

Annual SEND report to Governing Body

School: Freeland CE Primary School	Date of Report: November 2023
SENDCO: Penny McCarthy	SEND Governor: Lauren Cronk

Special Educational needs and disabilities (SEND) profile for the last 12 months

SEN Stage	Number of pupils	% of whole school	National %
No SEN	119	87%	82.7%
SEN Support	17	12.4x%	13%
Education, Health & Care Plan	1	1%	4.3%

Any High Needs Funding (HNF) or EHC needs assessment applications currently in process?

One RAF has been agreed to support a child 1:1.

Any HNF applications or EHC needs assessments applied for but refused?

No

Any significant changes in the SEND profile since last year?

1 child joined the school with significant needs which meant additional funding was requested to allow him to be supported 1:1. The funding was agreed.

Area of need	Number of pupils	% of SEN pupils	National %
Cognition & Learning	3	17%	30.06%
Communication & Interaction	6	33%	37.95%
Social, Emotional & Mental Health	7	41%	19.56%
Sensory & Physical	1	6%	5.37%
Other	0	0%	7.06%

Primary area of need	Number of pupils	% of SEN pupils	National %
Autistic Spectrum Disorder (C & I)	7	41%	14.22%
Hearing Impairment (S & P)	0	0%	1.60%
Moderate Learning Difficulty (C & L)	3	18%	15.29%
Multi- Sensory Impairment (S & P)	1	6%	0.31%
Other Difficulty/Disability	0	0%	3.61%
Physical Disability (S & P)	0	0%	2.53%

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Profound & Multiple Learning Difficulty (C & L)	0	0%	0.75%
SEN support but no specialist assessment of type of need (other)	0	0%	3.45%
Severe Learning Difficulty (C & L)	0	0%	2.31%
Social, Emotional and Mental Health (SEMH)	7	41%	19.56%
Specific Learning Difficulty (C & L)	0	0%	11.70%
Speech, Language and Communications needs (C & I)	2	12%	23.73%
Visual Impairment (S & P)	0	0%	0.94%

What are the most significant types of primary need within the school? e.g. dyslexia, ASD	The highest need sits within communication and interaction due to the high number of children currently diagnosed with ASD and awaiting diagnosis. There has been an increase in the number of children being added under cognition & learning and this is due to a more rigorous assessment timeline, identifying children's difficulties within this area. SEMH continues to affect a wide range of children and while some children sit under communication & interaction this can also affect the social, emotional & mental health needs leading to this being a key focus for all children on the register.
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SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role
Lily Barnes Penny McCarthy (maternity cover from May 2023)	SENDCo

Equality and accessibility arrangements

Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?	<p>Spraying drain covers yellow</p> <p>Removing tree</p> <p>Lesson design supports all children to keep up within a lesson as well as the use of PIXL to identify gaps for children who need additional support so this can be tailored to their specific needs.</p> <p>PSHE curriculum addresses issues around inclusivity and equality so children can understand the importance of ensuring everyone has equal opportunities.</p>
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Progress and achievement of SEND pupils.

Statutory data

EYFS – The percentage of children meeting good level of development (GLD)

Early Learning Area		% of SEN	% of year group
Communication & Language	Listening & attention	100%	100%
	Speaking	0%	92%
Personal Social Emotional Development	Self-Regulation	0%	83%
	Managing Self	100%	100%
	Building Relationships	100%	100%
Physical Development	Gross-motor	100%	92%
	Fine motor	100%	100%
Literacy	Comprehension	0%	92%
	Word-Reading	0%	83%
	Writing	0%	83%
Mathematics	Numbers	0%	92%
	Numerical Patterns	0%	92%
Understanding the World	Past & Present	100%	100%
	People, Culture & Communities	100%	100%
	The Natural World	100%	100%
Expressive Arts & Design	Creating with Materials	100%	100%
	Being imaginative & Expressive	100%	100%

Phonics – The percentage of children meeting an expected level in phonics

Year	% of SEN	% of year group
1	100%	100%
2 (retake)	33%	50%

End of Key Stage 1 - The percentage of children meeting an expected level

Subject	% of SEN	% of year group
Reading	0%	79%
Writing	0%	71%
Maths	33%	92%

Attendance and exclusions of SEND pupils

	% of SEND Support	% of EHCP	% of non-SEND
Attendance	94.69%	98.14%	94.82%
Persistent absentees	35%	0%	9%
Fixed term exclusions	0%	0%	1%
Permanent Exclusions	0%	0%	0%

Any actions required?

SEN persistent absence was high during 22-23. This was mainly due to children who have SEMH needs. The children and families have been well supported and this needs to continue going forward as this is

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impacting children and their families more currently. Support from outside agencies as well as the attendance team will be requested when appropriate.

SEND Funding

Type of funding	Notional budget	Top up / HNF	Funding from EHCP's	Other
A Amount received in last 12 months	£60,696	£17,972	£7628.40	£0

Any significant changes in funding in the last 12 months? (Include any changes as a result of HNF / EHCP funding ceasing, reducing or increasing)

We have received additional funding for one child who joined our school at the start of the year and required 1:1 support.

What impact has the funding had e.g. value for money?

The funding has allowed one child with high needs to continue to be supported 1:1 as well as a new child to the school who received additional funding and has been able to be supported through 1:1 TA. This child also attended the Hub at Eynsham to support them with self-regulation. This has meant they are now able to access what the rest of the class are learning and has developed strong relationships with staff improving their self esteem and confidence. This child is now working independently for much of the time in class with regular short interventions throughout the day.

Staff SEND CPD in the last 12 months.

Staff	Date	CPD	Provider
Teaching assistants	May 2023	Training from C & I advisor to train a TA in developing self-esteem, communication skills and support for an autistic child.	Rachel Morrison (Communication and Interaction team)
TA's and teaching staff		Training in SEND provision at Freeland and the procedures and documents associated with this. (to support new staff)	SENDCo
		Training in lesson design which supports SEND pupils.	Headteacher/Deputy Head
		Training in Rosenshine's Principles to support new staff.	Headteacher
		Understanding routine and strategies used at Eynsham Hub	Eynsham Hub Lead teacher
		Training to support class teacher and teaching assistant working with child attending The Hub at Eynsham Community Primary School.	Eynsham Hub lead teacher

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		SEND-supporting children with special needs in the classroom	EPA SENDCO's
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SEND Provision

<p>What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?</p>	<p><i>A wide range of interventions have happened this year to support both academically and pastorally. A new ELSA has been trained and has 2 afternoons per week allocated to working with children as an ELSA.</i></p> <p><i>Zones of Regulation has been purchased and was used throughout the year to support pupils who struggle to self-regulate to develop strategies that support them.</i></p> <p><i>Following some training by EPA SENDCo's we purchased some pen readers to support UKS2 children who have difficulty reading more complex texts due to a specific learning difficulty. This has meant they can access learning more successfully in all subjects.</i></p> <p><i>Play Therapy has been used to support one child who had experienced trauma, using PPG funding. This was following advice from CAMHS who felt this child would benefit from a course of 16 sessions(one per week).</i></p>
<p>What has been the impact of the above in-school provision?</p>	<p><i>children are well supported emotionally and socially through a range of interventions. This in turn allows them to make good progress academically.</i></p> <p><i>Outside agencies have provided excellent advice and support for school staff to support children with a range of needs. The Interaction and Communication team have been particularly supportive and have suggested strategies as well as offering specialist support for individual children.</i></p>
<p>What have been the most effective provision / interventions / resources and why?</p>	<p><i>Staff have continued to use provision maps which has helped to record and track outcomes. They have utilised a wide range of differentiation and have been able to implement interventions with success including:</i></p> <p><i>ELSA</i></p> <p><i>Zones of regulation</i></p> <p><i>1:1 speech and language support</i></p> <p><i>Provision 1:1 for child with EHCP</i></p>
<p>Which external professionals have been involved in providing support? What has been the impact of external agency work?</p>	<p><i>Educational Psychologist: Dr Jo Barham</i></p> <p><i>SENSS C&I Advisory Teacher: Rachel Morrison</i></p> <p><i>SENSS C&I Support Worker: Kate Phillips</i></p> <p><i>Speech & Language Therapist: Gail Kidd</i></p> <p><i>Play Therapist: Namaste Wiles</i></p> <p><i>CAMHS: Nic McGuinness</i></p>

Complaints relating to SEND

<p>If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes</p>	<p>None</p>
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SEND Self-evaluation summary.

<p>What are the key strengths of the SEND provision?</p>	<ul style="list-style-type: none"> • Staff have good knowledge about each child in their class and how best to support them • TA's have an expertise which they are developing and use this to provide interventions across the school each afternoon. • Children's needs have been identified earlier due to a rigorous assessment schedule for SEN children and children on the Pre-SEND register. • Support for the whole family when appropriate through TAF and signposting to other services who can offer support. • SEND coffee morning for parents with children on SEND register has provided a safe space for parents to discuss worries/concerns with other parents in a similar position.
<p>What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?</p>	<ul style="list-style-type: none"> • Early identification & referral for EYFS children who may need to be referred for SALT, SENSS C&I, Paediatrics etc. • Whole school emotional regulation strategies to support social & emotional development • Stronger focus on provision tracking including beginning and end tracking data • Attendance of a small group of SEND pupils. • TA's developing specialism for interventions across school in afternoons. • Continue to develop high quality teaching provision (using Rosenshine's Principles for Effective Teaching) across the school which will support SEND pupils.
<p>Actions/successes</p>	<ul style="list-style-type: none"> • Teaching is of good quality consistently across the school which allows children to make progress. • Teaching Assistants are utilised more effectively using their specialisms in the afternoons and giving live feedback in the mornings. • More professionals being used to support a variety of needs • SENDCO has stronger understanding of different processes including appeals, annual reviews and additional funding etc. • Teaching is high quality and allows SEND children to be supported to make good progress.
<p>Concerns</p>	<ul style="list-style-type: none"> • Increasing levels of SEN support children particularly speech and language needs and ASD. • SENDCO on maternity leave. Cover provided by Headteacher.
<p>Next academic year</p>	<ul style="list-style-type: none"> • Focus on early identification in EYFS continue to be implemented • Develop strategies and interventions to support children in EYFS with speech and language needs. • Continue to develop high quality teaching to support all pupils.