



## SEND Annual Information Report – July 2021

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Name of SEND Governor: Julie Merrett

School Offer link: See School Offer document on website under  
<https://meareprimary.co.uk/sen.htm>

### **During the Covid-19 pandemic we kept our children with SEND safe by:**

- Social distancing measures including ...
  - Class bubbles
  - Staggered start and finishing times
  - Staggered lunchtimes and zoned areas for each class bubble at break and lunchtimes
  - Individual box of play equipment for each class bubble
  - Adults assigned to each class bubble
- All adults and visiting professionals wearing masks in the school building
- Self testing twice weekly for all staff
- Virtual meetings whenever possible
- Face-to-face teaching for vulnerable pupils
- Virtual teaching for pupils self-isolating and those in lockdown
- Designated equipment per pupil, or, equipment that could be wiped clean with disinfectant wipes during interventions.
- Differentiated activities provided for pupils with SEND that were unable to attend for specific reasons
- ICT equipment provided for those children who did not have access to home learning
- Regular keeping in contact phone calls for any vulnerable pupils that were not attending school

### **Whole School Approach to Teaching and Learning:**

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.

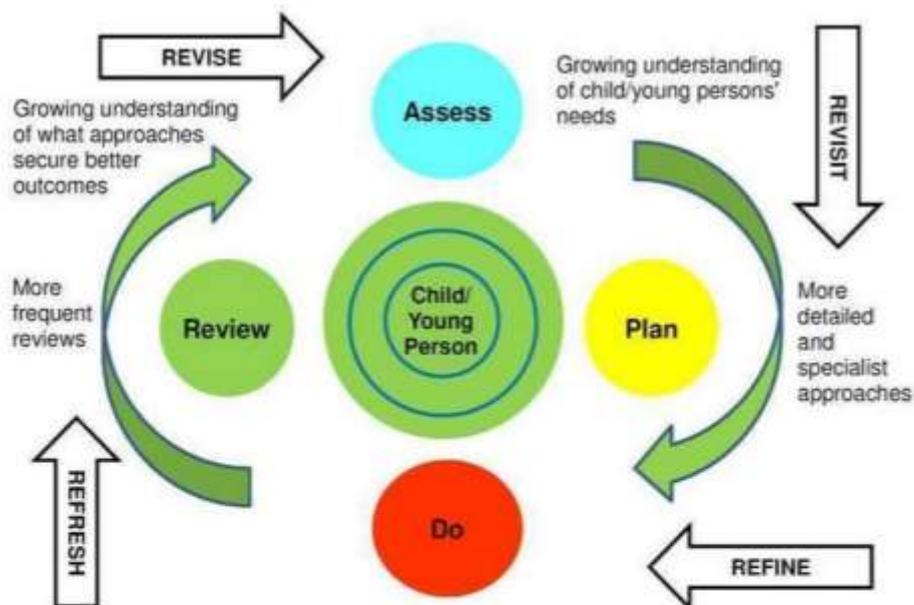
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

### **Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching – The majority of children and young people with identified SEND will have their needs met successfully through universal provision and targeted support (known as SEN Support).
- Quality First teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people will need educational provision that is additional to or different from this. This is called special educational provision.
- In identifying a child that may have Special Educational Needs, the class teacher, working with the setting's SENCO, the child's parent/carer, and where relevant health and/or social care colleagues will assess the child's needs. These needs should be reviewed regularly to ensure the appropriate support is in place. This should form a four-part cycle (Assess, Plan, Do, Review) set out below, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and the most effective strategies to support the child in making good progress to achieve their potential.
- When a pupil is identified as having SEND, action is taken to remove barriers to learning by making reasonable adjustments and by putting effective special educational provision in place. This is called SEND SUPPORT and this forms part of the GRADUATED RESPONSE. (Special Educational Needs and Disability Code of Practice 5:39-5:46 & 6:45 – 6:56)
- As part of the Assess, Plan, Do, Review (ADPR) process, children's progress is tracked using a variety of assessment tools to ensure that the provision that has been put in place is effective and is supporting the child to catch up. These assessments may include teacher assessments, standardised tests, Accelerated Reader tests, language assessments, social communication assessments and assessments undertaken by external agencies.
- Consideration of application for Education, Health and Care Plan (EHCP) – if a child continues to make less than expected progress, despite having at least 2 cycles of APDR, the SENCO, in collaboration with the child's parents and class teacher, can apply for an EHCP needs assessment to be carried out.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

The Assess, Plan, Do, Review Cycle explained:

## THE FOUR-PART CYCLE



### ASSESS:

Identifying a child/young person as needing SEND support, drawing on assessments and the individual development in comparison to their peers.

### PLAN:

Appropriate support and intervention provided to meet the identified outcomes for the child/young person.

### DO:

Multi-agency practitioners are responsible for implementing the agreed plan.

### REVIEW:

Regular review of the effectiveness of support and interventions and their impact on the child/young person's progress.

This is a cycle of support which continues until the needs of the child/young person are met. This process should be transparent and in coproduction with the child/young person and their parents/carers

### How we identify children/young people that need additional or different provision:

When considering a child or young person's Special Educational Needs, these are described as one of four categories known as the 'primary need'. These are:

- **Communication & Interaction** – this describes children and young people with speech, language & communication needs (SCLN) who have difficulties in communicating with others. Children and young people with Autistic Spectrum Disorder would have their primary need described as Communication & Interaction.
- **Cognition & Learning** – this area of need encompasses Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD); and Specific Learning Difficulties (SPLD).
- **Social, Emotional and Mental Health Difficulties** – this describes children and young people who may experience a wide range of social and emotional difficulties which may be seen in various ways from - for example - isolated and withdrawn to violent behaviours. The behaviours may reflect an underlying mental health difficulty which can present in various different ways.
- **Sensory and/or Physical Needs** – this area describes those children and young people who may require specialist provision because they have a disability which prevents or hinders their access to facilities generally available to most other children. Children and young people with a visual impairment (VI); hearing impairment (HI) or multi-sensory impairment (MSI) are within this category of need.
- We take a systemic approach to identifying SEND support for children by using the following strategies:
  - Class teachers refer a particular child to the SENCO – if a child is making less than expected progress, despite quality first teaching and differentiation within the classroom, children are highlighted by the class teacher either before, or during, our Pupil Progress Meetings (PPM). Pupils would then be added to the ‘Cause for Concern’ category of SEND where they would be monitored more closely. Specific interventions may be given to see if this has an impact to help the child close the gap between their current and expected progress. If this does not have the desired impact by the next PPM, pupils will be placed on the SEN Record of Need and the Assess, Plan, Do, Review (APDR) will be commenced (see above).
  - Ongoing curriculum assessments and tracking of progress using data – A combination of Accelerated Reader Star Test scores, teacher assessments and standardised testing will be used to monitor the impact of additional learning interventions that are in place.
  - Further assessments by specialists, including those from external agencies - Early Help Assessment (EHA) - When appropriate, we may use the EARLY HELP ASSESSMENT (EHA) to request the right external agency support for a particular child. The single assessment process, (EHA), is the tool to use to identify need and plan help for the child, young person and family.

We take a holistic approach by all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

**How we listened to the views of children/young people and their parents:**

| <b><u>What</u></b>        | <b><u>Who</u></b> | <b><u>When</u></b> |
|---------------------------|-------------------|--------------------|
| Informal Discussions      | All pupils        | Daily              |
| Parents’ Evenings/Reports | All pupils        | Termly             |

## SEND Annual Information Report July 2021

|                                              |                                 |                                            |
|----------------------------------------------|---------------------------------|--------------------------------------------|
| Home-School Book/Dojo messaging              | Individual children             | Daily                                      |
| Assess, Plan, Do, Review meetings            | Pupils on School Record of Need | Termly                                     |
| Team Around the Child/Family Meetings        | Individual pupils               | At least Half Termly or as needed          |
| School Council                               | Representatives from classes    | Half termly – in non-Covid times - monthly |
| Invitation of feedback re: SEND website info | All pupils and parents          | Annually                                   |
| Pupils views taken as part of APDR process   | All pupils at SEN Support level | Termly                                     |

NB During the COVID-19 Pandemic, where possible, all APDR / TAC(F) meetings and Parent Evenings have been held virtually. Those that were held face-to-face were done so following the government Covid-19 guidelines.

### **The Assess, Plan, Do, Review Cycle:**

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- Communication and Interaction – Speech and Language Care Plans have been delivered by SEN LSAs; TalkBoost intervention groups have been delivered; Advice and suggestions for classroom activities has been given for those children without an care plan; Referrals have been made to ITS Speech and Language team; ITS advice sheets have been given to class teachers and parents. In the Spring term, teachers completed the Level 1 Autism training that was provided by the Somerset Autism and Communication Team. Support was also sought from this team for particular pupils via the EHA process detailed above. Additional provision of individualised visual timetables and Now and Next boards have been provided for particular pupils. To ensure that all of this complied with procedures put in place to prevent the spread of Covid 19, SEN LSAs were working with one bubble per half term plus the procedures outlines at the beginning of this document
- Cognition and Learning – A variety of interventions have been put in place such as Nessy Reading and Spelling, Individual Literacy Interventions (ILI), 5 minute phonics boxes, 5 minute maths boxes, daily reader lists, Numicon Intervention Programme (NIP), precision teaching and maths booster groups. The whole school have received Precision Teaching training from the Somerset Core Offer in the Summer Term. Accelerated Reader has been introduced as a means of tracking pupil progress and motivating pupils to read. This has been successful. Pupils on the SEN RoN have also been assessed using standardised tests. Pupils have remained in their bubbles throughout the Covid 19 pandemic with specific support staff to receive these interventions. The online nature of some of the programmes e.g. Nessy, has been helpful in this respect as well.
- Social, Emotional and Mental Health – We have begun to use Boxall profiles for specific children to set outcomes and monitor progress. As a whole school, we are working through the Trauma Informed Schools – Part 1 and 2 programme to ensure that we are all supporting out pupils with SEMH difficulties in a uniform manner. ELSA interventions have been in place throughout the year for certain children, working collaboratively with class teachers and the SENCO to identify need. PSHE has been a big priority for the class teachers to ensure a smooth transition from home learning to school. Social stories have been provided for specific pupils and referrals to the Somerset Mental Health Support Team have been carried out where necessary. In addition, play therapy and counselling has been sought for specific children. Additional sports coaching has been used at lunchtimes to provide structure and to support social skills. TalkAbout assessments have been used to identify social skills needs and Lego Therapy has also been used to support. Additional support during transitions and play/lunch times has been given to particular pupils. During the Covid 19 lockdown, keeping in touch phone calls we made regularly to families whose children were classed as vulnerable but had decided to not attend school.
- Sensory and/or Physical Needs – Fine motor skills and handwriting groups have been occurring across the school on individual and small group basis, depending on need. Assistance was sought from the Visual Impairment Team, referrals have been made to Physiotherapy and Occupational Therapy via the Integrated Therapy Service (ITS), ITS sheets have been given to teachers and parents and some parents have completed the sensory integration programme. OT care plans have been carried out by an SEN LSA. A trampoline has been bought to aid children with particular sensory needs; sports coaches have provided gross motor skills groups. To comply with Covid 19 procedures, pupils had their own fine motor skills equipment and were taught in their bubbles by the supporting LSA. Any external agencies that came to assess pupils wore masks and had virtual consultations where possible.

During the 2020/2021 academic year, we started with 16 children on the SEN Record of Need (3 at EHCP level, 13 at SEN Support level). By the end of the academic year, the numbers has increased to 22 children on the SEN Record of Need (19 children/young people receiving SEN Support and 3 children/young people with Education, Health and Care Plans).

Of those pupils on our Record of Need a total of 2 children with EHCPs, and 10 on SEN Support continued to attend school throughout the Covid-pandemic restrictions.

1 child with an EHCP and 5 children on SEN Support were at home throughout the Covid-pandemic restrictions.

We supported those isolating at home by: providing differentiated activities to support their learning, involving their interests to motivate. Some video recordings were made by SEN LSAs to provide additional support. Worksheets were printed out to be collected. Regular keeping in touch phone calls were made by class teachers, SENCO and the Head Teacher.

### **Support Staff Deployment:**

Support staff were deployed in a number of roles:

- Support in Classroom
- Virtual support
- 1:1 Provision
- Small group intervention
- Playground support
- Lunchtime support
- Breakfast Club
- PPA Cover (HLTAs)
- First Aid
- Support for personal care needs

We monitored the quality and impact of this support by informal observations, staff training audits and standardised test / assessment data where possible.

### **Distribution of Funds for SEND: ensure this matches your LA's funding policy**

SEND funding was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Well-Being Provision
- Staff training

- ICT equipment for those children who could not access online learning

**Continuing Development of Staff Skills:**

Individuals' CPD this year:

| <b><u>Area of Knowledge/Skill</u></b> | <b><u>Role of Staff undertaking cpd</u></b> | <b><u>Training Received from</u></b>     |
|---------------------------------------|---------------------------------------------|------------------------------------------|
| Planning Your Year as SENCO           | SENCO                                       | SEN Services South West                  |
| New SENCO Induction Course            | SENCO                                       | Support Services for Education, Somerset |
| Somerset SENCO Conference             | SENCO                                       | Support Services for Education, Somerset |
| Preparation for Ofsted – CoP workshop | SENCO                                       | SEN Services South West                  |
| THRIVE                                | Class Teacher                               | THRIVE                                   |
| DSL training                          | 2 Class Teachers                            | Somerset CC                              |
| Differentiation course                | Class Teacher                               | STEM                                     |
|                                       |                                             |                                          |

Whole Staff / Group Training (INSET)

| <b><u>Area of Knowledge/Skill</u></b>                     | <b><u>Roles of Staff undertaking cpd</u></b> | <b><u>Training Received from</u></b>                   |
|-----------------------------------------------------------|----------------------------------------------|--------------------------------------------------------|
| Safeguarding and Child Protection                         | All staff at school                          | Jan Fellow (DSL and Head Teacher)                      |
| AET tier 1 training Making sense of autism                | All teachers, SENCO                          | Somerset Autism and Education Team – Nikki Morgan Nash |
| ADHD                                                      | Teachers and LSAs                            | Somerset Educational Psychology Team                   |
| Trauma and mental health-informed schools and communities | Teachers and LSAs                            | Tor School / TISUK Trauma Training programme           |
| Precision Teaching                                        | Teachers and LSAs                            | Virtual School Core Offer – Sian Biggs                 |
| Target Tracker                                            | All teachers, SENCO                          | Target Tracker trainer                                 |
|                                                           |                                              |                                                        |

We monitored the impact of this training by ensuring strategies learned were included in APDR cycles, monitoring provision provided for pupils with SEND by getting parental and pupil views.

**Partnerships with other schools and how we manage transitions:**

We have worked with a number of schools in the area in the following ways:

- The Mendip School – referrals made for support with particular pupils and the Advisory Teacher came to observe pupils.
- Tor School – provision of Trauma Informed School training
- SENCO Network meetings – Street Area
- EP Pyramid meetings – St Dunstan's catchment
- Head Teacher Network meetings

- EY Network meetings

This year, 2 children/young people requiring SEN Support and 0 children/young people with Education, Health and Care Plans joined us from other schools.

1 child/young people on our Record of Need in 2019/2020 needed to make a successful move to other schools. This included 1 pupil moving onto their secondary education.

We helped children to make the move from pre-school to Meare Village Primary School by providing a video of the classroom and school for the children to watch to familiarise themselves with the environment and held an information afternoon for new starters and their parents so that they could see the classroom and meet the class teacher and LSAs. Unfortunately, due to the Covid19 situation, the usual Stay and Play sessions could not take place.

Transition between classes was managed carefully and according to the Covid 19 regulations. Pupils were told who their new teachers would be and shown their classroom. Pupils that were moving within key stage bubble were able to spend time in their new class. Unfortunately, the main bulk of this work was due to take place in the last week of term but the school was closed due to positive Covid PCR test results. Social stories were sent home to explain this to pupils with SEND.

The transition from year 6 to secondary school has been supported through virtual tours of the secondary school and visits from staff members. Transition work was also completed in class and during individual ELSA sessions for those pupils that needed it. Some schools also provided face to face tours of the outside of the school, and activity weeks in the summer holidays for pupils with SEN. Additional sharing of information has also occurred between the SENCO, Year 6 teacher and new school SENCO.

For children/young people with EHCPs, additional social stories about moving up to the next class and transition booklets have been provided. They will also have additional adult support at the start of the new academic year. Parents were included in this process through emails, newsletters and phone calls to ensure that everyone knew the arrangements for the following year.

#### **Ongoing development:**

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan. This can be viewed on request through the school office.

#### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our Complaints Procedures and Guidance policy which can be found at:

<https://meareprimary.co.uk/policies.htm>

This year we received 1 complaint with regard to SEN support and provision.

#### **Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Jan Fellows, Head Teacher

The Designated Children in Care person in our school is Jan Fellows, Head Teacher

## SEND Annual Information Report July 2021

The Local Authority's Offer can be found at <https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>

Our Accessibility Policy can be found on our website <https://meareprimary.co.uk/policies.htm>

The School Development plan can be found on our website at <https://meareprimary.co.uk/sip.htm>

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website:

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from this link on our website: <https://meareprimary.co.uk/sen.htm>

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website: <https://meareprimary.co.uk/safeguarding.htm>

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report on 30.11.21.