

## St Francis Catholic Primary School- Review of SEND Support for Governors and Information Report for Parents [2018-19]

<b>Governor's name:</b>	Helen Webb
<b>Role of Governor:</b>	SEND and Inclusion
<b>Date of visit:</b>	4 <sup>th</sup> September 2019
<b>Length of visit:</b>	2.5 hours
<b>Focus of visit:</b>	To review the SEND Register, staff training, any accessibility issues and evidence of the impact of SEND support provided by the school.
<b>Classes / Person visited:</b>	SENCo- Hannah Griffiths

### Sources of information:

Information for this visit was from the SENCo and review of SEN specific assessment results for pupils on the SEN register

### Background to visit:

- The school has information for parents about SEND systems and school processes on its website, which were reviewed and are in line with legal requirements. There is the SEN Code of Practice, the school's SEND Policy as well as this information to Parents report.
- In the 2017 OFSTED report, it stated that "the special educational needs coordinator is effective because she knows the needs and backgrounds of individual pupils well. Additional support is well planned and closely monitored for impact. As a result, the additional funds provided for pupils who have special educational needs and/or disabilities are well used".
- All SEN information on the website is available in English and Polish

### Review of the SEND Profile of the school:

- The school keeps data –based information of any pupil with additional needs.
- The needs of pupils in school on the SEND register include autism, dyslexia, general learning delay, speech and language, physical, medical and sensory as well as social, emotional and mental health needs.
- At the beginning of this school year, there are now 26 pupils on the school's SEND Register, 3 of whom have an Education, Health and Care Plan [EHCP] and the school receives additional "Top-Up" funding for an additional pupil.
- A small number of pupils have a Care Plans in place outlining additional support in place for medical or social reasons.

	SEN Support	Top –Up Funding	EHCP
Total numbers in school	26	1	3
% of school population	10.22%	0.4%	1.3%
National %	11.9%		3.1%

- The percentage of pupils identified as having SEND is now largely in line with national figures [January 2018], although those identified as having higher needs is still lower than the national average.
- Over this year, the school has worked hard to identify those pupils with significant additional needs and to secure additional support and funding for them from the Local Authority.
- This has been done through a robust assessment and tracking systems being put in place by the SENCo, which enables the specific needs of pupils to be more readily identified and small stepped progress celebrated.
- Furthermore, the school has over time worked to reduce the gender difference of pupils on the SEND Register, particularly those identified at SEN Support as well as more clearly distinguish between those pupils with SEND needs as opposed to those pupils who are underachieving for more social reasons and are therefore supported through Pupil Premium funding.

Gender and Level of SEN Need	Total number	% on Register	% of school population	National % Of school population
Boys at SEN Support	14	53.8%	7.5%	15.1%
Girls at SEN Support	9	34.6	4	8.1
Boys with EHCP	3	11.5%	1.3%	4.4%
Girls with EHCP	0	0	0	1.7%
SEN pupils eligible for FSM	6	21.4%		28%

### **Exclusions:**

- During 2018-19 no pupil with SEND was permanently excluded, but a very small number of pupils have had repeated fixed exclusions.
- The school has a nurturing approach to its pupils and has put in place significant adjustments to the curriculum and learning environment for those few pupils who have had a high level of SEMH needs including quiet spaces to work in and a high level of additional support.

### **Use of SEND Funding:**

**The total SEN budget for the school was £17, 514** . Discussions with the Head Teacher showed that the school used this budget for additional and different support to that normally provided. One of the major ways that the school showed commitment to trying to develop further the support offered to SEND pupils was that for this academic year the SENCo had a non- class teaching role, in order to enable her to do individual work with pupils and staff. The specific SEND budget was used for the following:

**Additional Staffing:** £3, 250.4 (KH intervention support)

£3,320 (LF intervention support)

£8, 338.40 (time for SENDCO role)

**External Services:** £1660 - EP costs

**Staff Training:** Word Aware Training: £150

SALT Selective Mutism Training: £150

Resilience Training: SENDCO X 6 days: £690

DHT x 2 days: £288

**Parent Engagement Work:** Resilience Launch Event: £150

### **Progress and achievement of SEND pupils in the past academic year:**

- The leadership of the school expects that all pupils in school are supported in the first instance by high quality teaching, where the teacher is aware of pupils' individual needs and making adjustments so that pupils can access the curriculum. In addition, the SENCo plans for pupils, in Years 2-5, on the SEND register to have additional targeted support, using evidence based interventions, such as: AccelerRead, AccelerWrite, Better Reading and Writing Partnership, speech and language programme, Inference Training for developing comprehension skills as well as Precision Teach approaches for key words.
- All pupils on the SEND register in Year 1, this year, managed to achieve expected levels on their Phonic assessment and 3/ 5 pupils [60%] did so by the end of Year 2.  
The 2 pupils who did not achieve their Phonic assessment and are now in Year 3 are to have additional Phonic support through an evidenced based intervention and through a Precision Teaching programme led by the class teacher.
- While pupils on the SEND register are working below age related expectations in their specific areas of need, **all** pupils on the SEND register, across the school, made expected progress [6+ steps].  
The average progress in Reading was 6.4 steps  
The average progress in Writing was 5.9 steps  
The average progress in Maths was 6 steps
- As can be seen, pupils with identified SEND in the school are making expected progress, but there is still evidence of an attainment gap between those on the SEN Register and non- SEN pupils. This attainment gap is one the school needs to also address.
- A review of the impact of targeted support, given through evidenced based interventions, for identified pupils, was completed through analysis of the SEND specific tracking data by the SENCo
- Pupil progress was varied, but further analysis by the SENCo showed that where outcomes for pupils receiving additional targeted support was weaker this was due to 3 main factors:
  - Where the quality of in- class teaching had been patchy for a variety of reasons
  - Where there was TAs who felt less confident about leading targeted interventions, despite being given the training
  - Where intervention had not been consistently given

**Staff CPD for SEND and impact:**

- The SENCo completed the SENCo Award during 2018-19
- Staff received training on:
  - **Selective mutism** – *the outcome was increased pupil confidence in speaking and increased staff awareness and ability to make adjustments for the pupil*
  - **Autism- Tyre 1**-*All staff were given this training. It has increase staff awareness and ability to make adjustments for the pupils*
  - **Team Teach [Handling]** – *increased the number of staff trained in this approach*
  - **Routes to resilience**- *this has been adopted as a whole school approach to pupil well-being and has been shared with parents*
  - **Word Aware – vocabulary development** - *this has been adopted as a whole school approach within curriculum planning*

**Other areas discussed:**

The SENCo and I also discussed **accessibility issues** for those pupils on the SEN Register.

- In terms of spaces in school, the SENCo felt that a quiet area, in the KS1 part of the school, needed to be identified, so that pupils who were distressed could be easily and quickly removed to a safe area. Such a place exists in the KS2 part of the school
- The school has a shower facilities in Early Years, but non for KS2 pupils who may have physical needs . Although at present we do not have such a pupil, the accessibility plan should be anticipating such necessities.
- Most pressing is access to the Hall for events, PE and assembly.  
This area is also used for concerts for parents as well as parish masses.
- These requirements are noted on the school’s Accessibility Plan [available on the school’s website]

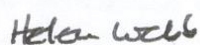
**Improvements made over the year 2018-19:**

- There has been increased understanding and skills in supporting pupils with Autism and Selective Mutism, through training
- Pupils with significant needs have been identified earlier, targeted support given and EHCPs successfully applied for
- The tracking of pupils’ needs have been better, through the use of standardised, SEN specific assessments by the SENCo. The SENCo feels that such assessments systems are now robust.  
This has enabled pupils’ particular areas and levels of needs to be understood and for them to be matched to the right intervention.
- The SENCo has gained in confidence, since the completion of the SENCo Award. She is now on the SLT.

**Development Plans for 2019-20**

In discussion with the SENCo, the following areas for development, during 2019-20, were identified:

- There is a need to develop further the skills and confidence of TAs supporting SEND pupils in intervention programmes
- Further support for teachers is needed to ensure differentiation is in place in terms of work and resources, to ensure access to the curriculum
- The SENCo needs to monitor the consistent use of targeted support for pupils, as outlined in their Pupil Plans

**Signed:**

**Date:****16. 9. 2019****Received and discussed with Headteacher:****16. 9. 2019****Discussed with Governing Body:****19 .9. 2019**