

Meare Village Primary School SEND Report for Governors 2019-2020

- Head Teacher - Jan Fellows
- Special Educational Needs and Disabilities Co-ordinator (SENDCO) - Kate Rogers (2020-2021)
Hannah Stevens for the period reported (2019-2020)
- Special Educational Needs Teaching Assistant (SENTA) - Beverly Hecks
- Special Educational Needs Governor - Teresa James

SEND Profile 2019-2020

Key Stage	SEN Support	EHCP	Total
EYFS	0	0	0
Key Stage 1	4	1	5
Key Stage 2	7	0	7
Totals	11	1	12

AREAS OF NEED	NUMBER OF PUPILS
Specific learning difficulty (SpLD)	2
Moderate learning difficulty (MLD)	0
Severe learning difficulty (SLD)	0
Profound and multiple learning difficulty (PMLD)	0
Social, emotional and mental health (SEMH)	5
Communication and interaction needs	0
Sensory and/or physical	1
Speech and language difficulty	3
Other difficulty/disability	1

EHCPs

- We had 1 child with an EHCP
- 2 children's EHCP applications were successful and were finalised in August 2020 bringing the total to 3 for the academic year 2020-2021.

Attendance 2019-2020

	2019-2020	2018-2019
EHCP	88.89%	94.71%
SEN Support	92.24%	94.42%
Non SEN	90.68%	95.87%

The Covid-19 situation had an impact on attendance data for the year 2019-2020.

Identifying pupils with SEN

(This is a brief outline of our practice. Please see from p.7 of this report, our SEND School Offer, and SEND Policy for a detailed breakdown of this process).

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils.
- Consult with relevant external agencies.
- Use assessment tools & materials.
- Use observations.
- Collaborate as a team to discuss the progress of particular pupils.

This enables us to see whether the Quality First Teaching (QFT) that is taking place within the classroom is enough to enable a child to progress. If they need provision that is 'additional to and different from' that which is ordinarily available via QFT, the child is placed on the Cause for Concern list for further assessment and investigation. This may be in the form of:

- Standardised assessments.
- Trials of different aids to improve accessibility to the curriculum.
- Discussions with parents.
- Discussions with other professionals for advice.
- 1:1 or small group interventions to see if the child's rate of progress increases.

If the child is still not progressing, they will be placed on SEN Support and an Assess, Plan, Do, Review cycle using the graduated response will commence.

Deployment of Staff and Resources

Last academic year, Meare Village Primary School had:

- 1 class based SENCO (Hannah Stevens)
- 1 part-time ELSA (Marianne King)
- 1 part-time PFSA (Amanda Thorpe)
- 1 non-class based SENTA / HLTA (Beverly Hecks)
- 4 HLTAs supporting pupils with SEND and covering teachers' PPA release. (Sue Hicks, Sarah McCabe, Beverly Hecks and 1 HLTA left at the end of the Autumn term).
- 4 TAs (Jane Higgs, Dawn Watts, Glenda Jones and Lucy Burrows).
- 1 Outdoor Education Coordinator - Emma Butler

Teaching assistants worked with small groups of SEN support groups, High Needs pupils and pupils with EHCPs; they also delivered Speech and Language and Occupational Therapy Care Plans. Teaching assistants and ELSAs supported alternative lunchtime provision for some pupils when needed.

Meare Village Primary School also worked with several external agencies:

- Autism and Communication Team
- Learning Support service
- Educational Psychologist service
- Integrated Therapy services
- SEMH Advisory Team
- GETSET
- The Mendip School Outreach Team
- Social Workers
- Speech and Language Therapists
- Occupational Therapists

School and Local Offer

Further details of Somerset's Local Offer that provides information on the services available for children and young people with SEND and how to access them can be found at: <https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>

To see Meare Village Primary School's School Offer, which details the provision available to the children at Meare Village Primary School, please see our website under the SEND tab.

Provision and Interventions

The following interventions ran last year to support pupils:

AREA OF SEND					
SEMH	Cognition and Learning		Speech and Language	Sensory and/or Physical	Communication and Interaction
ELSA Support Play leaders (Centaurus Class) were trained in the Autumn Term 2019.	Literacy ILI Focused TA support Intensive phonics 5 min phonics box	Maths 5 min maths box Focused TA support Additional 'catch up' TA sessions.	Talk Boost SALT Care Plans	OT Care Plans Gross Motor Skill Groups Fine Motor Skills Groups Continuous cursive handwriting encouraged.	Social Skills Groups Talk Boost
	Buff paper used for those with dyslexic tendencies. Visual strategies to aid understanding - visual timetables, now and next boards, clear language for instructions etc. Forest School				

Further interventions (Spelling Detectives, Breaking Barriers) were planned for the Spring Term but the resignation of an HLTA, and then the closure of the school, prevented this from getting going.

Intervention Progress

Intervention	Term	Number of Pupils	Average Duration of intervention	Average Progress
ILI Reading	Autumn	2	9 weeks	+13.5 months
ILI Spelling	Autumn	2	9 weeks	+ 5.5 months
ILI Reading	Spring	2	5.5 weeks	+16 months
ILI Spelling	Spring	2	5.5 weeks	+12.5 months

How these interventions were split across the school:

ACROSS THE SCHOOL

- E.L.S.A. interventions continued for KS1 and KS2 pupils.

CENTAURUS

Autumn Term

- I.L.I. for one PP pupil
- Additional phonics for one PP pupil

Spring Term

- I.L.I for one pupil
- Talk Boost for 1 PP pupil.

DRACONIS

Autumn Term

- I.L.I. for one PP pupil
- Additional phonics, handwriting, auditory memory, precision teaching and socially speaking interventions also took place.

Spring Term

- I.L.I for one pupil
- Talk Boost for 3 pupils.

PEGASUS

Autumn Term

- S.A.L.T. and O.T. care plans continued (S.A.L.T. one PP pupil and O.T. one PP pupil).
- Five minute phonics and number box interventions.
- Additional phonics interventions took place.
- Gross motor skills group.
- Fine motor skills group.

Spring Term

- A handwriting intervention for two PP pupils was due to take place.
- S.A.L.T. and O.T. care plans continued (S.A.L.T. one PP pupil and O.T. one PP pupil).
- Gross motor skills group.
- Fine motor skills group.

PYXIS

Autumn Term

- Five minute box phonics interventions. (One PP pupil).
- Fine motor skills

Spring Term

- Talk Boost group.
- Fine motor skills

ENRICHMENT ACTIVITIES

- Creative Cookery (Lucy Burrows)
- Dyga's Designs (Karl Dyga)
- Meare Musicians (Andrew North)
- Meare Engineers (Andrew North)
- Meare Media (Marianne King)