

Annual SEND Report 2022-2023

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Identification of SEND

In July 2023, 7 children were identified as having a Special Educational Need or Disability (SEND) at West Buckland Primary School. The SEND Code of Practice (2014) states that:

*A child or young person has SEN if they have a **learning difficulty or disability which calls for special educational provision to be made** for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a **significantly greater difficulty in learning** than the majority of others of the same age, or*
- *has a **disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

In the SEND Code of Practice, all children receiving special needs provisions are to be referred to as receiving SEND support. Where children meet the criteria above, they will be placed on the school's SEND register and will receive appropriate support to meet their individual needs. Children with severe or complex needs may require an Education, Health and Care Plan (EHCP).

Types of SEND need

The SEND Code of Practice 0-25 identifies four broad areas of Special Educational Need. The table below shows the SEND category of need along with the range of needs within each category

Category of Need	Range of needs within the category
Communication and Interaction	Speech, language and communication needs (SLCN) Autistic Spectrum Disorder (ASD)
Cognition and Learning	General Learning Difficulties from moderate (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD) Specific Learning Difficulties (SpLD) including Dyslexia, Dyscalculia and Dyspraxia
Social, Emotion and Mental Health difficulties	Anxiety or depression Withdrawn or isolated behaviours Challenging or disturbing behaviour Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder
Sensory and/or physical needs	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment Physical disability Sensory Processing Disorder

All children on our SEND register have a personalised learning plan (PLP) which is where the teacher, in consultation with the parents (and child as appropriate), sets 2-3 SMART (Specific, Measurable, Achievable, Relevant, Time based) targets for the child to work on over a term/half term.

Interventions, additional adult support or different activities may be put in place to support the child in reaching these targets. These are updated termly by the class teacher in conjunction with the parents, and are discussed at parents' evenings.

For children on our SEND register, yearly annual reviews are held between the child (where appropriate), parents, teacher, ELSA (if required), outside agencies (if involved with the child) and the school SENDCo. During these reviews, both parent and child share their views about what is working well, and what we need to work on or put in place to further support them. The teacher/ELSA shares information on the pupil's strengths and weaknesses within the 4 key areas of SEND, as well as self-help and independence.

Funding and Level of Support

Level of support	Funding	Number of children Years R - 6 (July 2022)	Somerset picture (2021)	National Picture (2021)
Universal	Within school budget	All children 98children	na	na
SEND Support	Within schools notional budget	7%	11.8%	12.6%
High Needs Funding accessed through assessment for an EHCP	Banding system which allocates additional top up funding	0	2%	2.1%

Supporting pupils

At West Buckland Primary School, **all children** receive High Quality Teaching (HQT) to meet their needs. Where HQT, including adaptation, is not sufficient in meeting a child's needs, additional support is put in place using some of the methods listed below:

1:1 or small group in class support	Use of concrete apparatus	1:1 or small group evidence based interventions
1:1 or small group out of class support	Use of vocabulary mats/dictionaries	Individualised Literacy Intervention (ILI)
Small group RWI sessions	Additional resources e.g. wobble cushion, pencil grip, sensory toy	Regular 1:1 reading
Precision teaching	Emotional Literacy Support Advisor (ELSA) support	1:1 support through care plans (Occupational Therapy or Speech and Language)
Play therapy (outside agency)	Forest School (off-site provision)	

In addition to the support listed above, teachers carefully consider the individual needs of the children in their class. This might take the form of where a child sits in the classroom, an adaptation to the start of their day, a 'now and next' board, or targeted adult support for example.

Teachers get to know their pupils really well and raise concerns with the SENDCo when they notice that a child is perhaps struggling with a particular area of their learning or their rate of progress is slowing. We also encourage open dialogue with parents so that they share any concerns they have about their children's learning with the school.

The SENDCo may suggest one or more of the support methods listed above, offer some further assessment to identify specific strengths and weaknesses in a pupil's learning profile, or provide checklists which can be used for teachers and parents to identify a child's specific learning or behaviour traits. In addition to this, all teachers have access to Somerset's Graduated Response online tool, which breaks down SEN into four broad areas of need. This helps teachers to match any barriers to learning which they have noticed for a child, with a wide range of support strategies to try with the child. You can learn more about the Somerset Graduated Response at:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education>

How we include outside professionals

If, after all the additional input we have given a child, they are still not making expected progress or are 'stuck', we use the Early Help Assessment (EHA) process to request support from outside professionals. There is a wide range of services who can be reached in this way, but the teams we use most often are the Virtual School Learning Support Team, Occupational therapy and Speech and Language Support Services. We have previously worked closely with the Taunton Deane Partnership College, who provide additional support for children with SEMH (social, emotional and mental health) difficulties.

Prior to referring for any outside agency support, schools are required to prove they have put in a high level of support, through at least 2 rounds of APDR (assess, plan, do, review) and carried out relevant assessments. Schools must also demonstrate that they have made good use of the graduated response tool, launched by Somerset County Council in the academic year 2022-2023. Getting additional support has become more challenging over the past 2 academic years, with services reducing their 'free' service to schools, and increasing their traded offer. For example, where previously the learning support team might come in and diagnose children with dyslexia or dyscalculia, they are no longer offering that service, but may come in to school to offer advice on next steps in supporting children or may offer some level of additional assessment. The Educational Psychology service is a traded service, so any involvement from their team comes at a cost.

Services which were previously available to support SENDCos have waned this past year. Half- termly Pyramid meetings, which were useful opportunities to discuss pupils anonymously with a range of professionals including EP (educational psychologist), autism team and learning support advisors, have been cancelled this year. TAS (Team Around the School) meetings, which were further opportunities to discuss pupils or families causing concern with a different range of specialists including housing/attendance and were a referral pathway for the behaviour support team (TDPC) have also been cancelled this year.

Area SENDCo meetings have been held termly this year, and are an opportunity for outside agencies to disseminate information and/or training to SENDCos. The SENDCo also attends planning meetings in the autumn term with different services, to discuss any children that may be causing concern within the school, and plan for the year ahead (parental consent is sought for all children discussed at these meetings). Some services, for example the autism and communication team, only take referrals for pupils who have previously been discussed with one of their team at these meetings.

TAF (team around the family) meetings which, where possible, involve any outside agencies involved with a child/family, are held by either the SENDCo or school ELSA. These meetings involve setting and reviewing targets on a half termly basis as appropriate.

Assessing and reviewing pupils

Each term, the head teacher, class teacher and SENDCo meet for individual class pupil progress meetings (PPMs) in which children's progress is discussed in reading, writing and maths. Children with SEND and other vulnerable groups are a big focus in these meetings and specific attention is given to those children who are working below age related expectations, those who are making slow progress or those not maintaining their previous rate of progress. This gives way to discussions about best ways to support individual children, including available interventions and further assessments which could be used.

A range of whole school/year group assessments are used to monitor children's progress in specific areas. At the start of the academic year, children (from year 2 up) are assessed in spelling, reading and comprehension. Data from these assessments helps the SENDCo to support teachers in their planning for support and/or intervention. Reading and spelling assessments are then repeated at the end of each term for those children who were below their chronological age on first testing, to monitor the impact of the support put in place.

Staff Training

SENDCo and Headteacher attended SEND admissions training

EYFS practitioner completed Wellcomm training

Most staff completed ADHD training from the educational psychology service

Support staff accessed online training for awareness in ASC, ADHD and Dyslexia

Teaching assistant attended training for 'Number Detectives' intervention

Support staff had inhouse training on sensory processing

Transition to secondary school

When secondary school places are confirmed, the SENDCo will get in touch with receiving schools' SENDCos to flag any pupils for whom an enhanced transition will be needed. In the summer term, the SENDCo and the year 6 teacher begin the process of transition for the year 6 pupils, sharing relevant/important information on the pupils and their learning needs with the receiving secondary schools. The Headteacher will also make contact with the secondary schools to discuss any safeguarding concerns we have about the pupils. Each of the local secondary schools have their own approaches to transition, but generally there are dates in July set for all pupils to attend their new school, and additional dates provided for those pupils we feel may need a little extra. Staff members from the receiving schools may visit West Buckland Primary School to work with the pupils and talk to the teacher. This year, 3 children in year 6 required enhanced transition. As part of this process, a meeting was held between the two SENDCos to discuss needs and provision; both SENDCos met with parents to discuss concerns and share information about the transition process; an SEND teaching assistant came to visit West Buckland and spend time with the children; 2 enhanced transition days were planned to support orientation of the school (1st visit supported by WB staff member, 2nd visit children went alone).

Transition from Nursery/Pre-school settings

A large number of our nursery intake pupils come from our on-site nursery, so transition is seamless as children and staff have been able to get to know each other and all children are familiar with the routines. In the summer term, the Early Years (EY) Lead plans visits to all incoming pupils from different settings and goes out to meet the pupils and talk to the staff at their settings (3 children this academic year). This gives the EY lead time to suggest school entry planning meetings with the SENDCo if required. School entry planning meetings enable the pre-school setting, parents and West Buckland Primary School staff to discuss the needs of the child and ensure support is in place for the autumn term to meet the specific needs of the child. This academic year, one school entry plan was completed.

At the start of the academic year 2023-2024, the Reception class teacher has planned home visits for each of the children. The children have a phased transition, with mornings only in their first week, mornings and lunch in their second week before attending full time in their third week.

Data – attainment of pupils with SEND

Three children in year 6 were on our SEND register, and no children in year 2 were on the SEND register.

SATS data

Reading	Writing	Maths
33.3% EXS 66.7% WTS	100% WTS	100% WTS

Year 1 Phonics Screen

No children in year 1 were on the SEND register

How we support emotional and social development and our measures to prevent bullying

At West Buckland Primary School we have two school ELSAs (Emotional Literacy Support Assistants) who work closely with those children who need additional support with their emotional development. This support comes in different forms, and is tailored to the needs of the child.

We follow a PSHE scheme called '1 Decision' (a Kitemark assured programme of study for both PSHE and SMSC) that runs through the school from Year 1 up to Year 6 teaching the children about physical health and mental wellbeing, as well as sex and relationships education. Topic headings within the scheme include: Keeping/Staying Safe, Keeping/Staying Healthy, Relationships and/or Growing and Changing, Being Responsible, Feelings and Emotions, Computer Safety, the Working World, and a World Without Judgement. The approach of the scheme is prevention over cure, and aims to teach and support the children in making the right choice.

We use a scheme called 'No Outsiders: everyone different, everyone welcome' to help the children understand about diversity and inclusion, which we feel is particularly important given the lack of diversity within the school and local area. The No Outsiders programme promotes an ethos of inclusion and tolerance, and aims to prepare children for life in modern Britain. Classes across the school have a weekly lesson every other half term, and explore these topics through the use of picture books. The teacher works closely with class teachers to adapt her planning to match particular issues or areas of interest in classes, for example: she chose a text about a refugee girl to

help the children understand the plight of Ukrainian families; she could choose a text to help explore anger and how we manage it in response to a child having difficulties with anger; having overheard children discussing gender, she chose a text which helped to explore this.

From September 2021, Zones of Regulation has been taught across the school, helping children to identify their emotions, name them and learn strategies to help them manage their feelings. Teachers revisit this throughout the school year.

Bullying is addressed in circle time and during regular timetabled SMSC lesson and assemblies. Classroom and school displays reinforce the school's expectations of children's behaviour and staff reinforce positive behaviours through the use of reward systems, and use a stepped approach to deal with negative behaviours. STOP posters remind children that bullying is defined as being something that happens 'Several Times On Purpose'.

This year's challenges

- Reduced support from outside agencies and increasing difficulties in getting additional support
- Waiting lists for outside agency support e.g. Occupational Therapy
- Outside agencies quickly discharging children when parents don't make an initial contact deadline
- Waiting for referrals to go through triage – 5 months wait for a decision for neurodevelopmental pathway referrals (followed by up to 24 month wait for ASC assessment, and approx. 8 months for ADHD assessment)