

Special Educational Needs & Disability (SEND) Report for Governors **Academic Year 2020/21**

Responsible Staff Members

Role	Name of staff member
Author of report	Emily Wood
Head Teacher	Sarah Addison
Deputy Head Teacher	John Marritt
SENDCO	Emily Wood
DSL	Sarah Addison
Deputy DSL	Emily Wood
Nominated Safeguarding Governor	Lynda Taylor
Designated Teacher for Children in Care (CIC)	Emily Wood
Nominated SEND governor	Kevin Ferguson

Special Education Needs and Disability Co-ordinator

The Special Educational Needs & Disability Co-ordinator (SENDCO) is Mrs Emily Wood:

- Appointed SENDCO 2009-10.
- Qualified National SENCO Award, 2010.
- Awarded Specialist Leader of Education (SLE) for SEND, 2019.
- Appointed KYRA East SENDCO Forum Leader, 2020.
- Appointed member of KYRA Implementation Committee, to represent the alliance's SEND priority, 2021.

Policies and Procedures Relating to SEND

Policies/procedures	In place? (Y/N)	Date of last review	Date of next review	Reviewed by
<u>SEND Policy</u>	Y	September 2020	September 2021	E Wood - SENCO
<u>SEND Information Report</u>	Y	September 2020	September 2021	E Wood – SENCO
<u>Behaviour Policy</u>	Y	February 2021	September 2021	Head Teacher & SLT

SEND Code of Practice & Policy

St Michael's C of E Primary School continues to follow the guidelines set out in SEND Code of Practice: 0 – 25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Register

There is no requirement under the SEND Code of Practice for any school to maintain a SEND register. However, schools are required to know which pupils fall within each category and provide this data for the school census.

Year Group	Education Health Care Plan (higher needs funding for support)	SEND School Support	Child in Care (CIC)
FS		3	1
Y1		6	1
Y2	1	5	1
Y3	3	2	1
Y4	1	3	
Y5		4	
Y6		6	
Total	5	29	4

This is broken down into the following SEND primary need type (although it is recognised that some children's needs overlap):

Cognition and learning	14
Social, emotional and mental health difficulties	6
Communication and interaction	10
Sensory and/or physical needs	4

SEND Assessment, Attainment and Progress

The school continues to monitor all children so that any who are identified as having additional needs are assessed (internally or externally), and provision is made for them as early as possible. St Michael's C of E Primary School continues to use Individual Education Plans (IEPs) to ensure a planned, graduated approach towards support for all pupils.

E Wood (SENCO) has completed two sessions of assessment training for pupils with SEND. From **September 2021**, The Engagement Model and Pre-Key Stage Standards will be statutory assessment for all schools.

The Engagement Model will be used for any pupils engaged in non-subject specific learning and must be reported to DfE at end of KS1 and KS2.

Pre-Key Stage Standards will be used for any pupils who are working below National Curriculum Levels, but engaged in subject specific learning, and must be reported to DfE at end of KS1 and KS2, but E Wood (SENCO) recommends that Pre-Key Stage Standards are also used to report assessment for any statutory EHCP Annual Review Mtgs.

Please see HT report for individual year group data relating to SEND attainment and progress.

Education Health Care Plan's

An EHCP is requested when school and parents feel that school cannot effectively meet the needs of the child using the current school resources and requires additional financial support from LCC to continue to meet the needs of the child.

During COVID-19 lockdowns, all children with an EHCP had an individual risk assessment completed by E Wood, to determine their safety to attend school during this time. All statutory policy and practice for children with an EHCP remained in place during COVID-19 restrictions.

This academic year there has been 3 requests by SENCO, to LCC for assessment of EHCP:

- 1 EYFS – Declined to be assessed by LCC.
- 1 Y4 – Awaiting outcome of request to assessment.
- 1 Y5 – Agreed to assess by LCC, after assessment no EHCP allocated.

Next academic year (2021/22), there will be 1 child in the new EYFS co-hort with an EHCP, also CIC.

Traditionally St Michael's C of E Primary School has allocated/employed an adult to ensure that the hours of higher need support detailed on an EHCP have been met. There is a general move away from this approach for supporting a child with an EHCP, as this is not the model used at Special Schools, and is not sustainable as the number of children with an EHCP increases. Unless there is an acute medical need that requires an adult to be with the child at all times of the day, St Michael's C of E Primary School will begin to adopt a 'team' approach to supporting children with an EHCP, with an allocated 'key person' to be responsible for ensuring the EHCP provision is met, overseen by Class Teacher & SENCO. All parents of children with an EHCP were sent letters regarding this 8th March 2021, and this will continue to be the approach moving forward.

Use of Outside Agencies and Support Services at St Michael's:

Traded Services:

Specialist Teaching Service – 15 hours per year = £1035

Educational Psychology Service – 6 hours per year =£450 (purchased from Sept 2021)

Lincolnshire County Council/Health Provided Services (most commonly used):

E Wood July 2021

Healthy Minds Service
 Behavioural Outreach Support Service
 Pupil Reintegration Team
 Working Together Team
 Community Paediatrics
 Speech and Language Therapy
 Physiotherapy
 Occupational Therapy
 Visual Processing Clinic
 Child and Adolescent Mental Health Service
 Early Help
 Physical Disabilities Outreach Team
 Health Visitor/Children and Young Peoples Nurse
 Dyslexia Outreach

The Involvement of Parents/Carers

The SEND policy provides details of the way that the school identifies, supports and monitors the needs of pupils with special educational needs. It is the responsibility of the class teacher to discuss SEND issues and IEP's with parents/carers. Reviews of IEP's are arranged by the class teacher with the parents. Annual review meetings for SEND children with an EHCP are arranged by the SENCO. Decisions about external agency support, will always be made with consent from parents/carers.

Pupil Voice

K Ferguson (SEND Governor) and E Wood (SENCO) used questionnaires to gain the Voice of the Child (due to COVID-19). The aim of this was to give opportunities to SEND pupils to share their views, their feelings and their learning, and be enabled to communicate with the wider school community. This should help us all to understand what we do well to support our children with SEND, and what we may need to do differently.

Monitoring and Accountability

There is a designated SEND Governor; K Ferguson.

This academic year, there has been two meetings between SENDCO and SEND Governor, see Governor Monitoring Forms.

SEND Governor has the opportunity to attend KYRA East SEND Forums to understand more about the role of SENCO.

Staff Training 2020/21

Specific SEND Training 2020/21	Who Attended
LCC SEND Graduated Approach Briefings x3	E Wood
Trauma Informed Practice (Delivered by PRT 14.10.20)	All Staff
KYRA SEND Forums x3	E Wood
Engagement Model (Delivered by LWF 30.6.21) x2	E Wood

E Wood July 2021

LCC SEND Inclusion Toolkit Pilot Project (LCC SEND 29.6.21)	E Wood
Girls and Autism (Delivered by WTT 15.3.21)	E Wood
Valuing SEND Toolkit (LSCP 25.11.20)	E Wood
AET Making Sense of Autism (Delivered by WTT 11.2.21)	E Wood Some Teachers & TAs (optional)
Scheduled for September 2021:	
Engagement Model and Pre-Key Stage Standards (INSET Delivered by E Wood)	Teachers
Deaf Awareness Training (Delivered by SEST 15.9.21)	KS2 Staff
Moving and Handling Training (Delivered by PD Outreach, date tbc)	EYFS Staff
Social Stories Training (Delivered by BOSS, date tbc)	All Staff
Healthy Minds Student Wellbeing Champions	Pastoral Lead