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Description automatically generated**Castle Cary Primary School**

**SEND Annual Report – FEBRUARY 24-FEBRUARY 25**

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| **SCHOOL POLICY AND PROCEDURE** | |
| When was the SEN policy last reviewed and when will it be reviewed next?   * Who is involved in reviewing the policy? * Does the policy reflect and meet needs of pupils? | The ACE SEND policy was reviewed and approved by Directors in February 24 and will next be reviewed in February 2026. The SEND strategic lead (KBurns) edited the policy so that in now includes our ACE curriculum strategy. This now includes our underpinning ACE principles.  SENDcos, the ACE inclusion team along with the LGB will be responsible for reviewing the policy every two years. This is a comprehensive document that covers all aspects of the 2015 Code of Practice. It also references the DFE’s latest guidance -**https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-sendd/**    The policy includes our principles and vison for our SEND pupils, key duties of the school in regard to the 2015 code of practise and the requirements schools must undertake for all SEND pupils.    Schools also have to write a local offer describing their provision for pupils, how they will ensure progress, the school’s accessibility and how they will also include parents in their education. This is separate to the SEND policy but must also be available on the school website. Our local offer has recently been amended to ensure it reflects our ACE approach.  The ACE SEND policy also includes a glossary which governors may find useful.  The SENDco along with the headteacher creates a SEND action plan that aligns with the policy and the annual school improvement plan.  In addition, our ‘SEND in a nutshell’ document provides a quick glances and key outcomes and data for the school |
| Describe the progress on any parts of the School Improvement Plan relating to SEN | **Key actions 23/24-Impact for SEND pupils**   * Development of ACE curriculum for SEND learners to ensure bespoke Review of assessment systems for pupils that are working below ARE * PACE training for all staff * New SENDCo in place from January 2024   Developing metacognitive strategies for struggling leaners   * SEND action plan outlining termly actions to ensure all SEND pupils make more timely progress and are having their needs met * Ongoing Staff training for teachers and TAS around the Provision Mapping tool * SENDco closely monitoring ILP targets through the online tool, separate parent evenings for parents with additional needs to ensure lengthier meetings * SEND Trust improvement groups meeting termly to share best practise and further improve subject knowledge through ongoing training. * SEND PPM’s   • LSA ongoing training to ensure impactful interventions    **Key Lines of Enquiry for 24/25 (see SEND action plan)** |
| How does the school identify children with special educational needs? | The identification of children with special educational needs will include one or several of the following:   * Outcomes (identified in progress Meetings and ongoing assessments) * Class teacher’s assessments and observations * Concerns expressed by the parent * Children with significant social and emotional challenges that are disrupting or preventing children from learning * School and national assessments including whole class language link assessments in EYFS * Liaison with the child’s previous setting, other school or agencies involved * Referrals from other agencies |
| How many children in the school have special educational needs? How many EHCPs are in place? | | **Areas of need** | **Number of pupils- 34 (18%)** | **PUPILS WITH EHCP- 8 INCLUDED IN OVERALL send** | | --- | --- | --- | | Communication and Interaction | 16 | 6 | | Cognition and Learning | 9 | 2 | | Social, Emotional and Mental Health (behaviour) | 8 | 0 | | Sensory or Physical | 1 | 0 | | **Compared to National:** | | | |
| How many children have met the exit criteria and no longer need that support? | The Current Picture-There are 34 pupils (18%) on our current SEND register including 8 pupils (4%) with Education Health and Care Plans.  • Of the 34 children on our SEND register there are 20 boys, 14 girls  We currently have 1 child who has received a yes to assess  This term we will be making 3 further EHCNA – 2 girls and 1 boy  I child was removed from the SEND register in July 2024 – this was a girl  3 children with EHCPs transitioned to new schools in year. These were 2 girls and 1 boy |
| **ONGOING AND DAILY SUPPORT FOR PUPILS** | |
| How are pupils with SEN ensured access to the curriculum? | * Quality First teaching * Daily reading sessions and additional phonic sessions * Individual workstations * Individualised plans that identify small steps for progress * Individual timetables (often visual) * Scaffolded/supported learning in class * Additional learning sessions eg pre-teaching, precision teaching, * Interventions such as Read, Write inc and Fresh Start * Pastoral/Nurture support * ELSA * Use of additional adults to provide bespoke and individual plans * Physical support e.g. dyslexia coloured acetates, OT plans * Multi-sensory learning * Speech programmes-Language link, SALT plans * Use of technology |
| What are the targets for children with special education needs ? | Targets are set on an individual basis. This takes into account the child’s needs and may involve parents and outside agencies such as the educational psychologists. Targets are SMART. Individual Learning Plans are reviewed termly and parents discuss progress towards the targets at parents evening. Following the introduction of Provision Map some parents have access to their children’s plans. |
| How are interventions timetabled so that children are receiving additional support? | Interventions are timetabled by class teachers. Those children with EHCP’s have individualised timetables which outline interventions. Daily precision teaching and bespoke learning activities are planned for the morning sessions. Daily phonic session run at the same time every day.  We are very fortunate to have an full time ELSA who will support children throughout the day through regular sessions and drop ins.  Pastoral programmes mostly take place in the afternoons with additional interventions including reading, CEW and Read, write inc one to one sessions also happening after children have finished their Maths and English lessons. |
| How are staff deployed to ensure progress for SEND pupils? | Where we can, we avoid assigning children a one-to-one TA. Research shows that often these are the children who make the slowest progress. We try hard to ensure children do not become dependent and over reliant on TA support.  A child who has recently received an EHCP has TA support 1:1. This is delivered by a team approach including the class teacher.  A child who has significant behaviour challenges has a 1 to 1 TA to support their needs.  Other teaching assistants support children in class for Maths and English and also deliver interventions for the remaining of the day. These are stopped where TAs cover teachers PPA time or other cover. |
| **PROVISION, INCLUDING STAFFING FOR SEND PUPILS** | |
| Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans) | All children on the SEND Register are identified on Provision map stating their prime area of need.  Teachers create Individual Learning Plans on Provision Map, this outlines targets, support and interventions in place for them.  Our intervention plan enables us to provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed.  IEPs are reviewed half termly and shared with the child and parents who have an input into the plan.  The SEND register is reviewed half termly by the SEND leads (SM, KD (SENDco) Where children are not responding well to a plan or intervention we adapt the provision. |
| How are school resources deployed?   * How many LSAs * Any external support * Equipment and any adaptations | Resources are deployed dependent on the individual needs of the children. Some children at Castle Cary require 1:2, 1:1 or small group support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.  We currently have 4 HLTA’s one is our full time ELSA and 6 LSA’s (some LSAs are part time) who work alongside the class teachers and SENDCo to provide support for the children.  Our SENDco works 3 days a week at Castle Cary and is also the Designated Teacher , DDSL and Medical Needs Co-ordinator.  External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such at Occupational Therapists, Speech and Language support, the School Nurse Team, MHST, Family Support, Medical support and Local Authority support. Referrals are also made through the Somerset Inclusion Line - 0300123 2224. The school works closely with both parents and outside agencies to ensure a child’s needs are fully met and any advice given taken on board. |
| Are there any budget/resource issues in terms of SEN provision? | Funding never covers the actual costing of TA support. The school is required to make up the difference from Element 3 from its delegated budget. This is proving to be an increasing challenge for the school. In February 24 our element 3 funding is £53,950 to be for our 7 EHCP pupils.  We have recently received an additional £7,083.00 on top of band funding at £4,417 for 32-hour support for a child with an EHCP with significant needs. |
| **PROGRESS FOR SEND PUPILS** | |
| How is SEND progress monitored? | * Ongoing assessments by class teachers and TA supports * Use of entry/exit data for specialist programmes and interventions * Regular review of provisions and use of the online provision mapping tool * Book looks and provision reviews * Use of Insight tracking facility to look at progress * Standardised tests -PIRA and PUMA * Teacher mark books * On going Monitoring and observation plan/peer reviews * Observations by external agencies * Termly review meetings with parents * PPM with SLT * SEND PPMs with SENDCo |
| How is progress for SEND pupils measured? | Teachers at Castle Cary continuously monitor the progress of all children and this will be reviewed on at least a termly basis. If a child is having universal provision the child’s progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision then the child’s progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher and through meetings if appropriate. If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed. Any parent is able to speak to their child’s teacher at any point through this process and they are also able to contact the SENCo to find out any information on their child’s progress. The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the TA’s leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. These Record of Progress sheets will be completed after any intervention to ensure that it is the correct intervention for the child. The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need. If the child’s needs come under the remit of SEMH then we will use the Boxall Profile to guide us. |
| What Progress are SEND children making? | A white paper with black text  AI-generated content may be incorrect. |
| **STAFF TRAINING AND OTHER AGENCIES** | |
| Has the SENCO undertaken the necessary training? What training has the SENDco taken part in the last year? | The SENDCo attends all forums and LA meetings. SEND trust improvement TIGs are held termly where best practise is shared and training needs covered.  The SENDco has undertaken a number of training courses over the past year, having completed her NASENDco course in 2019.  . Training includes:   * LA SEND courses including SEND updates and the graduated response * Somerset SEND briefings * Emotionally Based School Avoidance or EBSA training * Ongoing provision mapping training * Graduated Approach training * PACE * PIPS |
| Have the relevant staff members received appropriate training? What training have they undertaken over the last year? | The SENDco has led two SEND PDMs for all staff on ensuring provision and interventions align with our ACE curriculum. This included the Somerset Graduated Response and the use of Provision Map Tool.  Courses completed by staff include:  PIPS  PACE  TINK – ELSA – MS  Supporting CYP who have Experienced Trauma  Mendip Outreach – shadowing for our TAs x 3 |
| Which external agencies and support agencies are the school working with and how well is this working? | We work with a number of outside agencies, and refer to others when needed, this included Access to Inclusion, PFSA, MHST, AATT – Assisted Technology, School Nurse Team, Mendip Outreach, TOR Outreach, EP, Occupational Therapists and SALT. These relationships are generally very positive and work well to support the children.  During the Autumn term The TAS: Annual Planning Meeting continues to aim to foster joint working between schools and Education Services with a focus on supporting the Children/Young People (CYP) with the most complex needs in your school. The meetings will prioritise discussion and problem solving for individual CYP to ensure you have a clear plan in place for meeting their needs. This might include further actions for your setting/school as well as planning involvement from relevant external agencies. There will also be an opportunity to discuss priorities for your whole setting/school development. This meeting was attended by our SENDCo and Headteacher. Our link Educational Psychologist, an Advisory Teacher from Access to Inclusion (A2I), and an officer from the Education Engagement Service (EES) attended the meeting. |
| **WORKING WITH FAMILIES** | |
| What communication strategies are in place for parents/carers of children with SEN? | We continue to work closely with our parents. As part of our ethos, we have an ‘open door’ policy in which parents are able to discuss any issues / concern or have questions answered as the occur.  Alongside this we have official meeting times, these are as follows;   * Termly meetings to discuss ILP’s * EHCP annual review meetings * Parents evening meetings * Meetings arranged by appointment when necessary * Regular TAF/TAC * Parent / Educational Psychologist / Class Teacher meetings |
| What do parents say about the provision offered by the school? | Parents acknowledge the great efforts all staff go to, to deliver appropriate and relevant lessons and interventions. They appreciate our continued support and accessibility across the academic Year. Feedback from our Year 6 leaver parents and carers was particularly positive as children moved on to the next stages of their education with many successes achieved in their last year at Castle Cary. |
| **REVIEWING SEND ACROSS THE YEAR** | |
| What is going well? | * Quality first teaching for children with additional needs * Fulltime ELSA support * Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants * Introduction of Provision Map Tool * Team Around the Child Model * Adaptive Teaching as part of Learning Enquiries * Teachers and Teaching Assistants who are dedicated to making a difference for our children * SALT/OT Plans delivered * Positive relationships with parents * Experienced SENDCo – new to post January 2024 * Implementation of Somerset Graduated Response * Successful Enhanced Transition to Secondary School for 6 pupils on SEND register * Two EHCP applications awarded yes to assess * Following attending SENCo support meeting with Katy Rushby new systems put in place including – ILP’s, target sheets, pupil voice, annotated SEND journals |
| What is going less well and needs to be part of a SEND action plan? | * Our most vulnerable children are struggling as a result of home circumstances. We are working closely with external agencies, but the support these children need is considerable and their needs are complex. * Behaviour of a minority of children impacting on the learning of others * COVID has left a legacy of increased need and additional supports * Additional staffing would allow for further support and interventions * Behaviour of a minority of children impacting on the learning of others |
| How has the school continued to secure more rapid progress for SEND learners? | Class teachers set 3 targets linked to the curriculum’s 3 components for SEND children  Teachers are using the SGRT to identify needs and interventions  Provision Map tool is beginning to be embedded across the school – ILPS and Interventions are recorded and tracked.  Teachers carefully adapt learning, and this continues to be timely and challenging  TA deployment is based on need  Interventions are short and frequent – use of Provision Map to monitor and track interventions |