

Coaley C of E Primary Academy

Governor's SEND Report 2019- 2020

1. SCHOOL PROFILE

Coaley C of E Academy is a small village school in a rural community with a socio economically mixed population. At the start of the academic year 2019-20, Mr Richard Lucas took over as the new Head Teacher. The school was composed of two classes; a mixed Reception, Y1,Y2 class and a mixed Y3,Y4,Y5 and Y6 class. There were 51 pupils on role at the end of this period.

3 pupils had EHCPs, 5 pupils had My Plan Plus and 6 had My Plans.

National figures are based on Census data published by the D of E, dated January 2020.

2019-20	
Number on roll	
CoaleyAcademy	48
National Average	282
% of pupils with SEND Support	
Coaley Academy	21.5
National	12.8
% of pupils with EHCP	
Coaley Academy	5.8
National	1.8

During the academic year 2019-2020, Coaley had a significantly higher percentage of pupils with an EHCP than the national primary percentage. The percentage of Coaley pupils receiving SEND support was also significantly higher than the national statistic.

High percentages of SEND pupils are a historic feature of Coaley's intake and may reflect the demographics of the local area and that parents from outside catchment choose the school for children with additional needs because of small class sizes and the nurturing opportunities that go alongside this feature.

Areas of Need

Nationally, the most common area of special need for children with EHCP's is Autistic Spectrum Disorder (30%) This is not mirrored at Coaley, where pupil's primary SEND need is Social,Emotional and Mental Health (67%)

For pupils requiring SEND support nationally, Speech, Language and Communication is the most common need (24%). At Coaley, Moderate Learning Difficulties, is the most identified area of need (90%). This figure again historically remains high. Following assessment by, for example, Paediatrics or SALT, underlying physical issues are eventually identified which have been a barrier to learning. The school is committed to seeking early referral and supporting parents to attend appointments.

Gender

1. SCHOOL PROFILE

Nationally, boys have a higher likelihood of having SEND, having 73.1% of EHCPs and 64% of SEND support.

At Coaley, higher level SEND is also more prevalent amongst boys representing 100% of EHCPs.

However SEND support is shared fairly equally between girls and boys (55% and 45%)

Free School Meals

Nationally, pupils with SEND (EHCP/support) are more likely to be eligible for free school meals (65%). At Coaley this figure is lower at 28%.

Attendance

During lockdown 35% of pupils with SEND continued to attend school on a regular basis, with 7% remaining at home with family 'shielding' on medical advice.

2. IDENTIFYING PUPILS WITH SEND

Pupils with SEND continue to be identified initially by the class teacher, based on observation and assessment. In the case of EYFS, children will often be flagged as having SEND needs by their pre-school setting or parents at transition meetings.

In late 2019-20, the Covid-19 lockdown restrictions meant that usual home-school visits did not take place and Nurseries and Playgroups were not accessible. Information exchanges, however, continued to occur by telephone, email and video call during Summer Term.

Pupils are first identified through informal conversation with the SENDCO and/or Head Teacher and more formally pinpointed at regular pupil progress meetings. Concerns are shared with parents and the Graduated Pathway of response outlined. By mutual agreement, a My Plan is then drawn up with clear SMART targets and clear actions/interventions to focus on areas of concern for a 6 to 8 week block.

If improvement is not evident after 2 reviewed cycles of My Plans, the pupil is placed on a My Plan Plus. At this point the SENDCO will complete a My Assessment with parents, setting out the child's 'story' in some detail, including health needs, family composition and the details of any outside agencies, such as Pediatrics or Occupational Therapy, who may already have been involved.

(Parents find the My Assessment document extremely helpful, as it is designed to be added to throughout the child's schooling and provides a useful chronology and summary, which they can share at outside agency appointments. Eg A new GP)

The Headteacher, SENDCO and class teacher then decide which professionals to contact for additional advice/ assessment and referrals are made, with the agreement of parents and the signing of a Single Consent form to share information.

When the pupil has been seen by outside agencies and a report received (example: Advisory Teaching, Educational Psychology, Speech Therapist) a My Plan Plus is drawn up to incorporate professional advice regarding personalized interventions and approaches.

Again, at least two rigorously delivered and reviewed cycles of My Plan Plus, need to occur before a request for Statutory Assessment can be made and consideration for an EHCP and funding begin.

At all stages of the identification process, communication with parents is key, as SEND and its processes can be complicated and lengthy.

3. PROGRESS MADE BY PUPILS WITH SEND

The use of Target Tracker software to create stepped pupil achievement data has been limited due to the loss of 4 months of teaching time/assessment opportunities due to the Covid 19 lockdown. The last data drop took place at the end of March 2019. The following summary has been based on a comparison of data from Summer 2 2019 and teacher assessment for Summer 2 2020.

Numbers are very small per cohort and therefore the data could allow children to be identified. Parents are kept informed of their children's progress.

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

The SEND system at Coaley Academy has continued to work well in what has been an unexpectedly challenging year nationally due to COVID 19 and the changes this has meant for pupils, families, staff and outside agencies.

The Graduated Pathway continued to be used, with cycles of assess, plan, deliver, review taking place for all SEND pupils until lockdown at the end of March.

3 annual EHCP reviews took place during the year with the usual contributions from Advisory Teaching, Educational Psychology, Parents, Class teacher etc. The LA has agreed to amend accordingly but this process is still taking at least a year because of administrative backlogs.

Identification of EYFS pupils with possible SEND needs for the 2020-21 cohort was carried out by staff in readiness for September through early years settings communications and discussion with parents.

Pastoral care, for which the SENDCo is also responsible took up significant amounts of time when alternative provision for one pupil was sought just before lockdown. In line with risk assessment requirements, communications continued with the family to ensure wellbeing during school closure.

5. SEND FUNDING

Additional high needs funding for SEND £22,408 for EHCP funding from 2019-20

6. STAFF DEVELOPMENT

Staff continued to access a comprehensive range of training opportunities throughout the academic year, making use of the many online provider's CPD courses.

These included:

First Aid

FGM

Asthma, Epilepsy and Anaphylaxis Awareness Training

Level 3 Diploma Specialist Support

Child Protection

6. STAFF DEVELOPMENT

Glow Maths –Mastery

Steve Lomax subject leadership sessions

Phonics twilight

Attachment

The SENCO continues to be employed for two days per month but is confident about asking for extra time if workload increases.

Priorities for the next academic year 2020/21 include:

- Preparation of three Statutory Assessment Requests.
- Careful monitoring of catch up interventions to ensure key literacy and numeracy skills are thoroughly embedded for SEND pupils in Year 1 who missed over learning opportunities in Reception year.
- Early identification and assessment of pupils in Reception class with speech and language issues and referral to SALT.
- Trialing the use of the new triage Team Around the Locality Cluster (TALC) provision into current SEND practice when a child/family has complex and/or urgent needs.
- Ensuring through regular liason, that current working practices of outside agencies are understood, so that children and families can continue to access help and support.

7. WORK WITH EXTERNAL AGENCIES

Coaley continues to draw quickly and regularly on external agencies for additional professional support and advice to achieve the best outcomes for their pupils.

The School works with the LA, Education Psychology Service, The Advisory Teaching Service, Speech and Language Therapists, Occupational Therapists, Early Help, and any other relevant agencies such as Paediatrics.

The above agencies have continued to work virtually with school following closure, contributing to Annual reviews and EHCP applications.

Ongoing communications with the above external agencies, suggests that all are continuously adapting to new ways of socially distanced working and assessment/support. The SENDCo is keeping informed about changing working practices.

It is highly likely that in the new academic year, there will be substantial backlogs for appointments and treatment, especially with CAHMS, SALT and the NHS. Many referrals will have to be done again as existing waiting lists were cancelled rather than suspended, causing considerable anxiety for many parents who had already been waiting for many months.