

Horsington Church School Annual Report on Special Educational Needs July 2021

As part of their statutory duties, governors are required to publish information and report on the school's policy on special educational needs on an annual basis.

We believe in providing every possible opportunity to develop the full potential of all children. The school's Special Educational Needs Policy can be found on the school website as well as the school's Local Offer which outlines the types of support available for children at the school. The school's Local Offer is linked to the Somerset Core Standards, a framework which describes the entitlement of children and young people in Somerset schools. These standards promote consistency across the local authority. Please follow the link to read more about the Core Standards:

<https://somersetchoices.org.uk>

The named Special Educational Needs Governor is Pauline O'Gorman and the Coordinator (SENCo) is Nicola Epps.

Number of children with Special Educational Needs

In the school year 2020 –2021, 14 children have been identified as having special educational needs (SEN) at Horsington Church School. This is when they are placed on our SEN Register. These pupils need additional and/or different support to enable them to make progress. This is 15.7% of our children on roll (89). Last year the figure was 10.3% which shows a significant increase.

Currently two children on the SEN Register have an **Education Health Care Plan** (EHCP), for which funding is secured or in negotiation with the local authority. The remaining 12 children receive additional support in school, either through one to one or small group teaching, delivered by a class teacher or teaching assistant. These children fall within the **SEN Support** category of provision. This support may have been arranged in partnership with external professional services or the school's SENCo. The school has a notional, fixed sum of money in the budget to cater for additional support for these children.

An additional 9 children have had concerns raised to the SENCo by class teachers and may receive extra, often short-term support. Advised by the SENCo, this support is managed and monitored by the class teacher and is funded from within existing available budgets.

A differentiated curriculum is offered to all children at school, through what is known as 'Quality First Teaching'. Teachers plan for all children according to their strengths and areas of need and is called Universal Provision in Somerset's Core Standards.

Progress of Pupils with SEN

Most children who are currently receiving SEN support have made progress appropriate to their needs. This year they are meeting the majority of their small-step, individual targets. We know this because:-

- Children talk positively about their learning.
- Class teachers and the SENCo meet regularly to review progress.
- Progress is reviewed three times yearly and targets are updated as set out in the children's individualised learning plans.
- Data from formal standardised tests alongside teacher assessments is used to assess progress.
- Formal interventions such as Individualised Literacy Intervention (ILI) and Talk About (a Communication and Language Intervention) or ELSA (an Emotional Literacy intervention) are used to assess the child's progress across a specified time frame. Results of these interventions are recorded and may be used as part of further assessments by outside agencies as necessary.
- Children's views are sought about their learning. For example, they can tell us what they are good at and what helps them be successful, as well as what they find hard.
- Parents and legal guardian's views are sought. They are consulted and informed about the progress their children are making and new targets are discussed and set with them at the child's annual review meeting or parent meetings.
- Teachers and SENCo talk with parents and legal guardians to gather views and inform them as necessary in addition to parents meetings. This can be requested by parent or teacher, head teacher or SENCo.

Where a child is not making progress despite well founded, personalised interventions, outside agencies, parents and legal guardians and school staff meet together to address concerns and plan for any change in provision. This will form the basis of on-going cycles of review.

The school has embedded the SEN Code of Practice Graduated Response, which is a cycle of action in order to offer the best outcomes for pupils. This is:

- **Assess** the need
- **Plan** activities for that need
- **Do** the intervention
- **Review** the outcome and start a new assessment cycle as necessary.

Attendance of pupils with SEN

- The current attendance recorded for children on the SEN Register is 98.13%. (This includes one pupil who is able to take authorised term time breaks to help support their specific learning needs.)

This compares with the current attendance of 98.36% (20/21) for all children at the school and latest published national attendance at all schools, at 95.3% (2018/19).

Exclusions of children with SEN

- 3 fixed term

How are the school's resources allocated to support children with Special Educational Needs?

- We strive to ensure that all children's Special Educational Needs are met to the best of the school's ability within the funds available.
- The SENCo is contracted for 1 day per week.
- We use the notional SEN budget for the funding of Teaching Assistants who deliver individual SEN interventions or work alongside groups of children in, or out of the classroom. We currently have an Emotional Literacy Support Assistant (ELSA) for one afternoon a week and one trained teaching assistant delivering Individualised Literacy Intervention (ILI), who undertakes this role as necessary, within resources available.
- Additional funding is secured for a 1:1 teaching assistant for one child.
- The children who have the most complex needs are given the most support within the funding available.

Responsibilities for SEN

- Class teachers are teachers of every child and provide an inclusive, differentiated curriculum for all learners. There is an emphasis on quality first teaching which ensures good, differentiated provision for all children.
- The SENCo makes referrals to and liaises with outside agencies, ensuring children receive the best possible outcomes.
- The SENCo's main task is to coordinate and monitor different or additional provision for pupils on the SEN Register. She meets with class teachers, parents and legal guardians, consults with outside agencies, assesses children and manages the cycle of assess-plan-do-review.
- An important part of the role is to apply for statutory needs assessments for children with complex needs. The SENCo completes the statutory paperwork needed to show evidence of need and provision for Education Health Care Plans (EHCP). If awarded, an EHCP is reviewed annually.
- The SENCo attends meetings and training as appropriate and keeps up to date with statutory requirements and changes regarding SEN.
- The SENCo meets termly with the SEN Governor who then reports to the Governing Board.
- The SENCo and school leaders look at school data on SEN pupils to monitor the impact and success of interventions.
- The school liaises with staff from secondary schools as required when pupils are transferring and additional transition support or visits are needed.
- SEN pupil records are securely transferred to the new school.

There is a termly staff meeting focussed on SEN led by our SENCo and she also brings additional items to our staff meetings as required.

SEN training attended so far this year across the school:

- Online Sensory Training – all teaching staff x 1.5 hours
- Autism Education Trust Tier 1 training, Making Sense of Autism – Raising Awareness - all teaching staff (also to be delivered to teaching assistants) delivered by Autism and Communication Service.
- Team Teach 12 hours training course for one members of staff. This course includes challenging behaviours, de-escalation skills and positive handling, positive listening and learning and physical intervention techniques.
- Phonics training: Two members of staff have had Online training, other staff have received 'in-house' training
- In-house TA(x1) training - administering the Dyslexia Portfolio Assessment.

Medical Needs

There is a Medical Needs policy on our school website. There are currently two children with medical plans in school which have been discussed and agreed with parents. These are reviewed termly.

Disability and Accessibility

The site was adapted in 2014 to meet the accessibility needs of a pupil identified through an environmental audit. This audit of the school site was led by Somerset County Council's Support Services. Additionally, a disabled parking bay was marked on the road outside the school which is used daily. The plan is reviewed on an on-going basis by the school and support services and further adaptations to the site are identified, agreed and implemented as necessary. The school also has an Accessibility Plan which can be viewed on the school's website.

Outside Agency Support

The way that outside professionals have been asked to offer support, advice and expertise to the school has been changing. The school receives support in a variety of ways. The school is offered termly planning meetings with the Learning Support service, Educational Psychology service and Autism and Communication service. Priorities are discussed and an action plan is mutually agreed. There are termly updates. Schools can seek further advice through the Local Authority's Virtual School and through a community support network of local SENCo colleagues in solution focussed meetings supported by the services mentioned above. Wider area network meetings are held for further information and specific advice for schools. With parental consent, the SENCo contacts outside agencies (for example, a speech & language or occupational therapist and GPs or Paediatricians) in order to understand your child's needs more clearly. The SENCo completes necessary referral forms.

This year the school has been working with a number of different services which include:

Learning Support Service
Educational Psychology
Autism and Communication
Integrated Therapy Services - Speech and Language Therapy
Vision Support
Hearing Support
PFSA – Parent Family Support
SENDIAS

Further information about these and other support services available to parents and legal guardians can be found at www.somersetchoices.org.uk

More Information

This is an information report for parents and legal guardians about SEN in the school. For information about the type of SEN and disability support at Horsington Church School, please look at the school's Local Offer on the school website. Additionally, please follow the link to Somerset Core Standards on Somerset Choices website (given above) to download information and advice about supporting children and young people with special educational needs and disability in Somerset.

Advice and information for parents of children with special educational needs can be found by typing SENDIAS (Special Educational Needs and Disability Information Advice and Support) in the keyword search box on the Somerset Choices website.

June 2021