



## **SEND Report to Governors 2023**

### **Introduction to SEND report**

The format of the SEND report has changed this year, the decision has been made to make it a narrative report illustrated by key data sets. This is for two main reasons;

Firstly, to make it more accessible. One of the key points in the SEN guidance is that such reports should be co-produced with both parents and pupils. We have during the year liaised with both parents and pupils about the SEND curriculum and this will be reflected in the report. We are aware of the diversity within our community and as such, we want our reports to be accessible to all.

The second reason is that the latest Ofsted guidance shows less of an emphasis on data but on how, the analysis that the school has made of their data has impacted on their work. This is a strength of the SEND work in the school, in that we regularly review the data and adjust provision and process as a result of that analysis. This will be illustrated throughout the report.

### **Data**

The collective number of SEN pupils in the school has increased by 7.2% since 2021 and by 3.9% just within this academic year. The school's percentage of SEND overall is now at 23.5%, which is 10% above the national average for 2022. This has necessitated a number of staffing changes as the school seeks to accommodate the additional needs across the school. We have had to prioritise support staff within our budgets and consider how teachers can better support their pupils within the classroom, using effective ordinarily available provision. The number of pupils with EHC Plans has risen to 4.7% by the end of the academic year 22/23 which is 0.7% above national. With 16 EHCPs in school, we have found that we are no longer in a position to employ support staff in a general role; all of them now spend at least part of their time supporting in a one to one role. Since the latest data below was released, we applied for a further three EHCPs this year, and accepted 3 children with complex needs in to the school (one with an EHCP). Our demographics are changing rapidly and as such, we must adapt our arrangements in school to best support all of our pupils. It is useful to note that there has and continues to be a significant number of pupils that join Buckden from year 3 onwards. At this moment in time approximately 30% of the school population did not start in reception. Of those pupils that join the number of pupils, approximately 85-90% of them have some form of SEND needs.

Trends	SEND: National	SEND: Cambridgeshire	SEND: Buckden	Area comparison
ALL SEND	16% Jan 2022 15.4% May 2020	15.4% Jan 2022 14.8% May 2020	<b>23.5% Apr 2022</b> 17.2% Apr 2022 18.3% Apr 2021 17.8% Apr 2020	Above National/ Cambs
SEN Support	12.6% Jan 2022 12.1% May 2020	12.2% Jan 2022 11% May 2020	<b>18.8% Apr 2023</b> 13.6% Apr 2022 16.2% Apr 2021 17.7% Apr 2020	Above National/ Cambs
EHCP	4.0% Jan 2022 3.7% May 2021 3.3% May 2020	3.3 % Jan 2022 3.2% May 2020	<b>4.7% Apr 2023</b> 3.3% Apr 2022 2.4 % Apr 2021 1.9% Apr 2020	Above National/ Cambs
Number of Whole School Cohort	SEND: Whole School	SEND: Boys/Girls	SEND & Pupil Premium	SEND & EAL
335 (Apr 2023)	75 (23.5%)	Boys: 51 (68%) Girls: 24 (32%)	15 (20%) of all SEND 34% of ALL PP	5 (6%) of all SEND 18% of all SEND
337 (Apr 2022)	57 (16.9%)	Boys:42 (68%) Girls: 16 (32%)	19(33%) of all SEND 40% of ALL PP	4 (7%) of all SEND 20% of all EAL
333 (Apr 2021)	61 (18.3%)	Boys: 42 (69%) Girls: 19 (31%)	17 (28%) of all SEND 41% of ALL PP	4 (6.5%) of all SEND 25% of all EAL
Primary Area of Need	Cognition and Learning	Social Emotional and Mental Health	Sensory and Physical	Communication and Interaction
Numbers	42	11	9	13
Percentage	56%	15%	12%	17%

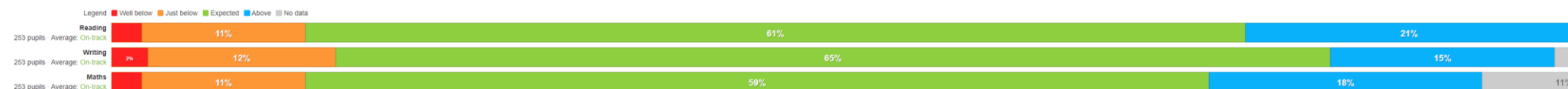
## Achievement

SEND pupils generally achieve well in relation to attainment measures held by the school, but are very often going to appear to not be in line with their peers, because of their Special Educational Needs and Disabilities. The two tables below show internal assessment data for SEND pupils compared to non-SEND. It is likely that the SEND pupils will form the majority of the lowest attaining 20% cohort for every subject. It is pleasing to see that there are some of our SEND children working above the expected levels in some areas of the curriculum.

Attainment Overview for Pupils with SEN Support or EHC Plan - 2022-2023 Summer 2 - Main Assessment



Attainment Overview for Pupils with No SEN - 2022-2023 Summer 2 - Main Assessment



## Progress

SEND pupils show good progress across the year, according to progress measures held by the school (formative and Teacher assessment), and are in line with Non-SEND pupils by comparison, as seen in the tables below. It is very pleasing to see that there are large numbers of SEND children making more than expected progress, particularly in Reading and Writing.

Progress Overview for Pupils with EHC Plan or SEN Support - 2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessment



Progress Overview for Pupils with No SEN - 2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessment



## **IEPS**

To ensure that all SEND pupils make measurable progress, for the last two years, the SENDCo has made the teachers accountable for ensuring that their pupils make expected progress towards personalised targets across the year by reporting back on this data. Teachers set Specific Measurable Achievable Realistic and Timebound (SMART) targets for their SEND pupils via their Individual Education Plans, reviewed three times per year. During pupil progress meetings, staff are asked to report back on the progress made towards these targets as a percentage. Over time, the impact of this has been that targets have become more focussed and achievable, and in turn pupils are making good progress. This has also focussed the teaching on the achievement of those targets within the classroom environment which is the key to pupils making progress across the curriculum. Teachers have had to carefully consider the support that they can offer these children and think about ensuring good quality ordinarily available provision is in place in all classrooms. The results of this focussed approach are shown below, and it is clear that as time has gone on, teachers have become better equipped at both devising appropriate IEP targets for the pupils, as well as ensuring provision is suited to meet these needs and make progress.

<b>Whole School- 2021/2022</b>					
<b>Progress of SEND Pupils with EHCPs / IEP</b>					
<b>Term</b>	<b>End Autumn term</b>	<b>End Spring term</b>	<b>End Summer term</b>	<b>End year target</b>	<b>Next steps</b>
<b>% on track to attain below 50% their IEP targets</b>	<b>38%</b>	<b>19%</b>	<b>18%</b>	<b>20%</b>	Monitor those not making progress- who are they and do they need additional support?
<b>% on track to attain 75% their IEP targets</b>	<b>36%</b>	<b>44%</b>	<b>59%</b>	<b>50%</b>	
<b>% on track to attain 90% their IEP targets</b>	<b>26%</b>	<b>63%</b>	<b>34%</b>	<b>30%</b>	
<b>Whole School- 2022/2023</b>					
<b>Progress of SEND Pupils with EHCPs / IEP</b>					
<b>Term</b>	<b>End Autumn term</b>	<b>End Spring term</b>	<b>End Summer term</b>	<b>End year target</b>	<b>Next steps</b>
<b>% on track to attain below 50% their IEP targets</b>	<b>26%</b>	<b>11%</b>	<b>10%</b>	<b>15%</b>	Consider what is available in the classroom to help meet these targets, as opposed to TA led interventions
<b>% on track to attain 75% their IEP targets</b>	<b>40%</b>	<b>43%</b>	<b>55%</b>	<b>50%</b>	
<b>% on track to attain 90% their IEP targets</b>	<b>34%</b>	<b>46%</b>	<b>35%</b>	<b>35%</b>	.

## **Provision**

The SEND Code of Practice emphasises that pupils with SEND will have provision that is additional to and different from what should be ordinarily available provision (OAP). However, all pupils should have OAP available to them in the classroom. This year, the SENDCo has given CPD to teachers around recognising what OAP should look like and there are non-negotiables that should be offered in every classroom throughout school. Many of these provisions are in keeping with the School's British Dyslexia Association's Dyslexia-friendly schools award. During a SEND Governor visit in Summer 2023, a Book Look was conducted with selected SEN pupils from Year R, 2 and 5 the SENDCo and the SEN Governor looked for evidence of the expected support and the additional support on offer to pupils with identified SEN. The support becomes increasingly more focussed in response to the needs of the pupils. Those with some additional needs will have teaching support in the classroom, pre and post learning, working tables and tailored interventions outside of the lessons. Those with a greater level of need may have additional teaching outside the classroom either individually or in a small group.

Over the past three years, support for Social, Emotional and Mental Health needs (SEMH) has become more of a demand and the provisions offered have widened as a result. As well as a Nurture intervention, social groups and Thrive groups now take place across the school. The Home School Hub, launched in September 2022 has been a particular success. Many children from across the school access this provision, either on a 1:1 or group basis. The team support many families ensuring better links between home and school. The Attendance lead works within the hub and has been proactive in supporting families with low attendance issues. The SEND pupils are currently averaging 95.1% for attendance which is just above national expected level.

In addition to the support and provision in the classroom, pupils with SEN get support across the school day, including assemblies, playtimes and lunch times with specific provision being made for those who find those parts of the school day particularly difficult. As it was highlighted in last year's pupil voice, some SEND children were finding the less structured parts of the day such as playtime overwhelming. To help support this, we have offered lunchtime activities including natural art, mindfulness, gardening, skipping, and ball games. This has been open for all to access. We have also trained two sets of Peer mediators from Years 3 and 5 to act as play leaders at lunchtimes. The response to this has been excellent and in the most recent SEND pupil voice, 66% of pupils reported that they enjoyed playtimes (54% in 2022).

## **Policies and Statutory Requirements**

The SENDCo was awarded the NASENCO Award in 2018 and is an experienced teacher and leader. She sits within the Senior Leadership team as Assistant head and is a Designated Safeguarding lead.

The SEND information report is held on the school website and is reviewed annually with the SENDCo and SEND Governor. This will be reviewed again in the Autumn of 2023. The report has been written in a parent friendly manner, with use of infographics and photos to bring the information to life. This report format was agreed with a parent working party.

The SEND policy is due for review this academic year. The Positive Relationships and Anti-Bullying policy was amended in Summer 2023.

## **Governor input and areas discussed**

Equality and Equity Meetings were held with a group of SEND with pupils to discuss Equality and Equity and helping them and the whole school understand that some pupils need more and different support. The team worked together to plan and deliver an Assembly to the whole school about Equality and Equity at Buckden. This mirrored the CPD given to the Governors and staff at the start of the academic year.

### Approaches to Behaviour management

The school will be having bespoke training with Angela Wadham who developed the STEPS programme, to ensure that all staff accept and practice the principles of STEPS. The SLT will monitor and intervene if necessary. Attachment and Trauma training provided by Virtual Schools is planned for October and January. This is an immersive training experience and will hopefully lead to staff more clearly understanding the experiences some children may have had.

### Ordinarily Available Provision (OAP)

The school has a high percentage of SEN across the school, there was a discussion of the thresholds for SEN intervention. Cambridgeshire has developed support materials which give guidance on provision that should be ordinarily available in the classroom. The key is to look for consistency across the school on classroom provision and the implementation of the support required for SEN pupils outlined in their one page profiles. Recent observations conducted by the SENDCo has shown that this is a strength of the school. She has identified areas for improvement including considering further support for the bottom 20% of learner in Maths.

### Insight

The school plans to stop using provision mapping as the Insight system can cover all the elements that are needed. This will enable the SENDCo to create a more robust document which includes both an Individual Education Plan and the Assess Plan Do Review document linking the two in to one streamlined document. This will be launched in the Autumn term.

### Book Look

The SEND Governor and SENDCo reviewed books of a sample of SEND pupils in Yr R, 2, and 5 in the core subjects, looking for consistency of support and how effectively school policies on marking, support etc are being implemented. Findings from this were recorded and fed back to staff with recommendations.

### Pupil voice

Throughout the year, the Governor and SENDCo have taken opportunities to seek SEND pupils voice and have acted upon their findings. SEND pupils have taken an active role in investigating what support is on offer to pupils at Buckden and sharing these with the school community. The aim is to continue meeting with SEND representatives throughout the year to ensure that their voice is captured and is reflected in any change in practice.

### MAT

The school will become the flagship member of a new diocesan Multi Academy Trust from September 2023. This will inevitably have an impact on the SENDCo role as she will temporarily be Acting Deputy Head, before moving into a more strategic role for the MAT. There is a succession plan in place for two experienced members of staff to take on the SENDCo role later in the academic year, with ongoing support from the SEND Governor.

## Review of progress against last year's targets for 2022-23

<u>Priority 2022-23</u>	<u>What we achieved</u>	<u>What still needs to be done</u>
<b>Every teacher a teacher of SEND and Every leader a leader of SEND-</b> Ensuring that all staff, including subject leaders, take ownership for SEND and raise the priority of SEND through all stakeholders. identification, provision and progress for their pupils, understand how to meet the needs of all of their pupils and that effective provision is consistent across the school and in all areas of the curriculum. Include new staff and those who are EC	<ul style="list-style-type: none"><li>-CPD (Continuing Professional Development) for class teachers and Subject leaders Summer 2022.</li><li>-CPD for Governors Autumn 2022</li><li>-CPD for ECT's Autumn 2022</li><li>-OAP CPD Summer 2023 to all teaching staff</li><li>-Observations of all classes Summer 2023</li><li>-Work with pupil SEND team Spring 2023</li><li>-Book look Summer 2023</li><li>-IEP focus for progress measures across the year</li></ul>	<ul style="list-style-type: none"><li>-Amalgamation of IEP and APDR into new document for launch in Autumn 2023 using Insight Data system</li><li>-Change of provision mapping software to Insight Autumn 2023</li></ul>

<p>Continue to establish a pastoral support system available to parents and carers through the formal launch of the Home School Hub, including parent workshops, coffee mornings, drop in sessions and an available port of call for a listening ear</p>	<ul style="list-style-type: none"> <li>-Home School hub launch in Autumn 2022</li> <li>-Expanded take up of parent workshops and drop in sessions in Summer 2023</li> <li>-Lead working with many families, both SEND and non-SEND</li> <li>-Attendance lead managing low attendees</li> </ul>	<ul style="list-style-type: none"> <li>-Continue work with parents, families and the Early Intervention Family Worker</li> <li>-Support staff with the Thrive assessments and ongoing support in the classrooms</li> </ul>
<p>Review the use of our 'in house' record systems to ensure a child-centred approach to planning and delivering support.</p>	<ul style="list-style-type: none"> <li>-IEP's now have a child-orientated review system to help them to reflect on progress.</li> <li>-teachers consult with the children at each review.</li> </ul>	<ul style="list-style-type: none"> <li>-Include a child comment in the new learning plan document</li> </ul>
<p>Further develop pupil voice for SEND by developing a pupil SEND information book, reflecting content of the parent one already established.</p>	<ul style="list-style-type: none"> <li>-Work with SEND pupils has focused more on understanding SEND in our community this year.</li> </ul>	<ul style="list-style-type: none"> <li>-Once SEND Information Report is reviewed, consider how this could be explored.</li> </ul>
<p>To develop support for social interaction difficulties and emotional needs, by training children as Peer mediators as part of our Anti-Bullying Quality Mark. And the development of extra-curricular opportunities at lunchtimes. This in turn should lead to more SEND pupils reporting that they enjoy breaktimes.</p>	<ul style="list-style-type: none"> <li>-Peer Mediators identified and trained in Years 3 and 5, operating across lower and upper school, this helps achieve the ABQM.</li> <li>-Development of enrichment opportunities at lunchtimes using supervisor staff to lead on activities, as well as a SEND specialist provision run by the SENDCo in the Summer term.</li> </ul>	<ul style="list-style-type: none"> <li>-Peer mediators to continue their work and to the them train a new cohort of children.</li> <li>-Further enrichment opportunities to be considered- make use of skills of staff ie, dance club.</li> </ul>
<p>In line with the School's Development plan for 2022-23, Reading will be a focus, and for SEND, specifically language development at Key Stage 2.</p>	<ul style="list-style-type: none"> <li>-New Phonics scheme (FFT) launched in Autumn 2022 across EYFS and lower school, and interventions launched across upper school, with very effective results (96% passed phonic check in Year 1 in 2023, compared to 48% in 2022.)</li> <li>-New reading scheme launched to sit alongside the phonics scheme.</li> <li>-NELI programme in EYFS helped to develop early language.</li> <li>-Language screener used across Key Stage 2 to highlight weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>-Further CPD and interventions for phonics scheme across the school and right up to Year 6 where needed.</li> </ul>
<p>To develop the identification processes for pupils with SALT needs at Key stage 2.</p>	<ul style="list-style-type: none"> <li>-Receptive and Expressive language assessment now used across the school, and to help unpick issues with progress in Upper school.</li> </ul>	<ul style="list-style-type: none"> <li>-Seek further CPD opportunities with the SALT service, especially for Key stage 2.</li> </ul>

**SEND Priorities 2023-24**

Revision of SEND documentation including SEND Policy, SEND Information report

Launch of a new in-house recording system for IEP/APDR processes using Insight

Use of new systems to record Provisions and Interventions

Establishment of a nurture group/class for those unable to access learning in a mainstream classroom environment.

CPD opportunities in STEPS, Attachment and Trauma and language support.

Strategic planning for SEND responsibilities in the newly established MAT and succession planning for the school's SEND team.

Completion of the Anti-Bullying Quality Mark