

## Annual Report to the Governors July 2022

At Porthleven Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum. Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and professionals and by listening to pupils.

### SEND School Profile

Group	July 2015	July 2016	July 2017	July 2018	July 2019	July 2020	June 2021	July 2022
<b>SEN Support</b>	22	22	37	48	49	43	38	47
<b>Statement/EHCP</b>	9	9	8	5	7	7	6	3
<b>All SEN % of whole sch pop</b>	31/263 = 11.7% Lower than national data	31/274 = 11.3% Lower than national data	45/276 = 16.3% *	53/250= 21%	56/263= 21%	50/277= 18%	44/232= 18.9%	50/211 23.6% **

**\*Rise in % of SEN due to reassessment of SEN Support: too many pupils being supported at ON Alert rather than SEN Support. Interpretation of 'Additional and different' broadened to enable appropriate categorising at SEN Support.**

**\*\* Rise in % of pupils at SEN Support due to increase in SEMH needs attributed to Covid and lockdown.**

### SEND Profile per year group

Group	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>SEN Support</b>	2	5	6	5	2	7	11	9
<b>Statement/EHCP</b>	0	0	0	0	1	0	1	1

### Identifying Special Educational Needs

Children's needs may be categorised into four bands areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health

#### 4. Sensory and/or Physical

##### Primary need:

	Summer 2019	Summer 2020	Summer 2021	Summer 2022
<b>Communication and Interaction</b>	9	8	16	11 ( 7 accepted on ASD pathway, 2 with ASD diagnosis, 2 SAL)
<b>Cognition and Learning</b>	32	26	19	20 (including 7 pupils with MLD)
<b>Social, Emotional and Mental Health</b>	15	13	8	16 ( 6 supported by CAMHS)
<b>Sensory and/or Physical</b>	1	3	1	3 (1 diagnosed)

##### Early Identification

A pupil has SEN where their learning difficulty or disability requires provision that is different from or additional to that normally available to pupils of the same age.

Identification of children with special educational needs is undertaken by all staff through the SENDCo, and the appropriate records and forms are maintained. A clear analysis of the pupils needs is made based on:

- Teacher's assessment and experience of the pupil: day-to-day observations, Standard Attainment Tests (SATs), Accelerated Reader, Star Maths, Phonic screening, work monitoring, profiling tools for emotional, social and speech, language and communication needs
- Previous rates of progress and attainment:
- Rates of progress in comparison with peers starting from the same baseline
- National data
- The views and experience of parents/carers: questionnaires, face-to-face discussions, review meetings, home visits
- The pupils own views: questionnaires, pupil voice
- Advice from external specialists if appropriate

Records are developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, and help us to identify any learning difficulties. Where necessary, pupils are referred to the SENDCo for assessment to construct a profile of the child's strengths and weaknesses. Informal evidence is also gathered: lesson and play observations.

Parents/carers are informed about their child's progress and about any concerns as they arise. The views of the pupil and parents/carers are sought as part of the assessment procedure.

Assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than peers starting from the same baseline
- fails to match or improve on previous rates of progress
- fails to close the attainment gap between pupil and peers

The purpose of identification is to work out what action is needed, not to fit the pupil to a label. The needs of a pupil are identified by considering the needs of the whole child, not just his/her special educational needs.

Where there are concerns about a pupil's behaviour, investigations will take place to identify the underlying cause of the behaviour.

## **Assessing and reviewing the progress of our SEN children towards targeted outcomes**

### **On Alert**

When a pupil fails to make progress and shows signs of difficulty, school places the pupil at "On Alert" and support is provided through the following ways:

- Adapting teaching and learning strategies in the classroom
- Additional targeted support in the classroom
- Additional catch-up in groups or 1:1
- A social and emotional learning programme
- Focused interventions related to attendance or behaviour
- Additional pastoral support provided by teaching staff.
- Peer mentoring and support
- Family support through liaison with school or external professionals

When children are placed On Alert, teachers identify and record strategies being used to address needs and have regular conversations with parents and the SENDCo regarding problem-solving and planning support and strategies for the individual pupil.

## **SEN Support**

If provision under On Alert has no or little impact on the pupil's special needs the pupil is moved to the "SEN Support" category of need. Parents/carers are fully involved in the decision to move to the next category of need.

Support that is additional to and different from the differentiated curriculum is provided through an Individual Provision Map (IPM) which is developed through an Assess- Plan-Do-Review cycle. This is a continuous process that ensures that planning is outcome led and that interventions respond directly to the needs of individual pupils. Interventions could include:

- Exercises guided by physiotherapists and occupational therapists
- Emotional literacy programmes
- Anger/anxiety management programmes
- Social Skills programmes
- Specialist teacher input e.g. Visual and Hearing Support service
- Individual long-term literacy and maths teaching programmes
- Specialist resources e.g. sensory resources
- Timetabled 1:1 support

Parents are informed and pupils are involved in decisions taken at this stage.

## **Assess-Plan-Do-Review**

An Assess-Plan-Do-Review cycle ensures that effective provision is in place for all our SEN pupils. The cycle begins with assessment of all areas of Literacy and Numeracy plus individual areas of need (motor, emotional, social etc) during the final week of each half term.

Early during the next half term, a review meeting between teacher and SENDCo takes place during which the progress and interventions for all SEN Children at On Alert and at SEN Support are discussed. Interventions are modified to meet needs. Parents of On Alert pupils are invited to a review meeting where significant changes/concerns are identified.

Interventions are put into place in the classrooms and these are continuously assessed and reviewed to ensure that progress is maintained. Modifications to interventions are made as appropriate not merely at review meetings.

At the end of each term all parents/carers of SEN Support pupils are invited to a review meeting during which the Individual Provision Map (IPM) for the previous term is discussed and the IPM for the following term is created. Outcomes are agreed upon by the pupil, parent/carer, teacher, SENDCo and, in some cases, teaching assistant.

## **Evaluating the effectiveness of our provision for children with SEN:**

Detailed records, as a process of continuous assessment, are kept of the pupils receiving extra teaching support. These include records of what they know, understand and can do, as well as information within the area of learning difficulties.

Interventions are maintained or modified, as a direct result of the information that we gain through our assessments.

For further information please see the Porthleven School Information Report on the school website.

### Attainment and Progress 2021-2022

#### EYFS: Teacher assessment

Group	Number of pupils	Good Level of Development Achieved
No SEN	25	60%
SEN	5	0%

#### KS 1 Phonics Test:

Group	Number of pupils	Passed screening
No SEN	24	24/24 100%
SEN	6	4/6 66%

#### All year groups: Teacher assessment

Group	Number of pupils	Working At Expected or Above		
		Reading	Writing	Maths
All No SEN	145 (Y1-6)	86%	76%	84%
All SEN	48	41%	22%	44%
KS2 SEN	32	44%	28%	53%
KS1 SEN	16	33%	0%	11%

#### All year groups: Average Progress this year

Group	Number of pupils	Average Points of Progress		
		Reading	Writing	Maths
All No SEN	145 (Y1-6)	1.9	1.9	1.7
All SEN	48	1.0	2.1	2.1
KS2 SEN	32	0.9	2.2	2.2
KS1 SEN	16	1.5	1.0	1.5

#### Year 2: Teacher assessment

Group	Number of pupils	Working At Expected or Above		
		Reading	Writing	Maths

<b>No SEN</b>	18	90%	65%	65%
<b>SEN</b>	5	25%	0%	0%

#### Year 2: Average Points of Progress this year

Group	Number of pupils	Average Points of Progress		
		Reading	Writing	Maths
<b>No SEN</b>	18	2.1	2.4	1.9
<b>SEN</b>	5	1.5	1.0	1.5

#### Year 2 Attainment: SATs

Group	Number of pupils	Met National Expectation	
		Reading (National =65%)	Maths (National =60%)
<b>All</b>	23	12/23 52%	15/23 65%
<b>No SEN</b>	18	10/18 55%	13/18 72%
<b>SEN</b>	5	2/5 40%	2/5 40%

#### Year 6 : Teacher assessment

Group	Number of pupils	Met National Expectations		
		Reading	Writing	Maths
<b>No SEN</b>	16	88%	76%	76%
<b>SEN</b>	11	56%	33%	67%

#### Year 6 Average Points of Progress this year:

Group	Number of pupils	Average Points of Progress		
		Reading	Writing	Maths
<b>No SEN</b>	16	1.8	2.3	1.0
<b>SEN Support</b>	11	2.2	2.9	2.7

#### Year 6 Attainment: SATs:

Group	Number of pupils	Met National Expectation		
		Reading (Nat 74%)	SPAG (Nat 72%)	Maths
All	27	23/27 = 85.1%	22/27 = 81.4%	16/27 = 59%
No SEN	16	100%	100%	12/16 75%
SEN Support and EHCP	11	7/11 =63%	6/11 =54%	4/11=36%

### SEND Budget

Top Up funding provided for Education Health and Care Plans is spent on supporting individual pupils with an EHC Plan through:

- 1:1 TA support
- Specialist resources
- Training for TAs supporting individual needs.

The school budget includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies.

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

### Completed Key Actions for 2021-22

- SENDCo attended Every Teacher a Teacher of SEND training.
- SENDCo delivered Every Teacher a Teacher of SEND training to teachers.
- Excel data analysis completed and Class Profiles in place.
- National Nurturing Schools Award received.
- SENDCo completed training to become Senior Mental Health Lead
- Mental Health Care Plans introduced for pupils supported by CAMHS
- Provision Map for supporting pupils with Social Emotional and Mental Health devised, with 4 clear Tiers of Provision.
- SEN section of Staff Induction Pack completed
- Pastoral Support Referral in place to access Emotional Literacy support from WL and LW
- Five pupils referred for Neurodevelopmental Assessment and accepted on pathway
- Ten pupils assessed by Educational Psychologist.
- Professional conversations with Independent Adviser for eight pupils

- Place for one pupil in Specialist Provision, achieved
- Mental Health and Wellbeing Pupil Focus Group (MHWBPFG) set up with half-termly meetings.
- MHWBPFG Action plan in place with '5 ways to Connect' training for members
- Pupil Mental Health and Wellbeing Policy in place
- Staff Mental Health and Wellbeing survey created and carried out with Action Plan in place
- Dyslexia Screening for ten pupils
- Referrals for OT assessment accepted for two pupils
- Over 90% parent attendance for Spring and Summer IPM review meetings.
- MHST supported individuals and led the Coping Chameleon group . SEN TA shadowed and learned how to deliver this programme.
- One SEN TA became Elkan trained to deliver Speech and Language activities guided by SALT.

### Key Actions for 2022-2023:

- More direct teaching of SEN pupils by class teachers.
- Termly: Observations linked to 'Additional and Different' provision based on class profiles.
- Feedback and guidance.
- Termly: Book scrutiny based on evidence of Additional and Different and progress. Feedback and guidance.
- Teacher guidance based on supporting writing for SEN pupils.
- Training:
- Social Anxiety delivered by Andrew Mercer- November 2022
- Overview of Dyslexia delivered by Ali Broome- date to be decided
- Overview of Dyspraxia delivered by Ali Broome- date to be decided
- Mental Health and Wellbeing section of school website: information and advice for parents.
- Staff Mental Health and Wellbeing Policy
- Staff Questionnaire review: January 2023
- Mental Health and Wellbeing Focus Group: half-termly meetings, training for peer wellbeing support, display board, safe space in the playground.
- Seek Statutory Assessment for three pupils (LB, LB, LA)
- Set up Pastoral Support base
- More involvement of pupils in IPM review process.