



Special Educational Needs (SEN) Governor Report October 2019 - 2020

SEN Governors Alan Castle / Charlotte Merryfield

All governing bodies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. The school website provides the graduated action plan including the level of provision outlining the SEN school offer. This information is updated annually.

All pupils at Yorkley School are equally valued and have equal access to a broad and balanced curriculum taking into account the needs and abilities of individual pupils. Yorkley School has effective management systems and procedures for SEN, which take into account the latest Code of Practice (2014) and are detailed in the SEN Policy.

Yorkley School has excellent communication between teachers, children with SEN, parents/carers of SEN children, intervention group leaders and external agencies. Parent/carer's knowledge and expertise in relation to their own child plays an integral and important role.

Yorkley School is committed to developing the knowledge and skills of all staff to ensure that all support for pupils with SEN is of the highest quality. SEN crosses all curriculum areas and all aspects of teaching and learning. Children with Special Education Needs are identified by teaching staff in combination with bought in specialist assessment where applicable.

According to the 2014 Code of Practice SEN is defined as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others at the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools?

A child may have SEN if their progress is significantly slower than that of their peers or fails to match their previous rate of progress. There can be many reasons for learners falling behind. These may include absences, attending different schools, health issues, language difficulties, or worries that distract them from learning. The school recognises that children who experience these barriers to learning are vulnerable but this does not mean that all vulnerable pupils have SEN. Information will be gathered from a broad range of sources including seeking the views of parents and the pupil as well as from teachers and assessments. Only pupils with a learning difficulty that requires special educational provision will be identified as having SEN. Yorkley School recognises the importance of early identification of pupils with SEN and uses a combination of teaching staff assessment in combination with bought in specialist involvement for children with more complex needs.

The interventions used are those proven to make a difference for most pupils. At Yorkley School the class teacher initially creates a concern record within the class (discussion had with parents). The SENDCo is consulted if additional advice is required. A 'My Plan' is then created (with input from parents) and at this point the child is placed on the school's SEN register. Once several additional outside agencies are required, the SENDCo and the class teacher may decide to implement a 'My Plan +'. This will be altered on

the SEN register and parents again will have input. The next step if the My plan+ is not effective enough will be seeking to create an Education Health Care Plan.

To ensure that interventions are effective, a baseline assessment takes place at the beginning of an intervention to provide a reference point for progress monitoring and to set a target outcome. Regular reviews take place to ensure that the intervention is having the intended effect. Reviews will involve pupils, parents/carers as well as class teachers and a record kept of agreed actions. Communication between the school and parents/carers plays an important role in ensuring that children with SEN receive the full support available and meet their full potential. In a few cases the school does not receive the necessary support from the parents/carers, and this does hinder the progress of the child.

Pupils with SEN are ensured access to the curriculum by all staff. This is achieved through careful differentiation in the weekly plans. Particular attention is paid to the specific requirements of pupils with SEN and how they might learn best. Careful adaptations are made to enable them to access QFT (Quality First Teaching) in that lesson through scaffolded work, tailored groups or adult support.

The review process measures the impact of the support provided and considers whether changes to that support is needed to be made. All those involved – pupil, parents/carers, TA’s and teacher - contribute to the review. (The SENDCO will be consulted by the teacher if they need help to consider new targets or interventions to the My Plan). This stage then informs the next cycle, if required. Meetings with Teachers and Teaching Assistants are regularly held in addition to the continuous observation made during class time. These new targets are set according to their needs and the agencies involved. These targets have completion dates and are reviewed and updated regularly.

The performance of all pupils is followed on the Insight tracking system and this is continually updated by the class teacher. There is a half termly review of all children on the SEN register linked to our review process. Moderation meetings are regularly held to check teacher assessments. The system used to track progress gives a clear picture of the level of attainment of each pupil and enables the school to decide what additional support is needed for each child.

At the start of the year 2019-2020 the number of children on the SEND register was:

Class 1	None
Class 2	1 EHCP and 2 My Plans
Class3	1 EHCP and 7 My Plans
Class 4	2 EHCP’s and 2 My Plans
Class 5	1 EHCP and 1 Plan+ (we did convert this to an EHCP)

Family My Plans are there to help families that need additional support and have been developed by our Family Support Worker, Shelley Bidmead.

The SENDCo improved the My Plan support during the year and a training session was arranged to help teachers set My Plan targets, as well as regular time at staff meetings to address any SEN issues. The

SENDCo also introduced an alternative curriculum Monday to Wednesday until Christmas to create a learning programme to help children achieve in a way that suits their learning styles, as well as raising the self-esteem and further developing communication skills. The aim was to allow them to access Quality First Teaching back in the classroom successfully with support.

Information specific to individual children is recorded on My Concern software , which is also being used to keep comprehensive records of meetings, outcomes and to keep SLT up to date with the provision of SEN in the school.

The SENDCo also introduced a new intervention model for teachers to refer to as well providing them a link to the SENDCo spot on the Gloucestershire website illustrating possible signs and indicators displayed by children and strategies to support them.

Some children throughout the school show signs of dyslexia and a mini-action plan of ways forward has been developed.

At the end of March when the school was closed due to the Covid lockdown, plans had to change to provide support to SEND children who could not attend school. The school has a high percentage of vulnerable children including those on a social worker plan, PP and SEND and families that need additional support from a range of external agencies. The Family Support Worker (FSW) worked with outside agencies to support 10 of our families, including Social Care, Community Social Worker, and Department of Work and Pensions. The 'My Concern' software was updated regularly so that the Head and other members of the SLT knew of any concerns and actions being taken. Initially none of the EHCP children came into school but the SENDCO and FSW carried out a risk assessment on all 6 EHCP's and 2 families being supported by social care to determine the appropriate course of action. The teaching staff had Class Dojo on their phones/laptops so that they could respond to the needs of the SEND and PP children. The SENDCO has also liaised with SEN Casework about reviews and phone call appointments for things such as, speech and language and ATS. She was able to link into all classes to provide support to teachers in providing work linked to My Plans when needed. She liaised with the EHCP children's 1:1's to link work to any targeted work. It was possible for her to communicate with EHCP and My Plan children.

Some EHCP children did come into the school but not all. The work being set for My Plan children was created by the class teachers, any further advice required was provided by the SENDCo.

There was the opportunity for Year 6, Reception children and Year 1 to return to school in June as well as the key worker and vulnerable bubble group. Here the class teachers concentrated on providing a safe and nurturing environment focussing on the children's mental health and wellbeing. Over time the curriculum was developed to encompass further aspects of learning such as: reading, writing, phonics and topic work as well as the wellbeing of the children in a safe and nurturing environment. Where there was a need for adaptations, they were made especially for My Plan and / or EHCP children.

The key worker bubble also followed this strategic plan but had a wide range of age ranges to cater for, including some EHCP children.

The school provided a range of interventions during the year as well as using external agencies when required, but the Covid restrictions did restrict access to these agencies although the SENDCo and the FSW did an excellent job in ensuring that children and families were given the support they needed.

The support given to our children last year is listed in our intervention wave model, which is described in detail on our website. This model has been drawn up with staff and shows how we as a school provide QFT for all, support for those on My Plans and additional support for EHCP children.

Development of SEND provision over the last year included:

Staff training CPD where needed

Home visits – head teacher / FSW

Parent workshops Reading and Maths

Play Therapy

Other support included, for example, the purchase of ear defenders to help children affected by external sounds, writing slopes and weighted pencils to help develop handwriting.

External agencies were used when necessary including:

Speech & Language

School Nurse

Advisor Teacher Service

Parenting Course

Occupational Therapy

Educational Psychologist

Trailblazers

Early Help - social support before social worker involvement

At the end of the academic year September 2019 to July 2019 there were 17 children on the SEND register

Of the 17 children on the SEN register 11 were My Plan, 1 was My Plan+, and 5 were EHCP.

The school website, which includes the SEN information report, the SEND Policy and the SEND Annual Governors Report, explains the support available to families with SEN children. Individual education plans and pastoral plans are held in a secure location within the school by the SENDCo.

The School Development Plan 2019-2021 includes specific targets for children with SEND:

Design a knowledge led curriculum which meets the need of all groups of children particularly the most disadvantaged, and those with SEND.

SEND to be mapped out across the school in more detail

To evaluate the impact of the EYFS curriculum on the most disadvantaged and those children with SEND.

The SEN policy is reviewed annually by the Head Teacher, SENDCo and SEN Governor and ratified by the full Governing Body. It was last reviewed in November 2019 and will be reviewed again this year. It is a clear working document that meets the requirements of the Code of Practice and reflects the needs of the pupils of Yorkley School and also the transfer of pupils on the SEN register to and from other schools.

The SENDCo Lesley Payne has recently completed the National Award for SENDCOs. The SENDCo supports the class teacher in planning for children with SEN. The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues as the need arises.