circuits
- Use of precision teaching
- Quiet Club - really positive staff and pupil feedback to nurture intervention twice weekly at lunchtimes.

CPD for SEND included:

- Early Years SEN transition training for children with communication difficulties
- Autumn staff meeting SEND update (SENCo)
- Ongoing work with Clicker (online resources and training)
- Individual work with speech therapists and communication and interaction team e.g. on Blanks Questioning, differentiating daily Literacy lessons, using aided language boards).
- Dyslexia training for teaching assistants (Unicorn School, March 2023)
- Maths for Life Pilot and training set up (Summer 2023).
- Three OXSIT (Oxfordshire Inclusion Team) Meetings and updates, attended by SENCo
- Medication training
- Team Teach training

Pupil voice

- Pupil voice is part of the pupil profile and is captured by class teachers and used to inform setting of outcomes and/or strategies for support.
- Teachers check in regularly with individual children on the SEN register at different times during the school day.
- Pupil voice is also separately monitored and assessed for Education, Health and Care Plans and applications and Strengths and Needs Assessments designed to support children within the context of their families.
- The SENCo and Pastoral Lead also have individual meetings with pupils to gauge pupil voice and ascertain children's views about their next steps in learning.

Parent/carers voice

- School operates an 'open door' policy where parents and carers' views are valued and taken into account when planning provision. There are many opportunities for families to meet with school teaching staff during the academic year, including parents' evenings and 'meet the teacher' events.

- Families of pupils with SEN have separate termly reviews of pupil profiles (three times a year), including discussion of needs, progress and interventions. There is also additional engagement with SENCO and class teachers through separate meetings and emails arranged as needed.

External agencies supporting school provision include

- SENSS Communication and Interaction team
- SENSS Downs Syndrome and Complex Needs team
- SENSS Hearing Impairment team
- NHS Community Speech and Language therapy
- Educational Psychologist
- CAMHS and MHSt (Mental Health in Schools Team)
- Downs Syndrome Oxford

Other developments regarding SEND

- Engagement with MHST (Mental Health in Schools Team)
- New initiative: Pets as Therapy - dog visiting one afternoon per week.
- ELSA training and mental health lead training planned for next year - resources allocated/training booked.
- Use of Thomley Hall as alternative provision throughout the year for specific children with EHCPs
- OXSIT (Oxfordshire Schools Inclusion Team) have rolled out the Ordinarily Available Toolkit, outlining roles and inclusive practice, that is now available to staff.

Are there any concerns regarding provision for pupils with SEND?

- Access to CAMHS support: very lengthy waiting times for all interventions and support. There is currently a 3 ½ year waiting list for NHS ASD and ADHD diagnosis. Some parents have accessed private clinicians this year.
- Access to NHS paediatrics: again extremely long wait for routine and urgent appointments, exacerbated by lack of permanent community paediatrician.
- Difficulty for both families and school to access County Council SEN officers in a timely manner: more capacity and resources urgently needed.
- Generally, demand for SEN services, assessments, interventions and targeted support far exceeds capacity.
- Ongoing issues with lack of available, suitable specialist school places.

Areas for further development in school

- Provision in social, emotional and mental health - including implementing recommendations of MHST Mental Health Audit and development of ELSA and Mental Health Lead role.

- Maths Curriculum - Maths for Life Pilot programme
- Improved rigour on school tracking of attainment and progress termly using range of data
- Development of provision mapping on whole school level to identify most effective emerging interventions
- Further staff training in Dyslexia and updating of strategies and resources (including Dyslexia friendly books)
- SENCo to roll out the Ordinarily Available Toolkit to all teachers through INSET training.