

SPECIAL EDUCATIONAL NEEDS REPORT TO THE GOVERNORS FOR 2020-21

Brief review of priorities for 2020 to 2021

- To review deployment of support staff to ensure timetable of interventions reflects the needs across the school, including following Covid-secure procedures for minimal cross-pod interaction. *Teachers continued to arrange their own intervention times using an intervention rota and interventions were recorded onto a whole school attendance tracker using Google Sheets. This allowed for easier oversight on interventions and progress made. During lockdown, children on the SEN register and those needing extra support were identified, and TAs were allocated to specific virtual interventions. These continued when we returned to school but where children needed to self-isolate.*
- To source a range of maths interventions to support children with gaps in their learning, including developing an understanding of research-based interventions. *Times Tables Rockstar (TTRS) was introduced to all children from Year 2 onwards as suggested by SENCO. GL also identified and signed up to a new initiative for KS1 relating to number and building on those foundations. Number stacks continued to be used. Power of 2 and Plus 1 interventions also recommended by SNAST and to be ordered for use this year.*
- To improve systems for tracking attendance and impact of interventions, including teacher and TA training regarding responsibilities and accountability. *See note above regarding Whole School attendance tracker using Google Sheets.*
- To ensure that inclusive teaching to support accelerated progress within the classroom is in place, providing training where necessary. *Teachers directed to particular resources and SNAST offered continuous support throughout.*
- To develop greater understanding of SEMH needs, including those children who need support with communication and interaction (C&I) *Discussion with C&I advisor using 'no names' approach and sharing with staff members. Enhanced nurture support in place using nurture support TAs. Training for Zones of Regulation to support regulation of emotions and to equip children with tools for dealing with particular emotions.*
- To diminish the difference for pupils with SEND, with a focus on reading in line with whole school focus – *phonics scheme firmly embedded, 50% of SEND pupils passed the Phonics Screening test (a great achievement for that individual). Gap still continues, with Covid contributing to this greatly.*

SEND Register and SEND Profile

During the academic year of 2020-21 there was an average of 29 children on the SEN register. This is down 3 from the previous year. One child started the school with an Education Health Care Plan in September 2020 and had an annual review in March 2021. Two children with Educational Health Care Plans had annual reviews in July 2021. A further EHCP application was sent to County in January 2021 and was confirmed in July 2021. The needs of the remaining 25 children are met the SEN Code of Practice guidance for SEN support. The total number of children on SEN support or above makes up 16% of the children on roll, which is a 2% decrease from the previous year. The needs of the children may be in one or more of the following areas:

- **Communication and interaction:** Speech, Language and Communication needs
Autistic Spectrum Disorder including Asperger's and Autism
- **Cognition and Learning:** Learning difficulties

Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

- **Social, Emotional and Mental Health:**

Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression).

Attention deficit disorder, attention deficit hyperactive disorder

Attachment disorder

- **Sensory and/or physical:**

Hearing Impairment

Visual impairment

Physical disability

Multi-sensory impairment

Communication and Interaction (C&I) is a need (primary or secondary) for 48% of children on the SEND register and is the primary need of 28%.

Cognition and Learning (C&L) is a need for 69% of children on the SEND register and is the primary need of 55%.

Social, Emotional and Mental Health (SEMH) is a need for 41% of children on the SEND register and is the primary need of 14%.

Sensory and/or Physical (PD) is a need for 3% of children on the SEND register and is the primary need of 3%.

Further information regarding changes to the number of children on the SEN register during the year and the percentages of children with needs in each area can be seen in the Autumn, Spring and Summer SEN profiles.

Progress of SEN pupils Sept 2020 to July 2021

In general, progress of those pupils with SEN support is greater than pupils not currently receiving SEN support. The tables below show the percentage of SEND pupils working at the expected level at the end of the year and the average point score progress for the groups of children; individual progress varies around these averages. It is worth noting that lockdown occurred between January and March 2021, and has had some impact on progress.

Foundation Stage Cohort (26) SEN (1)	% on track for making ELG	Average Points Progress (expected is 3 steps)
GLD	0%	
	79%	
Communication and Language	0%	3 steps
	86%	3 steps
Literacy	0%	3 steps
	79%	3 steps
Maths	0%	4 steps
	79%	3 steps

Reading		% Working at Expected / Expected+	Progress (0 is consistent progress)
Year 1 SEN 2 Cohort 28	SEN	50%	2.5
	Non SEN	73%	6.6
Year 2 SEN 5 Cohort 21	SEN	0%	0
	Non SEN	93%	3.8
Year 3 SEN 5 Cohort 28	SEN	25%	11
	Non SEN	95%	10.8
Year 4 SEN 4 Cohort 27	SEN	0%	12.5
	Non SEN	81%	8.3
Year 5 SEN 7 Cohort 27	SEN	60%	14.0
	Non SEN	89%	7.9
Year 6 SEN 5 Cohort 26	SEN	20%	2.4
	Non SEN	90%	5.2

Writing		% Working at Expected / Expected+	Progress (0 is consistent progress)
Year 1 SEN 2 Cohort 28	SEN	50%	10
	Non SEN	68%	6.7
Year 2 SEN 5 Cohort 21	SEN	0%	1.8
	Non SEN	93%	10.3
Year 3 SEN 5 Cohort 28	SEN	25%	6.6
	Non SEN	100%	9.3
Year 4 SEN 4 Cohort 27	SEN	27%	11.0
	Non SEN	93%	8.3
Year 5 SEN 7 Cohort 27	SEN	60%	14.4
	Non SEN	68%	10.3
Year 6 SEN 5 Cohort 26	SEN	20%	4.2
	Non SEN	90%	5.1

Maths		% Working at Expected / Expected+	Progress (0 is consistent progress)
Year 1 SEN 2 Cohort 28	SEN	100%	11.6
	Non SEN	86%	8.9
Year 2 SEN 5 Cohort 21	SEN	50%	11.5
	Non SEN	86%	9.9
Year 3 SEN 5 Cohort 28	SEN	0%	11.6
	Non SEN	95%	10.2
Year 4 SEN 4 Cohort 27	SEN	0%	10.5
	Non SEN	90%	6.9
Year 5 SEN 7 Cohort 27	SEN	80%	9.6
	Non SEN	89%	8.0
Year 6 SEN 5 Cohort 26	SEN	80%	4.0
	Non SEN	100%	4.8

Interventions

Appleton believe that quality-first, inclusive teaching led by class teachers is the best way to support children with SEND in the classroom. This can take many forms including differentiation, peer support, group work and adult support; our SEND Policy describes these approaches in further detail. In addition to high quality, inclusive teaching, children with SEND may also be supported with 1:1, paired and small group interventions which are either generated by the school or recommended by external agencies. At Appleton School our vision is to support all children in building wisely for life to enable them to flourish and be the best that they can be, so children across the school access a range of interventions, even if their needs are not such that they are on the SEND Register.

The following interventions have been offered during the year 2020-21:

Intervention and spend	Area of need and brief description of support	Overview of impact
Fischer Family Trust (FFT) £2500	C&L: Developing Early Reading	50% of the children in Year 2 who accessed FFT during the year made BEP. 100% of the children in Year 1 who access FFT during the year made EP. Although a high cost, 1:1 intervention, FFT is highly effective when children have the necessary letter knowledge and have parental support in making the most of the intervention. FFT should be prioritised for those children who were not yet ready for it in Year 1 to receive in Year 2 and to support struggling readers towards ARE in Year 1.
Group Reading £743.75	C&L: Reading a shared text with an adult discussing how to answer comprehension questions	In Year 5 100% of children accessing this intervention made EP, with 3 children making BEP. Group reading has been seen to have a good impact on reading progress and engagement.
Handwriting £103.50	C&L: Building confidence in letter formation, including size and orientation. Working on fine and gross motor control.	All children improved letter formation, including size and shape.
High frequency 1:1 reading £391	C&L: Reading fluency (daily reading beyond that usually done in class)	Teachers have commented on the benefits of this for children who access daily reading.
Number Stacks £525.50	C&L: Maths skills booster.	Clear movement from start to end points of assessment. Difficult to measure impact due to lockdown.

Nurture support £804.11	SEMH: Developing emotional intelligence, social skills, anger management or building self-esteem	Children across all classes have received some nurture support including regular sessions and drop-in sessions. Many children have shared worries or concerns with the TA which can then be addressed, and parents and teachers have commented on the positive impact. Progress in this area needs to be assessed using a learning behaviour chart.
Phonics booster £274.80	C&L: Additional phonic work to build skills at appropriate level	80% of children in Year 1 who received phonics booster passed the phonics screening test. Teacher-led phonics booster is effective; extra teacher time was timetabled in Year 1 to facilitate this. Unfortunately this was interrupted due to lockdown and the subsequent phased return of pupils.
Precision Teaching £62.50	C&L: Building fluency reading/spelling high frequency words or knowing number bonds	Children in Year 2 have received Precision Teaching. All children increased the number and speed of high frequency words read/spelt. Limitations of TA time and teaching spaces meant that PT was not happening the recommended minimum of 4 times a week. Although seen as highly effective when run well, this should only be implemented if time and space can be committed to this intervention.
Pre-teaching £481.25	C&L: Preparing children for the content of a lesson so they have extra time to understand new concepts	Teachers have commented on the benefits of this in supporting children in more confidently accessing whole-class lessons.
Speech Therapy £575	C&I: Working on speech targets following advice from SALT	SALT reports comment on the progress children have made towards targets; one child was discharged due to excellent progress. Ideally Speech Therapy should be led by a TA who also works in the class to encourage techniques to be used beyond the SALT sessions.
Social Group Y1 £41.50	C&I/SEMH: Developing language and communication skills through small group work	Children within this group beginning to contribute more to class discussions.
Spirals £45	C&I/SEMH: Developing language and communication skills through small group work	100% of children in the FS Spirals group made BEP in the PSED strand

Spend on interventions for each area of need (some interventions cover more than one area of need)

	C&I	C&L	SEMH	PD
Amount Spent £6793,91	£620	£5328,30	£845.61	£0

The impact of each intervention is tracked by the SENCo on a provision map for each class. Provision maps are informed by intervention assessment and attendance registers kept by the TAs running the interventions. This paperwork ensures that the needs and progress of each child are assessed and tracked and that most effective interventions are put in place.

Multi-Agency Support in School

Children continue to be supported by the following professionals:

Educational Psychologist – bought in privately as necessary.

Speech and Language Therapist

Communication and Interaction Advisory Teacher

Hearing Impairment Service

Occupational Therapist

Staff Training

The SENCO has been supported by termly visits from the SNA, by OXSIT membership including inclusion briefings and a phone contact, OCC inclusion briefings and by SENCO WOSPs meetings.

Individual teachers and teaching assistants are briefed by professionals about individual programmes for the children they work with, for example Speech and Language programmes from the SALT and language programmes from the C&I Teacher. They have also had support from Educational Psychologists where appropriate and advice has been disseminated.

The SENCO led staff meetings on the SEN Paperwork, Zones of Regulation and Dyslexia in schools for all teachers and TAs. The SENCO or Headteacher meets weekly with the Teaching Assistants. This allows staff to discuss any concerns about interventions and children, as well the opportunity for SLT to lead training.

Impact of Lockdown

Most significant needs at the time of lockdown were identified and interventions were put in place quickly and effectively. These included academic interventions but also pastoral support and regular check-ins. An intervention was set up using Google Sheets which enabled every member of staff to oversee them. Those leading interventions were asked to not only record if a session had been attended or not, but to also note how the lesson went and any progress updates.

Priorities for 2021 to 2022

Due to changes in staffing, including reduced movement for TAs due to Covid and the inability to complete the objectives outlined in the Action Plan due to lockdown, it will be important to ensure consistency in provision and support for children with SEND, which can be achieved by continuing to build upon and refine the priorities of the last year.

- To streamline interventions to support children with gaps in their learning, ensuring there is a strong evidence-base and additional provision is selected appropriately, according to need.
- To improve systems for tracking attendance and impact of interventions, including teacher and TA training regarding responsibilities and accountability.
- To ensure that inclusive teaching to support accelerated progress within the classroom is in place and that teachers are aware of the resources and support available to them.
- To develop greater understanding of SEMH needs, including those children who need support with communication and interaction (C&I)
- To diminish the difference for pupils with SEND following two years of remote / blended teaching, with a particular focus on reading.

These priorities will be laid out in more detail in the SEND Action Plan 2021-22.