

Annual report to parents on Special Educational Needs and Disability September 2019 – August 2020

Key Staff:

Mrs Judith Brucciani – SENDCO (Special Educational Needs and Disability Co-ordinator)

Mrs Michelle Glen - SENDGOV (Governor with responsibility for Special Educational Needs and Disability)

At Cockerham Parochial CE Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

Policies

The SEND policy, which included the Local Offer, was updated in December 2019 and was reviewed by Staff and Governors. This document is available to view in school and on the website and details our aims and objectives for children with Special Educational Needs and/or Disabilities and explains how these are addressed by all staff on a daily basis. All policies include explicit references to disability equality and SEND.

SEND School Profile

At present, SEND pupils make up 16% of the whole school population.

	July 2020	July 2019	July 2018
SEN Support	14	16	14
Statement/EHC	0	0	0

Identifying Special Educational Needs

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

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

SEND Pupil Progress

Pupil progress made by SEND children in 2019-2020 has also been analysed. Due to the Coronavirus pandemic figures on progress are only available up to March 2020 and therefore the figures are presented in a different way to previous years. They are based on Teacher Assessment and not on End of year data as previously. On average last year (the period from September 2019 – March 2020) children made:

Reading 2.33 terms of progress in 2 terms

Writing 1.7 terms of progress in 2 terms

Maths 1.9 terms of progress in 2 terms

Average children are expected to make three terms progress a year (one for each of the terms in the school year).

2018-2019 Results	Reading	Writing	Maths
Made one term of progress -or more	94%	94%	94%
Made two terms of progress or more	94%	88%	81%
Made three terms of progress or more	75%	13%	63%
Made four terms of progress or more	25%	25%	31%
Made five terms of progress or more	6%	0%	13%

2017-2018 Results	Reading	Writing	Maths
Made one term of progress -or more	100%	100%	100%
Made two terms of progress or more	93%	93%	93%
Made three terms of progress or more	78%	64%	93%

This data shows the progress our pupils with SEND make is generally in line with and in some cases above that of the other pupils without SEND. These children are closing the gap to their peers.

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. Attend all transfer reviews for all pupils with SEND transferring to us
2. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

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.

Provision

Any child identified on the SEND register receives additional support. This is outlined on the class group provision map which is written in conjunction with the class teacher and HLTA/TA. This outlines any support in addition to quality first teaching which is needed for pupils within the class.

Teachers then write an intervention plan (IEP (Individual Education Plan) or IBP (Individual Behaviour Plan)), clearly outlining the pupil's current level, targets linked to their next steps in learning and suggested activities. Teachers and HLTA/TAs use these plans to plan the daily intervention sessions. At the end of the intervention, the class teacher and TA review the pupil's learning and state the progress made. Parents/Carers are invited to meet termly with the class teacher, teaching assistant and where appropriate SENDCO to review their child's learning, celebrate their successes. For further information, please see the School Local Offer on the SEN section of the school website. This is updated yearly in December.

Key Priorities for 2019-20 were:

- Update staff on new and relevant information from SENDCO Cluster meetings including regular checks through each child's current position.
- Continue to inform the SEND Governor with particular regard to the SEND Report given at Governors' Meetings
- Update new staff on SEND requirements, IEPs, paperwork and Provision Mapping File
- Amend to one year rolling programme
- Amend and Publish the Annual SEND information report and this year's Governors Evaluative Report to Parents.

Outside Agencies

Special Educational Needs and/or Disabilities in children often go beyond learning needs and as a school we seek advice from a number of outside agencies so that we can support all children to the best of our abilities. We have been focusing on developing our relationship with an increasing range of agencies which continue to bring positive benefits for the school community. The school benefited from close links with a Behaviour Specialist Teacher and Stepping Stones School Behaviour Clinics, the Educational Psychologist, a counselling service, our school's Special Educational Needs and Disability Officer (SENDO), Parent Partnership, the Community Consultant Paediatrician, local Specialist schools and continued the relationship with the Child Adolescent Mental Health Service (CAMHS) and Children and Family Wellbeing Service (CFWS) this year. Other support has come through the SEND Traded Services Team.

If you would like to talk to someone in school about Special Educational Needs and/or Disabilities please feel free to contact Mrs Judith Brucciani or Mrs Michelle Glen through Mrs Ayrton in the School Office.

Signed:

Mrs Judith Brucciani _____
BA(HONS) QTS (Accelerated), NASC, NPQSL (SENDCo)

Mrs Michelle Glen _____
BA(HONS) (SEND Governor)

Mrs Jackie Cookson _____
BA(HONS) QTS, NPQH (Headteacher)

Mr David Woodhead _____
(Chair of Governing Body)

Date _____