

SEND Annual Report to Parents

November 2021



Frampton Cotterell C. of E. School is committed to providing a broad and balanced curriculum for all children. Through this curriculum we aim to develop enjoyment of, and commitment to learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils. We believe that all pupils should be valued and their self-esteem promoted.

Where children have special needs, we seek to ensure that those needs are identified quickly and that appropriate provision is made to help children participate effectively in curriculum and assessment activities and make optimum progress.

Identifying Special Educational Needs

Children's needs may be categorised into four areas, these are:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children.

To support us in our early intervention we:

1. Carry out visits to Pre-schools and Nurseries for all Reception pupils and attend transition meetings
2. Attend all transfer reviews for all pupils with SEND transferring to us and implement the transition plans
3. Hold meetings with parents before the children start school. These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs.
4. Provide the appropriate intervention, e.g. small group support provided by a TA for all pupils as appropriate.

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Providing all adults with the opportunity to discuss concerns at any time
4. Liaising with parents

5. Carrying out specialist assessments.

SEND School Profile 2021:

At present, SEND pupils make up just under 15% of the whole school population of 315 children on roll.

	Sept2017	Sept 2018	Sept 2019	Sept 2021
SEN Support	27	41	44	34
EHC	4	6	6	13

School Attendance 2020-2021:

	Attendance 2020-2021
SEN	96.4 %
Non - SEN	97.7 %

Provision

Any child identified on the SEND register receives additional support. This is discussed with parents at SEN meetings and recorded on an SEN Support Plan or an SEN Support Plan Plus form. It is also included on the class provision map which is written by the class teacher. This outlines any support in

addition to quality first teaching which is needed for pupils within the class.

Where additional intervention is required, teachers will clearly identify the expected target, the pupil's current level and the review date. At the end of the intervention, the class teacher and TA review the pupil's learning and decide whether the target has been met.

Parents/Carers are invited to meet three times a year with the class teacher, teaching assistant and, where appropriate, the SENCO to review their child's learning.

For further information, please see the School Local Offer on the SEN section of the school website.

ELSA Support (Emotional, Literacy Support) SEN and non- SEN children

	2020 - 2021	Sept - Nov 2021
Total number of children who accessed ELSA support (varies each term dependant on need)	Approx. 21 pupils	Approx. 29 pupils
Since Covid we have recognised the need for more SEMH support and have invested in more ELSA hours and trained professionals.		

	Year Group	Description
Smart Moves	1-6	Gross and fine motor skills
OT Handwriting	1-6	Designed programme from OT referral
ELSA Support	1-6	Led by ELSA trained TA (plus 2 others TAs training)
Zones of Regulation	2-6	Recognising and using tools to support emotions
Friendship Formula	3-6	Social understanding/communication and friendship issues
Tac Pac	R	Sensory support for very specific high SEN needs led by SEN specialist TA

Attention Autism	R-1	Increases focus and attention in small groups
Toe by Toe	3-6	Structured reading programme for those identified as having dyslexic traits
Nessy Dyslexia Support	2- 6	Online reading and spelling programme for identified bottom 20%
Breakfast club/Nurture	3- 6	Continuation of ELSA support and nurture for EBSA children
Nellie	R	Nuffield Early Language Intervention – boosting vocabulary

SEN REVIEW 2020-2021:

The review was commissioned by the LA at the request of the school and was led by Kim Lloyd, a SLE for inclusion and interim strategic lead for SEND and Inclusion and Antonia Slater, a SEND Consultant for Cluster 3. Part one was carried out remotely to focus on: outcomes and leadership. Part two was on identification, assessment and monitoring of SEND and partnerships and provision. Part two was completed in Sept 2021 due to Covid making school visits not suitable beforehand.

Strengths Identified
<ul style="list-style-type: none"> • High commitment to inclusion. The school has an inclusive ethos and culture which is a golden thread through all aspects of school life. All staff know children well and pastoral needs of children are very well met
<ul style="list-style-type: none"> • Robust systems that support early identification of need in early years and both key stages. Systems track pupil progress which allow for analysis and response to trends of needs.
<ul style="list-style-type: none"> • Parent questionnaires are very positive. Parents who took part in the review spoke highly of the school citing both the school's inclusivity and commitment to working in partnership.