

## Annual SEND Report to Governing Body

<b>School: Longcot and Fernham Church of England Primary School</b>	<b>Date of report:</b> <b>Summer 2024</b>
<b>SENCO / leader completing report:</b> <b>Victoria Jones and Sally Robins</b>	<b>SEND Governor:</b> <b>Mrs Clare De-Bank</b>

### **SEND Profile**

<b>SEN Stage</b>	<b>Number of pupils</b>	<b>% of whole school</b>
No SEN	117	84.7%
SEN Support	21	15.21%
Education, Health and Care Plan (EHCP)	0	0%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? Yes – two applications are currently being processed by the county council. One has been accepted for assessment. Two more children with EHCPs will be starting in September 2024.		
Any HNF applications or EHC needs assessments applied for but refused? Yes – one application was refused but is going through mediation.		

<b>Area of Need</b>	<b>Number of pupils</b>	<b>% of SEN pupils</b>
Cognition and Learning	9	42.9%
Communication and Interaction	5	23.8%
Social, Emotional and Mental Health	6	28.6%
Sensory and/or Physical	3	14.3%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	<b>NB. 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.</b> As a school, the most significant area of need is cognition and learning followed by SEMH. There has been an increase of children who have displayed needs in relation to emotional regulation. Strategies have been introduced to support these children that are outlined in the <i>SEND Provision</i> area of the report. The most significant area of need within EHCPs applications 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>
Victoria Jones	SENCo and Class Teacher	NASENCo (awarded in 2022)
Sally Robins	Headteacher, SENCo (Sept 2024), Senior Mental Health Lead, PP Lead	SMHL award
Cheryl Williams	Teaching Assistant	Mental Health Champion <i>Place2Be</i> (awarded in 2024)
Sarah Withers	Teaching Assistant	

Michelle Page Harvey	Teaching Assistant	
Matthew Mitchell	Teaching Assistant	
Maryanne Webb	Teaching Assistant	
<i>Penny Durham</i>	<i>Higher Level Teaching Assistant (left position mid year)</i>	
<i>Heather Randles</i>	<i>Teaching Assistant (left position mid year)</i>	

#### ***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>Reintegration timetables introduced for new SEND children returning to education following significant absence.</p> <p>PEEP created for children with physical difficulties.</p> <p>Introduction of Relational Support and Co-Regulation Plans for children with complex SEMH affecting self-regulation.</p> <p>Curriculum redesign has commenced including a focus on reflecting equality and diversity objectives</p>
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#### ***Progress and Achievement of SEND pupils***

Please note any relevant data and show any SEND / Non-SEND comparisons e.g. % achieving GLD at end of EYFS % achieving expected - Y1 phonics % achieving expected - KS1 % achieving expected – KS2	<p>End of EYFS Data – 0 children on SEND register. Overall 78%</p> <p>End of KS1 Data – Reading – 33% EXS (comparison 82% all) Writing – 0% EXS (comparison 76% all) Maths – 33% EXS (comparison 76% all) R,W,M combined – 0% (comparison 71% all)</p> <p>End of KS2 Data – Reading – 0% (comparison 75% all) Writing – 0% (comparison 90% all) Maths 0% (comparison 80% all) R,W,M combined – 0% (comparison 75% all)</p> <p>Y1 Phonics Screening - 75% EXS (3 out of 4 children) (94% all)</p>
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**Attendance and exclusions of SEND pupils**

	% - SEN support	% - SEN Support (without pupils on reduced timetable)	% - EHCPs
100% attendance	14.3% (3 children)	15.8%	0.00
Average Attendance	89.07%	91.1%	0.00
Persistent absentees	19.0% (4 children)	9.5% (2 children)	0.00
Fixed term exclusions	0.00%	0.00%	0.00
Permanent exclusions	0.00%	0.00%	0.00
<b>Any actions required? 2 SEND children on reintegration timetables, need tracking into the coming academic year to ensure improvement in attendance.</b>			

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

Staff	Role	CPD received	Provider
Cheryl Williams	Teaching Assistant	Mental Health Champion	Place2Be
Maryanne Webb	Teaching Assistant	Effective Classroom Support and Effective Classroom	OXSIT
		Support for SEMH (OXSIT)	OXSIT
Michelle Page-Harvey	Teaching Assistant		
Sarah Withers	Teaching Assistant		
Victoria Jones	SENCo		NHS CAMHs
Sally Robins	Headteacher and incoming SENCo	CAMHs Training: ADHD Attachment Autism Awareness  Senior Mental Health Lead	

## ***SEND Provision***

<p>What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?</p> <p>What has been the impact of the above in-school provision?</p>	<p>New provisions and resources that have been put in place this year include the introduction of various scaffolding resources in classes. These include widgets and pictorial success criteria.</p> <p><b><u>Widgets and Pictorial Success Criteria</u></b> The use of pictures and symbols. These have been used in lesson explanations, child self-expression and communication as well as visual success criteria in lessons. They aid comprehension and understanding for all children and are especially beneficial for those with communication difficulties and cognitive and reading challenge. These have been used as a whole school approach</p> <p><b><u>Noise Cancelling Headphones</u></b> A number of children have benefitted from noise cancelling headphones this year. This has seen an increase in their autonomy over the auditory surroundings and improve focus concentration as well as reducing anxiety.</p> <p><b><u>Discretion Screens</u></b> A number of children have also benefitted from discretion screens to help improve focus and reduce distraction.</p> <p><b><u>Zones of Regulation and JIGSAW</u></b> This year, we introduced a new PSHE Scheme called <i>JIGSAW</i>. This new scheme combines the PSHE national government approved curriculum with emotional literacy, mindfulness, social skills and personal development. This has been a benefit for the high incidence need of anxiety and SEMH needs within the school this year as they have learnt strategies to relate to their own feelings and others in the ever-changing world. To supplement this, we also introduced a school wide 'Zones of Regulation' to help children identify and recognise their feelings and understand that these feelings will move throughout the day. It has increased emotional literacy and self-awareness in the children.</p> <p><b><u>Sticker Charts</u></b> Some children have benefitted from a sticker reward chart this year to allow them to visually see how their work and behaviour is having a positive impact. It has improved focus.</p> <p><b><u>Colour Overlays</u></b> Children in Year 6 and Year 2 who are experiencing dyslexia difficulties have used colour overlays to help improve their reading fluency and, in turn, their ability to comprehend texts.</p> <p><b><u>Enable Tables</u></b> While establishing a whole school approach to White Rose Maths, all classes introduced a 'Maths Enable Table' that is accessible to all children. Maths manipulatives including dienes, counters, place value counters, number lines and number squares, are now</p>
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	available for children to use in lessons at their discretion. This has allowed for an increase in autonomy for children as well as resources for kinaesthetic and visual learners to always be available for suitable scaffolding in lessons.
What have been the most effective provision / interventions / resources and why?	The most effective provisions that have been put in place this year has been the pictorial representations used in lessons and the introduction of the Maths Enable Tables in each classroom. This is because they have seen a benefit for all children as they are part of a whole school approach. Accessibility to learning has improved and because if this, we have been able to manage emotional regulation more successfully as a school.
Which external professionals have been involved in providing support? What has been the impact of external agency work?	<p><b>Occupational Therapist</b> Observations completed of children with SEND needs to provide suggestions for support and to provide evidence for EHCP applications.</p> <p><b>SEN Case Worker (Oxfordshire County Council)</b> Support provided for EHCP applications as well as preparing the access arrangements and documentation for children joining the school with additional needs</p> <p><b>Communication and Interactions Team (Oxfordshire Country Council)</b> Observations completed of children with SEND needs to provide suggestions for support and to provide evidence for EHCP applications. Introduction of SWIFT training to begin in September 2024</p> <p><b>Physical Disabilities Team (Oxfordshire Country Council)</b> Ongoing visits of children with physical disabilities to monitor needs and suggest support</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**

<p>What are the key strengths of the SEND provision?</p>	<p>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 a previous annual review and has continued to provide effective support using a graduated approach.</p> <p>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.</p> <p>Increased Use of External Agencies – More support from external agencies have been provided this year which has allowed children with more complex needs to be provided with effective support.</p> <p>Whole School Approach to SEND – More resources and provisions have been shared across the school this year to allow for routines and transition to be established across year groups. This has reduced anxiety and helped support those with SEMH needs.</p>
<p>What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?</p>	<p>Securing strong leadership of SEND</p> <p>Ensuring support staff have access to high quality CPD to develop their practice and effectiveness in supporting children with SEND.</p> <p>Recruitment and development of new Teaching Assistants to provide effective SEND support.</p> <p>Introduction and implementation of Read, Write, Inc and its associated interventions (in particular Fast Track Tutoring to ensure children make good progress in early reading).</p> <p>Greater consideration of cognitive load theory in both curriculum (CUSP) and in learning environment will take place at the beginning of next academic year.</p> <p>Embedding Zones of Regulation as a support for all children, in particular those with SEMH needs.</p> <p>Ensuring consistent use of dyslexia friendly strategies for all children</p> <p>Developing use of Early Help for families of children with SEND to ensure support is timely and ongoing and to understand full picture.</p> <p>Ensuring support and provision is in place for EHCP children (school will have a minimum of 2 and possibly as many as 5 across next academic year)</p>