

Annual SEN Report to Parents September 2020



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.

SEND School Profile

At present, SEND (including Cause for Concern) pupils make up just over 18% of the whole school population.

	September 2018	September 2019	September 2020
SEN Support	41	44	39
EHC	6	6	10
Cause for Concern	-	-	8

The numbers for SEN Support are currently lower than expected. This is because children who were identified as a concern had not yet been added to the SEN Register due to the school closing for lockdown. The SEN Register will be updated in liaison with class teachers for the census.

SEND Profile by Area of Need

	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory & Physical
SEN Support	12	16	9	2
EHC	6	1	1	2

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.

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

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.

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.

Attainment and Progress of SEND Pupils 2019-20

As SATS were not held this year, due to the coronavirus pandemic, we do not have final data for these cohorts.

SEND Budget

High needs EHC support for the financial year 2020-2021 is currently £91,409.

This money is spent on supporting individual pupils with an Education, Health and Care Plan through:

- ❖ 1:1 TA support
- ❖ Specialist resources
- ❖ CPD for TAs supporting individual needs

The school budget, received from South Gloucestershire, includes money for supporting children with SEND. This money is spent on:

- ❖ TA hours to support pupils with SEND
- ❖ CPD for all staff
- ❖ Resources
- ❖ Support and advice from outside agencies including Educational Psychology and Inclusion Support

The training needs of all staff are identified through:

- ❖ Identification of specific needs and how staff need to be trained to support the pupil
- ❖ Key objectives on the School Development Plan that may need addressing through training.

Review of 2019 – 20

2019 – 20 has been a very challenging year. Various factors have meant that we have not been able to start or complete many of our plans for the year. This has included embedding new interventions for children with social communication needs and emotional wellbeing needs, completing the Mental Wellbeing Award and finishing the Better Behaviours project. These will continue in 2020-21 as the current situation allows.

Key Priorities for 2020-21

- ❖ Ensure all pupils have settled into school following lockdown. This will be provided through daily wellbeing sessions in class based on the Recovery Curriculum. Training was provided for staff on supporting children's wellbeing as part of the Inset day.
- ❖ Any children who are not coping with the return to school are identified quickly and support put in place.
- ❖ To introduce new paperwork for SEN from the 'South Glos Way'. This aims to share good practice and provide better consistency across the local authority.
- ❖ To amend the SEN Policy to reflect changes in paperwork and the new cycle of SEN Support meetings.
- ❖ To continue support staff to develop the necessary knowledge and skills to teach and support all pupils with SEN in their class.
- ❖ To complete the Better Behaviours training for all staff and update the behaviour policy.
- ❖ To develop ACE tracking.
- ❖ To complete the South Gloucestershire Mental Wellbeing award.
- ❖ To continue to embed provision for children with SEMH across the school.