

## Annual SEND Report to Governing Body

<b>School:</b> Longcot and Fernham Church of England Primary School	<b>Date of report:</b> Summer 2023
<b>SENCO / leader completing report:</b> Miss Victoria Jones	<b>SEND Governor:</b> Mrs Clare De-Bank

### ***SEND Profile***

<b>SEN Stage</b>	<b>Number of pupils</b>	<b>% of whole school</b>	<b>National %</b>
No SEN	122	90.4%	82.2%
SEN Support	12	8.9%	13.0%
Education, Health and Care Plan (EHCP)	1	0.7%	4.3%
<b>Any High Needs Funding (HNF) or EHC needs assessment applications currently in process?</b> No			
<b>Any HNF applications or EHC needs assessments applied for but refused?</b> No			
<b>Any significant changes in the SEND profile since last year?</b> We have increased our number of children on the SEND register by 6 children. This is from a combination of increased parental communication and more children joining the school who have additional needs that have already been identified. We have a child in our care who has an EHCP.			

<b>Area of Need</b>	<b>Number of pupils</b>	<b>% of SEN pupils</b>
Cognition and Learning	9	69.2%
Communication and Interaction	3	23.1%
Social, Emotional and Mental Health	3	23.1%
Sensory and/or Physical	2	15.4%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	Some children in our care display comorbidity needs. This means that the total number of pupils across the area of needs is higher than the total number of pupils. As a school, the most significant area of need is cognition and learning with a specific primary need of dyslexia or dyscalculia. The most significant area of need within EHCPs is ASD which is consistent with the most common need nationally.	

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

<b>Name of staff member</b>	<b>Role</b>	<b>Qualifications if relevant</b>
V Jones	SENDCo	NASENCo (fully qualified since Jan 2023)
S South	EHCP TA	TQUK level 2 Certificate in Understanding Autism

### ***Equality and accessibility arrangements***

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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?	Adaptations to learning resources for an EHCP pupil to allow access to the curriculum. No extra resources purchased but adaptations made to existing resources – e.g. all work printed in A3 sheets to help writing and pen marks. PEEP created for children with physical difficulties.
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### ***Progress and Achievement of SEND pupils***

Please note any relevant data and show any SEND / Non-SEND comparisons:

SEND Age Assessment Results (July 2023)

Reading

	<b>KS1</b>	<b>KS2</b>	<b>Overall</b>
<b>% of SEN children achieving their age level expectations*</b>	0.0%	55.5%	50.0%
<b>% of SEN children exceeding their age level by 1 year +</b>	0.0%	0.0%	0.0%
<b>% of SEN children under their age level expectations</b>	100%	44.4%	50.0%

Spelling

	<b>KS1</b>	<b>KS2</b>	<b>Overall</b>
<b>% of SEN children achieving their age level expectations*</b>	100.0%	55.5%	60.0%
<b>% of SEN children exceeding their age level by 1 year +</b>	0.0%	0.0%	0.0%
<b>% of SEN children under their age level expectations</b>	0.0%	44.4%	40.0%

Maths

	<b>KS1</b>	<b>KS2</b>	<b>Overall</b>
<b>% of SEN children achieving their age level expectations*</b>	0.0%	55.5%	50.0%
<b>% of SEN children exceeding their age level by 1 year +</b>	100.0%	0.0%	10.0%
<b>% of SEN children under their age level expectations</b>	0.0%	44.4%	40.0%

\*Age related expectations refers to children whose results of their SEND assessments are 3 months +/- their actual age.

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<p><b>EYFS</b>          All results based on the Developmental Journal Revised Edition 2022          Average Ages for SEN children on EYFS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CL (Listening and Attention)</th><th>CL (Understanding)</th><th>CL (Speaking Expressive)</th><th>PSED (Self- Regulation)</th><th>PSED (Managing Self)</th><th>PSED (Building Relationships)</th><th>Physical Development (Gross)</th><th>Physical Development (Fine)</th></tr> </thead> <tbody> <tr> <td>30-41 months</td><td>35-50 months</td><td>40-50 months</td><td>35-41 months</td><td>40-50 months</td><td>35 - 50 months</td><td>40-50+ months</td><td>35-41 months</td></tr> </tbody> </table>								CL (Listening and Attention)	CL (Understanding)	CL (Speaking Expressive)	PSED (Self- Regulation)	PSED (Managing Self)	PSED (Building Relationships)	Physical Development (Gross)	Physical Development (Fine)	30-41 months	35-50 months	40-50 months	35-41 months	40-50 months	35 - 50 months	40-50+ months	35-41 months
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### ***Attendance and exclusions of SEND pupils***

	% - SEN support	% - Overall	School Target
Average Attendance	93.2%	94.7%	97.00%
The average attendance for SEND has fallen by 3.5% since the last academic year.			

	% - SEN support	% - EHCPs	% - Non SEND
100% attendance	0.00%	0.00%	8.64%
Persistent absentees	0.00%	0.00%	0.00%
Fixed term exclusions	0.00%	0.00%	0.00%
Permanent exclusions	0.00%	0.00%	0.00%

### ***Any actions required?***

84.6% of SEN children currently fall below the school target of 97%. The SEN action plan that has been created by V Jones addresses actions required to increase this. Currently, 2 children and their families are working with school to address concerns around their attendance (both below 88%).

### ***SEND Funding***

Type of funding	Inclusion Fund	Top up / HNF	Funding from EHCPs	Other (please specify)
<b>Total received in last 12 months</b>	£462.00	£0.00	£6992.70	N/A
Any significant changes in funding in the last 12 months? (Include any changes as a result of HNF / EHCP funding ceasing, reducing or increasing) The EHCP funding was received on the 02.02.2023, 5 months after the child with an EHCP arrived at our school. As this child is transferring to a specialist SEN school in September, this funding will now cease.				

### ***Staff SEND CPD in the last 12 months***

Staff	Date	CPD received	Provider	Impact
Victoria Jones	October	Autism Sensory	Nicola Northam (FLT)	Positive

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(shared with EYFS staff)	2022	Training		
Sarah South	October 2022 – February 2023	Understanding Autism	TQUK – Lincoln College	Positive
All Teaching Staff	October 2022	Understanding Dyslexia	Nessy (Online)	Positive

### ***SEND Provision***

What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?	<p><b>Nessy</b>  Nessy is a dyslexia assistance programme and had been trialled last year with two children in Year 4 and Year 5. It is an online game that targets phonics skills in reading and spelling. The impact of this programme was very positive and saw an increase in age scores with spelling and reading (see annual review 2021-2022). It has now been rolled out among the children that have been identified as needing this support. Currently, there are 6 children who took part in the programme this year aged between Year 2-6. The children do 5-10 mins 3 times a week and have the option of playing the programme at home if they wish.</p> <p><b>Dyslexia Screening Tool</b>  Provided for children with potential difficulties.</p>
What has been the impact of the above in-school provision?	<p><b>Nessy</b>  Of the 6 children that took part on the Nessy programme alongside quality first teaching, 5 children increased their age scores in both reading and spelling.  Examples of age increases:  Year 6 Child – started using Nessy in February 2023  Began at 9 years and 2 months  Ended at 10 years and 0 months    Year 4 Child – started using Nessy in September 2022  Began at 6 years and 3 months  Ended at 8 years and 6 months</p> <p><b>Dyslexia Screening Tool</b>  Over the course of the year, 6 children were screened with diagnostic reports provided afterwards. These reports were shared with parents and teachers to highlight the next steps needed for the children's learning.  Out of the 6 children screened, 2 children had a high dyslexia potential score. One of these children went on to be formally assessed for dyslexia and a diagnosis was confirmed.  Of the children who came back with low dyslexia scores, their needs were outlined and areas of development identified (e.g. phonological awareness). These areas have been shared with</p>

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	teachers and parents who are working with the SENCo on targeted interventions.
What have been the most effective provision / interventions / resources and why?	<p>The Dyslexia Screening Tool has been the most effective resource added to the SEND system this year as it has helped children both on their lessons but also their access arrangements for assessments. It has lead to a formal dyslexia diagnosis and has helped identify areas of support where intervention is needed.</p> <p>Nessy has been effective but a more consistent approach to practice throughout the whole school must now be taken.</p>
Which external professionals have been involved in providing support? What has been the impact of external agency work?	<p>Family Links Worker</p> <p>This has been the most frequently used external professional for the children and families in our care.</p> <p>The family links worker has completed home visits, phone calls, collaborative meetings with families and school as well as helping to direct parents to further agencies for support.</p> <p>Child Practitioner</p> <p>A child practitioner has been involved in one SEND child's support.</p> <p>Educational Psychologist</p> <p>An external private educational psychologist has been used by 2 children this year to be assessed for dyslexia and dyscalculia.</p> <p>Speech and Language</p> <p>2 Speech and Language therapists have visited schools throughout the year for children of</p> <p>Cognition and Learning</p> <p>Physio</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.	<p>There have been no formal complaints relating to SEND in the last 12 months.</p> <p>During a parent/leadership Q and A in the middle of the year, a parent raised concerns about the SENCo not having enough time to complete SEN assessments each term. The time allocated for SEN time has since been rectified.</p>
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### ***SEND Self-evaluation summary***

What are the key strengths of the SEND provision?	<p><b><u>Relationships with parents</u></b></p> <p>This is a great strength of Longcot and Fernham and there is a major focus on collaboration with parents regarding support for SEND children. There is a graduated approach, and everyone is involved.</p> <p>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.</p>
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<p>Two years ago, this was an area of development identified in an annual review. This has been firmly imbedded into the culture of the school.</p> <p><b>Identifying Children</b></p> <p>There has been a increase of ways for children to be identified as needing additional needs. These have come from staff using the SEND flowchart created by the SENCo last year, parental concerns, the OCC initial Screening Tool and buying into programmes like Nessy (Dyslexia Screening Tool). This has lead to an increase of support being provided for children who need it in both primary school but also those who will need it in secondary.</p> <p>Now there is an online version of the updated OCC Initial Screening Tool, introduced by the OCC this year, this has allowed the accessibility of identifying and monitoring of needs to be improved.</p> <p><b>Age Assessments</b></p> <p>This is the second year age assessments have been carried out and added to pupil profiles. This has made for more accurate identification of progress within 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.</p> <p>Example of a redacted pupil profile with age assessment scores:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="12" style="text-align: center; background-color: #d9e1f2;">Pupil Profile 2022-2023</th> <th rowspan="2" style="text-align: center; vertical-align: middle; width: 50px;">  </th> </tr> <tr> <th colspan="3">Name: ***** [REDACTED]</th> <th colspan="2">Year group [REDACTED]</th> <th colspan="3">Teacher: [REDACTED]</th> <th colspan="3">Previous External Agencies (and date signed off)</th> </tr> <tr> <td colspan="3"></td> <td colspan="2">Age at time of last assessment: [REDACTED]</td> <td colspan="3"></td> <td colspan="3">EHA/TAF N/A</td> <td colspan="3">PPG No [REDACTED]</td> <td colspan="3">Current External Agencies Involved: [REDACTED]</td> </tr> </thead> <tbody> <tr> <td 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age	2 years + behind own age	1 year + behind own age	Comprehension age								-	-	12.8	12.10	12.9	12.5	Within age or exceeding	Within age or exceeding	Within age or exceeding	Spelling Age								11.2	11.2	10.4	12.2	12.0	12.1	Within age or exceeding	Within age or exceeding	Within age or exceeding	Maths Level								9.4	10.1	10.5	10.7	10.8	10.4	Within age or exceeding	Within age or exceeding	Within age or exceeding
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<p>What are the identified key priorities and actions for development of the school's SEND provision for the next 12</p>	<p><b>Training more staff to administer SEND age assessments to carry out tests as the send register grows</b></p> <p>As the number of children on the SEND register grows and has increased by almost double this year, more staff need to be trained to complete the age assessments required to monitor progress. This will improve the consistency of monitoring as well as allowing the SENCo to identify areas of need and focus on the provisions in place for each child. The SENCo is to line manage teaching assistants from September and this will be an opportunity for support staff professional development.</p> <p><b>Have closer and tighter awareness of SEND in EYFS and Nursery</b></p> <p>This year has seen an increase in the communication and identification of SEND in EYFS.</p>																																																																																																																																																																													

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months?	<p>The developmental journal has now been introduced following OCC's new guidelines. This now needs to be being used consistently throughout the year and the SENCo needs to increase training and CPD on how to use this most effectively. EYFS assessment data is different to the KS1 and 2 and we have taken a much more holistic approach to monitoring and assessing. This has been positive in making sure the approach to a child's needs and progress is individually tailored to the individual. However, it has also meant an increased workload for EYFS staff. A tighter, more effective routine of assessing SEND has to be looked into to work alongside of the developmental journal.</p> <p><b><u>More CPD spread throughout the year for ALL staff</u></b></p> <p>This year, CPD has been focussed on the SENCo and specific SEND staff rather than a whole school approach. Next year, there needs to be a better focus on the CPD availability to everyone.</p> <p>SENCo to make <i>WholeSchool SEND</i> hosted by NASEN available for all staff throughout the year.</p> <p><b><u>Attendance</u></b></p> <p>The attendance across the school is below target and the average attendance of SEND children is around 1% less than the average attendance across the school.</p> <p>A SEND attendance action plan has been created.</p> <p>The SENCo will work with the new pastoral and behavioural lead along with SLT to target low attendance.</p>
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