



Annual Report to Governors on SEND and LAC – November 2021



SEND Register –Autumn 2021

	EY	KS1	Lower KS2	Upper KS2	Total
Class Support	0	0	4	2	6
School Support	3	2	16	23	44
EHCP	0	0	1	0	1
TOTAL	3	2	21	25	45 (11%)

Audit of need		Cognition and Learning (C&L)		Social, Emotional & Mental Health	Physical Difficulties (PD)			Communication & Interaction (C&I)		Total
		MLD	SpLD	SEMH	VI	HI	Other	ASD	SLCN	
Nursery	SS									
	EHCP									
	Total									
Reception	SS								3	3
	EHCP									
	Total								3	3
Year 1	SS									
	EHCP									
	Total									
Year 2	SS								2	2
	EHCP									
	Total								2	2
Year 3	SS	1						1	1	2
	EHCP							1		1
	Total	1						2	1	4
Year 4	SS	5	4	2			1		1	13
	EHCP									
	Total	5	4	2			1		1	13
Year 5	SS	3	2	3			1	2	1	12
	EHCP									
	Total	3	2	3			1	2	1	12
Year 6	SS	4		3			1	3		11
	EHCP									
	Total	4		3			1	3		11
Total		13	6	8			3	7	5	45

Points of note:

- ✚ Increasing trend for pupils showing dyslexic traits in Year 2/3 – identified as SpLD if Moderate/severe on Screener
- ✚ Low SEND numbers identified in KS1, due to the disruption to education (C-19) focus on SEND identification in KS1 this year
- ✚ 18% on register for SEMH, 6 further pupils have this as a secondary category (+13%), meaning that 31% of the SEND register need significant SEMH support. 5 pupils in particularly need intensive and sustained support at the moment.

Identifying pupils with SEND

The Graduated response to SEND is a model of action and intervention in schools and early education settings to help children who have been identified as having Special Educational Needs/Disability. The approach recognises that there is a continuum of SEN/D. Where necessary, increasing specialist expertise should be sought, to provide better support to cater for the difficulties that a child may be experiencing.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Assistants (LAs) or Inclusion Assistants (IAs). Class teachers regularly assess the pupils in their care. This involves clearly analysing the pupil's needs, using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

When a class teacher identifies that a pupil has SEND – the class teacher completes a Pupil Profile with the Inclusion Hub, this includes progress and attainment data, anecdotal evidence and Standardised assessments in all areas of learning. If it is found that a pupil has an additional need, then the Inclusion Hub would devise a differentiated programme of support alongside the school's usual differentiated curriculum offered:

- The class teacher remains responsible for working with the child on a daily basis. The Inclusion Leader will plan future interventions for the child and liaise with colleagues to monitor and review any action necessary
- The Inclusion Leader and class teacher, in consultation with parents, ask for help from external services. The class teacher and the Inclusion Leader are provided with advice or support from outside agencies
- SEN support takes the form of a cycle through which earlier decisions and actions are revised, refine and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes

Graduated approach to SEND Identification - (Assess, Plan, Do, Review)

Quality First Teaching

(Concerns Raised via Pupil Profile)



Further investigation

(Class teacher and Inclusion Leaders – assessment, tracking, consultation with other staff etc.)



Planning (Initial SEND concerns meeting with family, Next steps identified, identifying long term outcomes, setting targets and writing Pupil Passports, consider referrals)



Do (Implementing agreed actions – LAs/IAs to run intervention programmes, support in and out of class as appropriate)



Review (Evaluate impact of all actions – review passports, assessment and tracking etc.) Progress made or move to next step.



Involve specialists

(Seek additional advice and implement strategies)

Ongoing, if no progress over period of time may result in an application for EHCP.



Educational, Health and Care Plan (EHCP)

(Investigation, assessment and support from E.P.)

Early identification of pupils with SEND is considered a priority. To aid identification the school will use appropriate screening and assessment tools. To further assist with the identification of SEND needs the school will ascertain pupil progress through reference to:

- evidence arrived at by means of teacher observation/assessment
- referring to pupil performance in relation to the National Curriculum
- standardised screening /assessment tools
- pupil progress in relation to age related expectations
- social and emotional well-being of the child

The school uses this evidence to plan additional support for pupils with SEND. This is recorded, reviewed and amended half termly by the Inclusion Hub.

Update on the school's implementation of the SEND system

Targeting support

Our approach is totally inclusive, validated by Ofsted Nov 19– pupils are provided with additional support to ensure that they can access the curriculum that is being delivered in the classroom through a wide range of reasonable adjustments.

Class support is characterised by interventions and actions that are different or additional to the normal differentiated curriculum. Class support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching pupils continue to:

- Make little or no progress, this despite targeted teaching of weakness
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent social, emotional or mental health difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems and despite the provision of specialist equipment make little progress
- Experience communication and/or interaction problems and despite experiencing a differentiated curriculum makes little or no progress

School Support is characterised by the involvement of external services or confirmed diagnosis of need. External support services can be consulted to advise on targets for Pupil Passport and providing specialist inputs to the process. School Support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching and support within the classroom the pupil is still not making satisfactory progress. Triggers may include:

- Pupil still makes little or no progress in many, or specific areas over a long period
- Pupil continues to work at expectations considerably lower than for a child of similar age
- Pupil continues to experience difficulty in developing literacy/numeracy skills
- Pupil has social, emotional and mental health difficulties, which often substantially impede pupil's own learning or that of the group, this despite having an individualised behaviour regulation programme
- Pupil has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists which is impacting on progress
- Pupil has ongoing communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

When external support services are approached, they will require access to pupil's records in order to understand the strategies employed to date and targets set and achieved. The external specialist could provide specialist assessments and advice and possibly work directly with the pupil. The Pupil Passport that follows will, by necessity, incorporate specialist strategies whilst continuing to be implemented by the class teacher.

A range of reasonable adjustments are made to ensure that all pupils have an inclusive learning experience (see the Accessibility Plan for further detail), they include but are not limited to:

- Back tracking for success, filling gaps in knowledge and adapting scaffolding to ensure that pupils can access the mainstream learning
- Additional concrete resources to support learning e.g. Numicon
- Attachment awareness
- Dyslexia friendly approach
- SUCCESS approach for bespoke behaviour support
- Therapeutic behaviour support
- ASD strategies embedded in daily practice
- Reduced language interactions
- Visual timetables (First, next, then..)
- Writing slopes
- A hearing loop
- Enlarged resources/books to support pupils with VI
- A chairlift and ramps to provide access to the building

A graduated response at Priory: a termly cycle – (Assess, Plan, Do, Review)

* overview provided for all stakeholders.

Cycle 1

- Provision mapping based on need 20th September
- SEND transition evening 20th September
- School Cloud Appointments available 21st September JC/JO
- Passports to go home 24th September
- Interventions begin 27th September (12 weeks – to ensure full 10-week programme for all pupils – 2 weeks available to catch up missed sessions)
- Mid-intervention review 8th/9th November (Analysis - review anecdotal analysis with every facilitator (JC/JO) – adjust if needed)
- Monitoring & pupil voice: Throughout cycle - case studies (JC/JO)
- CPD teachers and support staff: coaching & PDMs
- Interventions end 14th January
- New/Updated pupil profiles to Inclusion Hub by 14th January
- Analysis: SEND review – standardised testing – HAST, BPVS, Salford, Hesse WC: 17th January
- Analysis: SEND review day – class teacher with JC/JO – assess impact of intervention on individuals, agree provision draft for next term, passport draft created
- Pupil voice: SEND Review – teachers meet with pupils to discuss progress, interests and aspirations - recorded on review form and new passport
- Parent voice: SEND Reviews – teachers meet with parents to discuss progress and provision for next term - WC: 24th January
- Provision map finalised, following parent reviews 4th February
- SEND register confirmed for the next cycle 4th February

Cycle 2

- Finalised passports to go home 11th February
- Interventions begin 7th February (11 weeks – to ensure full 10-week programme for all pupils – 2 weeks available to catch up missed sessions)
- Mid-intervention review 4th/5th April (**Analysis** - review anecdotal analysis with every facilitator (JO/JO) – adjust if needed)
- **Monitoring & pupil voice**: Throughout cycle - case studies (JC/JO)
- **CPD teachers and support staff**: coaching & PDMs
- Interventions end 27th May
- New/Updated pupil profiles to Inclusion Hub by 27th May
- **Analysis**: SEND review – standardised testing – HAST, BPVS, Salford, Hesse WC: 6th June
- **Analysis**: SEND review day – class teacher with JC/JO – assess impact of intervention on individuals, agree provision draft for next term, passport draft created
- **Pupil voice**: SEND Review – teachers meet with pupils to discuss progress, interests and aspirations - recorded on review form and new passport
- **Parent voice**: SEND Reviews – teachers meet with parents to discuss progress and provision for next term - WC: 20th June
- **SEND register confirmed for the next cycle 24th June**



SEND - Current Evaluation of Practice

	Main Improvements 2021	Current Evaluation	Challenges	Actions
SEND: 11% (45)	<p>SEND return to school resources produced by the school shared with the LA and all specialist provision in the city.</p> <p>Leeds Beckett University – Silver Mental Health Award secured.</p> <ul style="list-style-type: none"> Pathways in place for all areas of need incl. mental health Co-produced referrals now in place for all agencies Neurodiversity aware Rigorous assessment procedures to identify need – all aspects of the child Enhanced CPD to support pupils in need of behaviour regulation support – SUCCESS e.g. drawing and talking therapy – tier 2 support Enhanced focus on MH support for pupils with MH and SEMH needs – lego therapy and art therapy now established Continued provision during bubble time (intervention cycles continued, supported by staff within the phase) during non-lockdown phases of the year 	<p>Ofsted said that the school is inclusive and that SEND provision is excellent – Nov 19</p> <p>Pre-lockdown:</p> <ul style="list-style-type: none"> Provision praised by LA Good practice shared with a number of local LA schools <p>Current:</p> <ul style="list-style-type: none"> Introduced transparent SEND yearly overview, SEND meetings with JC/JO and move to a two-cycle model to ensure efficiently and time for full APDR cycles Use of structured conversations Coproduced initial SEND provision and termly meetings established Half termly training with support staff – co produced focus Three teachers identified as SEND champions – specialism in Early autism (MAT), Dyslexia and Behaviour regulation EY lead completing the EY NASENCO award to strengthen early identification Accessing a wide range of training for all Inclusion staff and ECT e.g. Becaon House, trauma sensitive practice & behaviour regulation, SSO L.1, Speech and language pathway, supporting pupils with autism in the classroom, sensory processing. 	<ul style="list-style-type: none"> Lack of access to professionals – No EP allocated to school since Jan 2020 No access to SEND services, unless SLA is purchased – we cannot currently afford this 10% school population are now in need of additional emotional/mental health support – following lockdowns 5 pupils who had identified needs before lockdown, now have very complex and sustained needs and need a huge amount of support 2 pupils who we have informed the authority that we cannot meet need continue to attend Priory Increased need for Inclusion support, but reduced capacity due to MAT cover, staff absence and previous RITSEE 	<p>Best possible outcomes for SEND learners through:</p> <ul style="list-style-type: none"> Streamline all SEND systems (JC PM target) SLA taken with private EP. Planning meeting booked for Dec, direct work with pupils starts in January. Early identification of SEND needs (EY/KS1 identification reduced during the last academic year, as 30% of pupils were behind. EY lead to support colleagues and liaise with EY SEND professionals, along with Inclusion team Support staff training – CPD plan Spring focus: Behaviour regulation & Dyslexia – guides to best support pupils to be created and shared with all staff SUCCESS model to be reviewed by working group (JC/JO/BF/RP/PK) Improved information gathering in EY (currently parents/health professionals not sharing information well on entry) Trial SDQs, rather than Boxalls – JO trialling with therapy groups JO to attend the MH SENCO Network group

Most successful interventions in the last years:

- Precision teaching – reading and spelling
- 1:1 BRP
- Power of Two
- NESSY
- Emotion coaching – access to the SUCCESS model

New Interventions:

- Drawing and Talking therapy
- Zones of Regulation

Attendance, Punctuality and Exclusions

SEND pupil attendance was 96.1% during 2020/2021, which matched average SEND attendance at Priory prior to Covid. This remains significantly above both National and Local averages. Non-SEND pupil attendance during 2020/2021 was 97%, so there was a gap of 0.9%. 3.1% of absences were authorised, 0.9 unauthorised.

4 SEND pupils were less than 90%, one Y5 pupil had a lengthy illness after contracting Covid, one Y4 pupil was on a part-time timetable for a half term during the Summer term, one Y2 pupil has two fixed term exclusions, before moving to a setting that could meet his needs and one Y5 pupil has a long term medical condition. The final Y5 pupil is being targeted for attendance support and academic tutoring this academic year.

1 SEND pupil was at 90%, there are complex family issues around this child. This pupil is also being targeted for attendance support this year, although to date, attendance has improved,

One pupil was excluded for a fixed period on 2 occasions for physically assaulting members of staff and damaging school property. The pupil now has an EHCP and is placed in a specialist setting.

Strategic Planning and Governance

EHCP plans:

We currently have 1 pupil with an EHCP, silver level.

We requested 4 EHCPs in the last year.

During this academic year we will be requesting a further 5 EHCPs for 2 pupils in Y6, 2 pupils in Y5 and one in Y3.

Complicating factor: no EP since Jan 2020. Significant LA backlog in EHCP assessments. Staffordshire Vs Stoke application processes.

Work with external agencies

Specialist support:

Support accessed during 2020/2021

- Occupational Therapy
- CAMHs

SEND Governance: Inclusion governor: previously Susan Manley


Main focus prior to Covid (2019)

- Inclusion Hub roles and responsibilities/New handbook for the year
- Graduated approach
- Audit of need
- Code of Practice and Code of Practice meeting procedure
- Inclusion headlines
- Attachment awareness
- Emotion Coaching
- Mindfulness
- Learning Walk
- Planning for the next academic year

Average meetings: once per half term 1.5 hours

As directed, board meetings have focussed on urgent business during the pandemic. Link meetings did not take place, key information was reported to the full board during regular virtual meetings.

Inclusion Link Governor Overview 2020 - 2021

Autumn	Spring	Summer
September	January	April
Whole school SEND Learning Walk: <ul style="list-style-type: none"> Investigate Priory SEND cohort characteristics? How does this compare to LA/National? What are the main SEND needs present in your school? How are SEND needs communicated to staff? How do staff raise concerns or ask for support? How are children added to the SEND register? How are Teaching Assistants used to support SEND Learners? Has this changed in light of the NASENCO assignment last year? Understand staff training in SEND – is there evidence? Does it include Tas? Understand the school's use of outside agencies. Understand types of SEND need: Communication & interaction; Cognition & learning; Social, emotional & mental health; Sensory and/or physical. How does the school manage access arrangements? What evidence can we see of the impact of access arrangements in classes? 	Annual SEND governor report: Work with the SENCo to produce an annual impact analysis report of the school's provision, covering: <ul style="list-style-type: none"> Attainment and progress of SEND Learners The SEND notional budget, how it is used and its impact on Learners. Attendance, punctuality and exclusions of SEND Learners. Behaviour of Learners with inclusion and SEND needs and how the school supports this. Provision forecast based on following year's admissions, where available. The accessibility of the school site for Learners, staff and visitors, linked to the published accessibility plan. 	Strategic planning: <ul style="list-style-type: none"> Impact of CPD for the year and upcoming training. Parental and Learner engagement – how are they involved in decisions? What is the SEND and inclusion provision in the School Improvement Plan for the following year? Are any Learners going to be discounted from phonics screening? SATS? Do any Learners need access arrangements for tests? What preparations are being made for pupils joining and leaving the school? How much foresight does the school have of its intake? Is the SENCo involved in visits to schools and individual Learners to understand need? What are the implications of the following year's budget for Learners with SEND and inclusion needs? Services available from the Local Authority; access to higher needs funding. How effectively does the local area identify children and young people? How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities? How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?
November	March	
SEND information report: <ul style="list-style-type: none"> Review new SEND information report – does it have greater detail about equality and anti-bullying as suggested by the LA during the review last year? Does it fulfil legal obligations? (CofP 2015) What else has been changed? Why? How does this contribute towards the Stoke Local Offer? Where is it published? Learning walk – the impact of pedagogical leads – EY to Y6	Intervention focus learning walk and meeting with English Lead: <ul style="list-style-type: none"> Which interventions do you run for each area of need? How do you operate a graduated response? What is the impact? How do you know? For English Lead: Develop understanding of literacy provision at the school: <ul style="list-style-type: none"> What are the reading and spelling stages across year groups? Are all staff supported in identifying and responding to Learners with literacy needs? What interventions are in place to close gaps in literacy skills? What impact are they having? How do you know? 	Planning priorities for 2021 – 2022 

Staff Development

CPD:

7th September 2020 – Supporting pupils' emotional wellbeing – All staff

28th September 2020 – Recovery planning – All staff

5th October 2020 – emotional wellbeing – pupils noted as being in need of additional support and support targeted – All staff

28th January 2021- Emotional Literacy – Stoke Speaks Out JO/BF

2nd July 2021 – Drawing and Talking Therapy (foundation) PK/JO

27th August 2021 – Drawing and Talking (advanced Knowledge) PK/JO

12th October 2021 – behaviour regulation

16th November 2021 – emotional wellbeing – pupil details updated/actions updated – All staff

15th March 2021 - emotional wellbeing – pupil details updated/actions updated – All staff

4th May 2021 - Stoke Speaks Out Communicating with Confidence JC/JO

Summer –

- Development Trauma for professionals x2 day course with Beacon House – Inclusion Team + Teacher 3 SEND champion
- SEND Diploma (New Skills Academy) and Understanding Dyslexia (Open University) - Teacher 2 SEND Champion

Upcoming whole staff training Spring and Summer 2021: Becoming a trauma informed organisation x2 meetings

Upcoming Support staff training Spring and Summer 2021: Helping pupils to regulate and supporting pupils with Dyslexia – 3 one and a half hour sessions

The Early Years lead is currently completing the EY NASENCO award, funded by the OA.

Teacher 1 EY SEND Champion - MAT

Teacher 2 SEND Champion

Teacher 3 SEND Champion

Funding and projects:

SEND funding:

- Notional SEND funding is calculated based on the number of lower attainers leaving EYFS. This funding provides up to 20 hours of support for individuals identified as having SEND, if a pupil requires more than 20 hours of support then schools can apply for an EHCP to 'top up' the funding, this is referred to as High Needs funding. As such, SEND funding provides all staffing, interventions, family support, equipment, accessibility etc that any individual should require at any time. Resources are allocated due to need each term, or annually in terms of purchasing or larger strategic plans such as the refurbishment of The Snug, which was needed in order to meet the needs of learners with SEMH. Its impact is measured through the intervention impact analysis, progress of SEND pupils and through the voice of pupils and their families across the school, all are collected and analysed termly. As a part of this, I as Inclusion Lead, have a £2000 budget to spend as needed.
- SEND Notional funding for 2020-2021, which comes into school as part of the Block funding:

SEND Notional funding	£194,939
High Needs Top up	£4,000
Total:	£198, 938

* this is £27,351 less than the previous year

	Area of spend	Cost	Information
Resources	Boxall online	£150	One-year subscription for one user to the Boxall online analysis tool
	GL Assessments	£250	Dyslexia Screening online license x 30, Dyscalculia screening online license x 10
CPD	Drawing and Talking	£600	Training for two drawing and talking facilitators
	A: Resources B: CPD TOTAL	£400 £600 £1000	Total budget: £2000 Spend to date: £1000 Budget remaining: £1000 – moved back into main school budget (Covid losses)

- SEND/Pupil Premium:**

Where pupils are identified as being 'disadvantaged' as well as having additional needs, they will also benefit from the provision allocated for those in receipt of Pupil premium funding.
See Pupil Premium Strategy

- Opportunity area funding:**

As our GLD, as the end of reception was lower than National and significantly lower than is usual for Priory, we were invited to join the Opportunity Area project, we opted to remain part of this in 2020. Through the project we have been able to access a number of CPD opportunities including Stoke Speaks Out training, to develop SLCN in the Early Years. We also have access to a Speech and Language therapist, who has been invaluable in providing advice both for pupils in EY and pupils in Key Stage 1 who have raised concerns.