

Annual SEND Report to Governing Body

School: Longcot and Fernham Church of England Primary School	Date of report: Summer 2022
SENCO / leader completing report: Miss Victoria Jones	SEND Governor: Mrs Clare De-Bank

SEND Profile

SEN Stage	Number of pupils	% of whole school
No SEN	131	94.2%
SEN Support	7	5.07%
Education, Health and Care Plan (EHCP)	0	0%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? No		
Any HNF applications or EHC needs assessments applied for but refused? Yes		

Area of Need	Number of pupils	% of SEN pupils
Cognition and Learning	5	71.42%
Communication and Interaction	0	0%
Social, Emotional and Mental Health	3	42.85%
Sensory and/or Physical	0	0%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	High incidence need in our school is C&L focussing on both writing/spelling difficulties and working memory difficulties.	

SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role	Qualifications if relevant
Victoria Jones	SENDCo	Currently undertaking NASENCO qualification

Equality and accessibility arrangements

Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?	<p>No changes have had to be made for access arrangements for the current SEN children in our care.</p> <p>We are currently waiting to hear if access arrangements are requirement for pupils starting in September with EHCPs.</p>
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Progress and Achievement of SEND pupils

<p>Please note any relevant data and show any SEND / Non-SEND comparisons e.g.</p> <p>% achieving GLD at end of EYFS</p> <p>% achieving expected - Y1 phonics</p> <p>% achieving expected - KS1</p> <p>% achieving expected – KS2</p> <p>KS2 combined progress score,</p> <p>KS4 progress 8 score</p> <p>KS4 attainment 8 score</p> <p>Outcomes against any other in-school measure</p>	<u>Age Assessment Results (July 2022)</u>	
	<u>Reading</u>	
	% of SEN children achieving their age level +/- 3 months in reading	28.2%
	% of SEN children exceeding their age level in reading	42.9%
	% of SEN children under their age level +/- 3 months in reading	28.2%
	% of SEN children achieving expected or above in KS1	0.0%
	% of SEN children achieving expected or above in KS2	75.4%
	<u>Spelling</u>	
	% of SEN children achieving their age level +/- 3 months in spelling	0.0%
	% of SEN children exceeding their age level in spelling	42.9%
	% of SEN children under their age level +/- 3 months in spelling	42.9%
	% of SEN children achieving expected or above in KS1	100%
	% of SEN children achieving expected or above in KS2	50.0%
	<u>Maths</u>	
	% of SEN children achieving their age level +/- 3 months in maths	28.5%
	% of SEN children exceeding their age level in maths	14.2%
	% of SEN children under their age level +/- 3 months in maths	28.6%
	% of SEN children achieving expected or above in KS1	100.0%
	% of SEN children achieving expected or above in KS2	66.6%

Attendance and exclusions of SEND pupils

	% - SEN support	% - EHCPs
100% attendance	0%	N/A

Average Attendance	96.7%	
Persistent absentees	0%	N/A
Fixed term exclusions	0%	N/A
Permanent exclusions	0%	N/A
Any actions required? No action is required following the attendance results of the SEND children. There are no persistence absentees and no exclusions have had to be made this year.		

Staff SEND CPD in the last 12 months

Staff	Date	CPD received	Provider	Impact
Victoria Jones	Sept 2021-Jan 2022	NASENCo Award	Oxford Brookes University	Fully qualified SENCo as recognised by the UK Government
All Staff	Sept- July 2022	Safeguarding	Online	Positive
All Staff	July 2022	Epilepsy	Online	Positive
All Staff	Feb 2022	First Aid	Whiteleaf	Positive

SEND Provision

What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?	<p><u>Nessy</u> Nessy is a dyslexia assistance programme and has been trialled this year with two children in Year 4 and Year 5. It is an online game that targets phonics skills in reading and spelling.</p> <p><u>Third Space Learning</u> Third Space Learning is an online tutoring service that targets Maths. Currently, 15 children are enrolled and complete weekly session. Session reports are sent to teachers every Wednesday. 5 of the 7 children currently on the SEND register take part.</p> <p><u>Dyslexia Likelihood Assessments</u> provided for children with potential difficulties.</p> <p><u>Pre-reading lessons</u> with TAs in KS2 to help accessibility.</p> <p><u>Speed Reading</u> Speed reading has been undertaken with UKS2 SEN children. These have been administered by a TA every day for 5 mins.</p>
What has been the impact of the above in-school provision?	<p><u>Nessy</u> Trial – the two children who trialled this programme improved their spelling and reading ages.</p>

	<p>Year 4 pupil – Began at age 7 years and 6 months Ended at 8 years and 5 months</p> <p>Year 5 pupil – Began at 7 years and 2 months Ended at 8 years and 3 months</p> <p>This is something that will be extended out to the rest of the school next academic year. It will be used in classes, targeting particular children on SEND and those that find reading and spelling difficult. It will also be used at home.</p> <p>Third Space Learning There have been significant improvements in Maths attainment for all children taking part on the Third Space Learning Programme. Anecdotally, children are more confident in Maths and will regularly say they find topics easier in lessons and assessments due to what they have focussed on in TSL sessions.</p> <p>All children were able to access the curriculum and were closely and regularly monitored.</p>
What have been the most effective provision / interventions / resources and why?	Third Space Learning has seen the most impact across the school due to the whole school approach. The session reports have helped teachers target gaps in learning in lessons or further interventions. The children have generally responded well.
Which external professionals have been involved in providing support? What has been the impact of external agency work?	<p>No external support has been provided for children on the SEND register directly.</p> <p>The head of SEND for the Academy Trust (Mrs Helen Cox) has been providing support and mentoring to the school's SENCo (Miss Victoria Jones) as she completed her NASENCo Award.</p>

Complaints relating to SEND

If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes.	None
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SEND Self-evaluation summary

What are the key strengths of the SEND provision?	<ul style="list-style-type: none"> Identifying children who need extra support in both primary school but also those who will need it in secondary. More children have been added to the register due to their needs being identified using the updated OCC Initial Screening Tool. This was a target outlined in last year's annual review and has been achieved to provide effective support using a graduated approach. Age Assessments – this is the first year age assessments have been carried out and added to pupil profiles. This has made for more accurate identification of progress within
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	<p>subject areas. In turn, this has allowed more focussed areas of development/intervention due to the results of this assessments also identifying areas of need. This was a target from last year's annual review that has been achieved.</p> <ul style="list-style-type: none"> • Collaboration with parents – A strong relationship has been made with parents of SEND children and consultations have been arranged for all parents. These consultations discussed pupil profiles, outcome plans, any misconceptions and any concerns. Parents came away feeling more confident about what the SEND register means and feel that they have a voice in the collaborative approach to their child's progress.
What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?	<ul style="list-style-type: none"> • Contact – Regular contact between the SENDCo and the governor/children has to be better established next year. Due to staff shortages, all staff have found difficulties in completing tasks within normal working hours. The SENDCo needs to make sure time is made for regular communication with the SEN governor and that they have more input in how the SEN system is run at school. • Learning Walks – These will happen termly to review and observe children. These will be taken by the SENDCo with other individuals (governor/Academy SENDCo) • Targets – All children on the SEN register will know their targets each term. Incoming into September 2022, we will have 6 children confirmed on the register. They will be able to tell what their targets are and how they will achieve them if required. This year's reflection showed that some children were unaware of their targets. A transparency will be made for children.