

SEND Annual Report to Governors September 2019-July 2020

Partial School Opening due to Covid-19 (20th March – 31st May 2020)

Wider opening (1st June – 17th July 2020)

Name of school	Twineham CofE Primary School
SENCO	Jodie Vaughan
Date of report	03/08/20
SEND Governor	Maggie Clinton

SEND Register

Number of children on the SEND register: 18

Children came off register since 09/19: 2

Children added to SEN register since 09/19: 4

Children monitored as a concern: 6

SEN register categories

School support: 15 children

Education Health Care Plan: 3 children

Sub- categories

(individual children can be under multiple sub-categories)

Cognitive and Learning: 15 children

Social, Emotional and Mental Health: 1 child

Speech and Language / Communication and Interaction: 5 children

Physical/ motor: 3 children

Medical: 1 child

Support Plans

Individual Learning Plan: 18

Health Care Plan: children

Intimate Care? Health Care Plan: 3 children

Open Early Help Plan: 1 child

Speech and Language Therapy Goals (assessed by NHS SALT): 5 children

Costed provision maps (individual timetables / 1:1 support): 4 children

Other inclusion categories being monitored

English as an Additional Language: 1 child

Pupil Premium Grant: 1 child

Pupil Premium Grant plus 1 child

Learning Mentor Support: 2 children

1 child is PPG+ and SEN.

1 child is EAL and SEN.

1 child received Learning Mentor support that are SEN

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<p>SEN provision arrangements (pre lockdown)</p> <p><u>Structured, targeted Intervention programmes</u> delivered by Learning Support Assistants or SENDco as small group</p> <p>Speech and language therapy</p> <p>Write from the start – handwriting/fine motor</p> <p>Jump Ahead - motor skills</p> <p>Phonological Awareness Training – reading</p> <p>Yogabugs (targeted children)</p> <p>Reading reflex</p>	<p><u>Highly personalised Intervention</u> planned, delivered and evaluated by LSAs, teachers or SENCo: 1:1, paired or small group</p> <p>Sound Awareness Group Pre-teaching curriculum vocabulary Learning Mentoring Daily readers Additional reading and comprehension group Additional phonics Additional Maths skills; number Reading therapy dogs Hit the button maths skills Working memory activities Social stories Additional spelling group Daily flashcards Core Body exercises</p>
<p>SEN formal assessments carried out</p> <p>Dyslexia screener Dyslexic Portfolio Non – verbal reasoning Digit span – working memory Boxall profile Phonic screening High Frequency word on sight reading assessment EAL assessment framework Speech and Language sound screening assessment British Vocabulary Picture Scale (language screening) The Dyscalculia Assessment Pre Key-Stage Standards Assessment Year 6 SATs assessment for extra time (processing speed / reading speed / writing speed)</p> <p>Whole school monitoring</p>	

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SPAR spelling – individual results / year group analysis / whole school analysis
KPI monitoring

External referrals made

School Nurse: 1 child
Learning and Behaviour Support Team: 3 children
Autism and social Communication Team: 2 children
Ethnic and Minority Assessment Team: 1 child
Speech and Language Therapist: 4 children
Early Help Plan/forum: 2 children

Internal referrals

Learning Mentor: 2 children

Resources bought / costed

Visual stress coloured overlays and bookmarks – dyslexic tendencies
Fiddle toys/wobble cushion/sensory toys – sensory processing issues
theraputty/pencil grips – dyspraxia tendencies
Bilingual children's books
SEMH books to support and inform children; wellbeing, learning disorders/disabilities, and childhood adversities,
Dyslexia screener digital screeners

SEN Courses / events attended

SENDCo

SENDCO NEARS cluster group meetings
(Further courses arranged were cancelled due to COVID-19)

Staff

(Further courses arranged were cancelled due to COVID-19)

Recent changes to SEND provision (Pre-lockdown)

ILPs

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ILP format has been further updated to reduce target setting from 3 times to twice a year.

Outcomes continued to be tightened and teachers supported to ensure SMART outcomes have pre and post assessments with evidence of progress.

The visual approach to ILPs targets that was adopted has increase pupil engagement, ownership and responsibility. Children enjoyed choosing a picture for their anonymised target card and received one for home, one for school use and one for the teacher to display. It has also aided staff to encourage and prompt children to work towards targets set.

Monitoring intervention – delivery and impact

Intervention timetables were received from each class. Informal discussion and Pupil Progress meetings with TAs/teachers and SENDCo enabled SENDCo to monitor intervention delivery and impact.

ILP review writing and evidence of progress towards outcomes were produced by SENDCo and teachers collaboratively. Parents/carers and children also had an input on the targets set.

Whole School Provision Map continues to be produced created but individual printed copies are no longer produced for paper files; only for external referrals and children leaving the school.

Hall, Group Room and 1:1 Room were timetabled.

SENDCO had 'catch up' sessions with parents of children with EHCPs termly. Annual Reviews for EHCPs: child included in meeting at increased time each term; attend for an appropriate amount of time and participate at an appropriate level for them using strategies.

Whole school spelling assessment: SENDCo analysed results termly for each class to produce common errors to inform teacher planning and whole school planning.

Reading Standardised Scores were formally assessed and monitored termly for all children within the SEND Cognitive and Learning as appropriate. Children with difficulty with maths were formally assessed termly with Standardised Scores being logged and analysed.

'Class profile' folders were updated and re- issued to each class teacher and kept in classroom. This has ensured a quick access to information and primary place to store documents between teacher and SENDCo.

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The Targeted Intervention that has taken place has shifted from delivering many structured programmes to staff planned, reviewed and delivered intervention. This targets individual and group needs which provides more Specialist Support.

SENDCo has increased pupil support and intervention by working with an individual or group of pupils in each year group, each week for 20 minutes.

Future provision to be implemented for 2020-2021:

Produce, carry out and analyse Target intervention vs Structured Intervention for staff.

Review and update Local Offer.

Produce an Information for Parents document for Parents to include on the school website.

Review and add additional links to services on the school website

Purchase and trial use of coloured exercise books for children with Dyslexia, Dyscalculia and sensory difficulties to reduce visual stress.

Join The SEND Alliance support group for further professional development, resources and outreach support.

Refresh training and increase use of The Zones of Regulation to support the increasing number of pupils with social, emotional and mental health issues.

Increase the interventions for memory improvement such as 'Memory Magic'.

Resources required to improve SEND:

YARC (Yorkshire Assessment of Reading for Comprehension) £300

1:1 diagnostic tool for assessing, tracking, analysing and supporting pupils' reading skills ages 4-16yrs.

For SEND children initially and to be later carried out across the school.

The Zones of Regulation £50

A systematic, cognitive behavioural approach used to teach others to self-**regulate** their needs as well as their emotions and impulses in order to meet the demands of the environment and be successful socially.

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