

Special Educational Needs & Disability (SEND) Report for Governors **Academic Year 2021/22**

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/Emily Wood
Deputy DSL	Tracy Leverton
Nominated Safeguarding Governor	Lynda Taylor
Designated Teacher for Children in Care (CIC)	Emily Wood
Nominated SEND governor	Simon Goddard

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 2021	September 2022	E Wood - SENCO
<u>SEND Information Report</u>	Y	September 2021	September 2022	E Wood – SENCO
<u>Behaviour Policy</u>	Y	February 2021	September 2022	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	1	2	1
Y1	1 pending outcome	4	1
Y2	1	6	
Y3	1	6	
Y4	3	3	1
Y5	2	5	
Y6		4	
Total	8	30	

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

Cognition and learning	11
Social, emotional and mental health difficulties	11
Communication and interaction	12
Sensory and/or physical needs	4
TOTAL	38

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.

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.

E Wood July 2022

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 higher needs funding from LCC to continue to meet the needs of the child.

This academic year there has been 5 requests by SENDCO, to LCC to request assessment of needs for an EHCP:

- 1 Y1 – Awaiting assessment outcome
- 1 Y2 – EHCP granted
- 2 Y5 – 1 EHCP granted. 1 declined to assess.

Next academic year, there are no new children due to join our school with identified SEND/EHCP.

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):

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

E Wood July 2022

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

St Michael's C of E Primary School continues to take a Person Centred approach to support, this means that the voice of the pupil and parents/carers are important and valued in any decision making around SEND provision.

Monitoring and Accountability

There is a designated SEND Governor, Mr S Goddard

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

Succession planning to increase capacity for SENDCO work and monitoring will begin next academic year 2022/23. School will fund an additional member of staff to complete the post graduate SENCO award.

Staff Training 2021/22

Specific SEND Training 2020/21	Who Attended
LCC SEND Graduated Approach Briefings x3	E Wood
KYRA SEND Forums x3	E Wood
AET Framework (WTT) 01.11.21 & 14.06.22	E Wood and key persons
ADHD Awareness (BOSS) 4.5.22	Whole staff
Autism & Anxiety (WTT)	2 members of staff
Emotional Literacy Support Assistant (ELSA)	2 members of staff
Scheduled for Next Academic Year 2022/23: Positive Regard – Wellspring. Whole staff INSET 5 th September 2022.	 All staff