

Special Educational Needs and Disability (SEND) Annual Report for Talbot Primary School.



Report by	Adele Mitchell	Period	September 2017 to July 2018
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1. School characteristics

	17/18
Total number of pupils on school roll	526
Number of pupils on SEND register for this period	31
% of pupils on school roll with SENDs	6%
Number of pupils with Education, Health and Care Plans (EHCPs)	3

Breakdown of SEND register by primary category of need:

	17/18
Moderate Learning Difficulty (MLD)	6
Specific Learning Difficulty (SPLD)	4
Autism Spectrum Disorder (ASD)	5
Sensory impairments	3
Social, emotional and mental health needs (plus behaviour)	3
Speech, language and communication needs	7
Physical	0
Medical needs	3

Breakdown of SEND register by additional categories of need:

	17/18
Moderate Learning Difficulty (MLD)	2
Specific Learning Difficulty (SPLD)	0
Autism Spectrum Disorder (ASD)	0
Sensory impairments	0
Social, emotional and mental health needs (plus behaviour)	0
Speech, language and communication needs	9
Physical	1
Medical needs	0

Number of SEND pupils across year groups (taken from SEND Register):

	17/18
Nursery	4
Reception	3
Year 1	7
Year 2 (one pupil transferred to another school at the end of the Spring term)	4
Year 3	1
Year 4	2
Year 5	5
Year 6	5

Funding arrangements (April 2018 – March 2019)

Total Notional SEND budget	£114,240
Number of pupils for whom top up (element 3) funding is being claimed	11
Maximum number of blocks of £6000 to be funded	10

Total funding received by school (top up funding, level 2 pupils)	£52,800
Total inclusion funding (Notional and top up funding)	£168,040
Variance to 2017 budget	-£4708

Pupils allocated Funding for Inclusion across year groups:

	17/18
Nursery	2
Reception	3
Year 1	2
Year 2	1
Year 3	0
Year 4	1
Year 5	1
Year 6	1

The Funding for Inclusion (FFI) budget from April 2018 to March 2019 shows a decrease of £4708 when compared to the budget from the previous year. We currently have 11 pupils from Nursery to Year 6 who receive some level of element 3 top-up funding.

The FFI budget from March 2019 is predicted to decrease heavily due to a reduction in the amount of money per unit of funding and the strict criteria in place for pupils receiving A Band (cognition) funding. In March 2019, three pupils will retain their current level of funding, but this will need to be re-applied for by the end of the Summer term 2019.

Funding applications are now due for submission before the end of the Summer term 2018. Due to the A Band criteria, we will not be applying for A Band funding for 3 pupils (1 pupil would have been a re-application and 2 pupils would have been new applications). We will not be re-applying for F Band (social, emotional and mental health) funding for a pupil who is due to transition into Year One. We are due to submit two A Band applications for two pupils transitioning into Year One and two E Band applications (Speech, Language and Communication needs) for a pupil transitioning into Year One and a pupil transitioning into Year Three.

In September 2018, two E Band applications will be prepared for pupils transitioning into Reception. We may also be able to apply for E Band funding for a pupil who is joining our Nursery setting; the Special Educational Needs and Inclusion Team will need to apply for this on our behalf. One pupil transferring to Nursery has recently had E Band funding allocated.

2. Range of Bespoke Quality Teaching sessions currently in place

- Wave 1 - Quality First Teaching.
- Wave 2 – small group sessions for pupils working just below age-related expectations.
- Wave 3 - targeted, individualised sessions to accelerate progress for pupils who are working further below age-related expectations, supporting them to 'close the gap' in terms of attainment.
- See half-termly Provision Maps for further information.

Wave 2.	Wave 3.
Foundation Stage sessions have focused on: <ul style="list-style-type: none"> • Listening, attention and understanding • Speaking and listening • Pre-teaching vocabulary • Physical skills • Oral segmenting and blending • Spelling cvc words • Number • Reading and writing • Relationships and self-confidence • Feelings and behaviour KS1/KS2 sessions have focused on: <ul style="list-style-type: none"> • First Class @ Number 	<ul style="list-style-type: none"> • Active Literacy Kit • Speech and Language sessions (delivered using targets that are bespoke to individual pupils) • Step Three and Four Phonics (Special Educational Needs and Inclusion team intervention) • WordShark • Development of key skills in English and Maths

<ul style="list-style-type: none"> • Fluency • Social and Emotional development (Nurture Provision) • Reasoning and problem-solving • Superspell • Fine motor skills • Vocabulary and sentence structure • Comprehension • Following instructions • Phonics (with a different focus for each group across the key stages) • Grammar • Maths x 3 (with a different focus for each group across the key stages) • Handwriting • Spelling x 2 (with a different focus for each group across the key stages) 	
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3. Attendance (September 2017 to June 2018)

Whole-school attendance rate	97.9%
Attendance rate for those with an Education, Health and Care Plan or who are receiving SEND Support	91.9%

The whole-school attendance rate, compared with the attendance rate for those pupils with an Education, Health and Care Plan or who are receiving SEND Support shows a difference of 6%. This difference is due to pupils medical appointments, illness and reduced immunity.

4. Compliance with statutory duties

	✓ / ✗
All provision is in place for students with EHCPs	✓
Annual reviews, Funding Reviews and Inclusion and SEND Additional Support Record Reviews have been held and submitted to Children's Services on time	✓
The school's SEND policy and Individual Offer reflects reality within the school	✓
The school has responded to all professional recommendations made in this period	✓
Students with SEND have accessed all relevant school activities including trips and extra-curricular activities	✓

Two Education, Health and Care Plan (EHCP) applications have been submitted this academic year; both applications have been successful and have been written into a Final EHCPs.

Three EHCP Annual Reviews, four Funding Annual Reviews and seven Inclusion and Special Educational Needs Additional Support (ISAR) meetings have been held this year; all the meetings have been held, and paperwork sent to the authority, within the statutory time frame. There are three ISAR meetings still to be held before the end of the year. Paperwork has not been received back to school without contacting Children's Services to request it, therefore this leaves little time for paperwork to be prepared by school in preparation for the next review meeting.

Additional support is given to pupils with SEND going through transition, which includes pupils transferring between year groups who are already attending our school. Discussions and transition sessions for pupils transferring from a play centre to our Nursery, and from our Nursery to Reception, are already underway.

5. Summary

What has worked well this year.
<ul style="list-style-type: none"> • Parent relationships – availability of SENDCo, opportunities to meet with parents and have regular contact.

- SENDCo job sharing class responsibility and allocated non-contact time.
- Support with SENDCo role from Kay Ward, who arranges Deaf Friend events.
- Working alongside Phase Leaders to ensure BQT sessions are in place and that parental permission has been sought. Rotating BQTs every half term allows a range of pupils to further develop their key skills.
- SEND policy and the Individual Offer were updated in October and are available on the school website. These documents comply with DfE regulations.
- Case studies updated regularly by relevant members of staff.
- Attendance at briefings/courses i.e. A Band FFI, Tier 2 Autism Trust Training.
- Statutory duties met within given time frames.
- Active Literacy Kit (ALK), First Class @ Number and Step 3 and 4 Phonics interventions up and running with staff trained in delivering them. One member of staff has been trained in-house to deliver the intervention to a Year Two pupil. ALK can be implemented with children from Year 2 to Year 6.
- Supporting all staff with queries, ideas, advice and guidance.
- B-Squared and Early Years Developmental Journal used effectively to assess and monitor the progress of pupils with SEND. Gaps identified and next steps planned for.
- Putting in place Early Help Plans for pupils with SEND and attending these.
- Intimate Care Training attended, duties known, Intimate Care Plans in place and updated regularly and shared with parents. Intimate Care policy updated and Intimate Care logs completed as required.
- TA monitoring – feeding back to TAs and class teachers then following up of points for development.
- Feedback from Children’s Services on monitoring and quality of assurance of ISAR reviews:
 - The group considered that there was an excellent level of detail within the ISARs. It is very clear what provision is in place and the impact of this and progress being made.
 - Good examples were provided throughout
- Paperwork in place and updated regularly – Individual Pupil Risk Assessments/Positive Handling Plans/Individual Behaviour Plans/Bespoke Quality Teaching Plans.
- BQTs matched to next steps for B-Squared/ Early Years Developmental Journal.
- Recording of Bespoke Quality Teaching sessions has been developed and sessions are now recorded regularly. The recording of sessions is monitored and feedback is provided. Reception staff have exemplary records.
- Pupil Passports updated following each ISAR/Annual Review and at points of transition.
- Six Funding For Inclusion applications were submitted in October 2018. All of the applications were successful, although some changes to the awarded tier were made.
- Peer feedback – SEND linked in to staff meeting delivered by co-ordinator for peer feedback. Books monitored to see if pupils with SEND were having peer feedback opportunities. This was a positive set of monitoring.
- Book looks and marking monitoring opportunities to observe whether pupils with SEND are getting the ‘same deal’ as other pupils across school.
- Assess, Plan, Do and Review cycles are constantly on-going.
- Support and resources from the Special Educational Needs and Inclusion Team (Key Word Reader scheme).
- Attendance at SENDCo forums and conference – workshops at the conference were especially useful (Dyslexia, auditing SEND provision and Developmental Co-ordination Disorder).
- Sensory circuit training. Sensory Circuit in place for one pupil and this is tweaked regularly.
- SEND register updated frequently.
- Transition - meetings held just after SATs for Year 6 pupils, resources prepared i.e. transition booklets, sessions with high school providers booked, key staff at the high school identified and invited to meetings.
- Picture Exchange Communication System (PECS) – two members of staff have received this training

What could have worked better

- Children’s Services returning EHCPs in plenty of time and sending Next Steps paperwork prior to the meetings.
- Access to some services and the waiting lists i.e. STARS and Speech and Language. Sometimes, pupils do not make it onto the triage list. Diary dates to ensure the referrals are followed up.
- Additional monitoring – book looks, TA observations etc.
- Ensuring pupils for who the BQT is not effective or if the pupil is finding the sessions challenging, that they are removed from the BQT earlier than the end of half term.

- Not all pupils had lessons differentiated accordingly for their level of need as shown through their B-Squared assessment data. This provision needed to be in place and has been a targeted area of development over the year.

SENDCO's priorities for next academic year

- Further sharpen monitoring and evaluation strategies.
- Continuing to act upon outside agency advice
- Identify gaps in our knowledge – do we need training in-house or from outside providers i.e. Special Educational Needs and Inclusion Team?
- Continue with data analysis on a termly basis, feed the analysis back at TLR meetings and action points from the data, following up any actions given to staff.
- Pupil interviews – what do they enjoy about their BQT sessions? Anything we could improve? What do they like about school? Anything we can improve?
- PECS timetables and symbols visible around the whole-school environment.
- Monitoring of environments (work stations and visuals), provision pupils are accessing and book looks. Feeding back to staff and following up points for development.
- Attendance at MAP panel on the 16th May 2019. Contributing to MAP meetings, EHCP decisions and refreshing knowledge of MAP panels.