



SEND Annual Report – St Mary's Catholic First School



Date of report: July 2021

SENCO: Emily Simmonds

SEND Governor:

SEND profile for the last 12 months

Pupils on SEN register	33 (+5 from last year - Haycorns now added)
Pupils with EHCP	6: 2 children with Band B upper, 1 child with band A lower , 1 child with Band A upper, 2 children with band B lower.
Number of pupils on SEND register as a percentage of pupil population	44%
Number of pupils	male: 16 female: 18
Pupil premium	9
Numbers of children joining the register	11
Number of children coming off the register this year	7

Overall quality of provision for pupils with SEND

• Provision for pupils with SEND

Children within our school have a wide range of opportunities both academic and other activities to help them to succeed in our school. We use a three tier approach where:

- wave 1 is quality first teaching,
- wave 2 is interventions run by school staff
- Wave 3 is when external support is sought.

Children always have Quality First Teaching implemented to help them make the best progress. If identified then a child will have a wide range of intervention support offered by many skilled TAs depending on their specific need.

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Interventions used:

ELSA

General writing support

Write from the Start

First Class @ Number 1&2

Fine and gross motor skills – Learn 2 Move

Daily Readers & Dorset Reading Partners

Reading comprehension

Black Sheep Program

Phonics

Self Esteem - Think Good, feel good – Cognitive Behaviour Therapy techniques

Trauma Informed Schools – JB

Intervention Impact

ELSA – We continued across the year with 3 full trained ELSAs which means that more children are now accessing ELSA on a weekly basis. As a result of having ELSA input children are better equipped to identify and express their emotions effectively, they are better at building and maintaining friendships and they are able to think about positives about themselves to build their self-esteem. This has been really beneficial due to covid and the additional support that some children have required as a result.

Name	Entry Score	Exit Score	+/-
MK	34	38	+4
JH	17	34	+12
CH	7	15	+8
MH	29	43	+14
NL	6	14	+8
RF	44	47	+3
AT	20	32	+12
GR	27	34	+7
ST	36	44	+8

First Class @ Number 1&2 – Three groups of children successfully completed this intervention during this year due to the pandemic. The children who have completed this intervention are more confident with number, they are more willing to try to answer a problem which involves trial and error and are more confident within the maths lessons in the classroom as a result.

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Name	Entry Score	Exit Score
NG	45	64
AS	42	67
HM	41	55
KS	45	50

Name	Entry score	Exit score
AD	42	56
DC	26	36
ES	37	53
TM	41	48

Name	Entry Score	Exit Score
AL	52	63
FF	45	56
AS	43	73
NL	50	74

Learn 2 Move

Children were selected for this intervention and received a short course of activities but due to the pandemic and staff sickness they were not able to finish the programme.

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Children receive a terms worth of support for an intervention and if the child continues to struggle an outside agency support would be sought for example; SENSS, Educational Psychologist, Occupational Therapy, Speech and Language, or a referral to a Paediatrician.

- Effectiveness of leadership and management for SEND

Leadership of SEND is the responsibility of E Simmonds. The leadership is highly effective due to the regular learning walks and pupil interviews that take place on a termly basis. Teachers are informed of findings with recommendations to be put into place. Reports are then submitted to Paula Fearn for her consideration and if any next steps are required. ES also has regular slots during a weekly staff meeting to feedback any information to staff.

TAs are required to fill in intervention evaluation forms half-termly to evaluate the effectiveness of an intervention and next steps for that child.

E Simmonds is also responsible for evaluating progress data for children using the tracking system to inform further interventions that may need to be implemented into place to ensure children are making progress.

- Quality of teaching, learning and assessment for pupils with SEND

The quality of teaching, learning and assessment for pupils with SEND is good across the school. Teaching Assistants are knowledgeable in supporting children in a variety of different ways. As a result of learning walks and book scrutiny's it is clear that children with SEND are supported well throughout the school. Our focus for this year has been to build independence in these children as they can become too reliant on support and this will continue to be a focus for these children.

- Personal development, behaviour and welfare of pupils with SEND

Children at St Mary’s are given a wide range of opportunities to develop as individuals and are offered a wealth of support to help with behaviour. ELSA is used widely within the school to help children with a wide range of problems from friendships, to bereavement and emotions work. TAs are highly skilled in being able to deliver support within the classroom from bespoke behaviour charts to reward systems to help children with behaviour issues. We found this to be very effective and helped children to voice their worries and deal with them within a safe space with an adult they were familiar with.

Achievement of pupils with SEND:

School Tracking Data – end of year (number of pupils)

Subject	Below ARE	ARE	GD
Reading	17 - 61%	6- 21%	5 - 18%
Writing	19 – 68%	7 - 25%	2 - 7%

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Maths	15 – 54%	10 - 36%	3 - 11%
Covid 19			
<p>As a result of Covid 19 children designated with SEND had access to additional laptops at home, a pack of specially designed work and emotional support designed for their needs, and a specially designed tailored curriculum to meet their needs. EHCP children were offered places at school in addition to the above resources.</p>			
<p>Interventions Interventions used: ELSA Positivity Phonics General writing Write from the start First Class @ Number 1&2 Fine and gross motor skills – Learn 2 Move Daily Readers & Dorset Reading Partners Reading comprehension Black Sheep Program Self Esteem - Think Good, feel good – Cognitive Behaviour Therapy techniques Trauma Informed Schools – run by JB</p> <p>We measure the impact of these interventions using TA intervention forms (using entry and exit points) and progress on SIMS.</p> <p>Intervention Impact <u>ELSA</u> – Children are more able to identify and express their emotions more effectively, they are better at building and maintaining friendships and they are able to think about positives about themselves to build their self-esteem. <u>First Class @ Number 1&2</u> – this has had a large impact for the children. Some children have made up to 2 years in progress during a 6 week program with Mrs Williams, and they are now working at age related expectation. <u>Learn 2 Move</u> – due to covid we have not been able to run a full programme of this during this academic year. <u>Black Sheep Program</u> – has been a resource recommended by Speech and Language to help children with their social skills. Which has proved effective in helping children look at scenarios and think of possible explanations and has had a positive impact for all children receiving it as part of their programme.</p>			

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Self Esteem - Think Good, feel good – Cognitive Behaviour Therapy techniques – this has been used to support some children in Year 3 who have been highlighted with particularly low self-esteem and seems to be making a difference as they are becoming more self-confident.

CPD related to SEND

Lego therapy - attended by PF and ES. Using a range of therapy techniques based around lego to help children deal with social skills.

ASC workshop for TAs with Sue Brazier - June 2021

Engagement with stakeholders

Stakeholder	Impact
Pupil voice	All children (if suitable) help set their own targets on their IEPs so they know what they are working towards. ES conducts interviews with children to get their views on their support and what they feel could be done better
Parent/carer voice	Parents have drop in and updates sessions with ES and class teachers on a termly basis (this wasn't possible in the Spring term due to lockdown). During these sessions they have the opportunity to discuss any new information that school should be aware of and to find out the support their child is receiving. Additionally, we have an open door policy so if any issues arise a meeting can be arranged to discuss any problems.
Multi-agency work	We have used SENSS, Jeremy Side (EP) and speech and language to help support the children further as outside agencies. Referrals have also been made for Occupational Therapy for one child and Paediatrician referrals have been made for 5 children. The impact of using these external agencies has meant that we have a better understanding of specific children's difficulties so we are better equipped to deal with their needs.

SEN Resources:

Item	Impact
Sensory toys	Children are able to access sensory toys within the classroom if needed to help with their sensory need so they maintain the just right state for learning.

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Pencil grips	A selection of pencil grips were purchased to help children acquire the correct pencil grip.
Any other developments regarding SEND? CAST review with Kevin Butlin in July to identify areas of concern. With regular meetings being held for the forthcoming year.	
Are there any concerns regarding provision for pupils with SEND? There are 2 EHCPs in the process which will be submitted in Autumn term when there is evidence of the plan, do, review cycle. There is a child in Year 4 that we are currently seeking alternative provision for.	