

# Coaley C of E Primary Academy

## Governor's SEND Report 2020- 2021

### 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 2020-21, the school was reconfigured back to 3 classes to accommodate growing roll numbers. Coaley consisted of a mixed Reception, Year1 and 2 class, a mixed Year3 and 4 class and a mixed Y5 and Y6 class in 2020-21. There were 55 pupils on role at the end of this period.

2 pupils had an EHCP, 5 pupils had My Plan Plus and 3 had My Plans.

National figures are based on Census data published by the D of E, dated June 2021.

2020 -21	
<b>Number on roll</b>	
CoaleyAcademy	55
National Average	281
<b>% of pupils with SEND Support</b>	
Coaley Academy	18.8%
National	12.2%
<b>% of pupils with EHCP</b>	
Coaley Academy	3.6%
National	3.7%

During the academic year 2020-2021 Coaley had a percentage of pupils with an EHCP in line with the national primary average. The percentage of Coaley pupils receiving SEND support, was higher than the national statistic but has decreased since the previous academic year.

The Coaley annual downward trend for both EHCPs and SEND support is not reflected in the National data, which shows both areas continuing to rise.

High percentages of SEND pupils have been a historic feature of Coaley's intake in previous years but are slowly beginning to decrease despite a significant number of new entrants continuing to come from outside the catchment area with parents particularly attracted by the small class sizes and nurturing opportunities this facilitates.

### **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 our EHCP pupils primary SEND needs are equally Social, Emotional and Mental Health (50%) and Moderate Learning Difficulties (50%).

For pupils requiring SEND support nationally, Speech, Language and Communication continues to be the most common area of need (24%). At Coaley, Moderate Learning Difficulties, is the most identified area of need (75%) followed by Social, Emotional and Mental Health (25%) The percentage of SEND support pupils with Moderate Learning Difficulties has historically been high at Coaley but is continuing to decrease. The school continues to be committed to seeking early referral to outside agencies such as

## 1. SCHOOL PROFILE

the EP service, Paediatrics or SALT and supporting parents to attend appointments and interpret assessments. Advice is taken from professional reports and regularly incorporated into individual My Plans, which are reviewed termly.

For many pupils, an early rigorous approach to SEND results in sufficient progress for them to be quickly removed from the SEND ladder.

### **Gender**

Nationally, boys have a higher likelihood of having SEND, with 4.8% having an EHCP compared with 1.8% of girls and 15.2% of boys having SEND support compared with 8.7% of girls. At Coaley 7.6% of boys have an EHCP and 0% of girls. 11% of boys have SEND support and 17% of girls.

These statistics show a mixed picture which doesn't reflect National trends where traditionally boys have always shown higher levels of Special Needs.

### **Free School Meals**

Nationally, pupils with SEND (EHCP/support) are more likely to be eligible for free school meals (30.9%). At Coaley this figure is higher at 50%.

### **Attendance**

During the second lockdown, 80% of pupils with SEND continued to attend school on a regular basis being either the children of essential workers or recognized as vulnerable. The other 20% were well supported following our Remote Learning policy.

## 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.

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 Paediatrics 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.

## 2. IDENTIFYING PUPILS WITH SEND

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

Following 18 months of COVID restrictions, it should be noted that all outside agencies are reporting backlogs including the NHS, SALT, CYPS, Occupational Therapy etc. Coaley has secured vital timely Educational Psychology Assessment by using a private practitioner, Dr Simon Connor, who is approved by DGAT.

This has significantly speeded up the request for Statutory Assessment process, as we can quickly provide data to support our qualitative assertions.

The NHS Paediatric dept has similarly tried to reduce waiting time by outsourcing some of its assessment to The Owl Therapy Centre. At present communications can be quite confusing and fragmented as the system is trialled and parents often require support and reassurance.

## 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 second Covid 19 lockdown. The last data drop took place at the end of July 2021. The following summary has been based on a comparison of data from Summer 2 2020 and target tracker assessment for Summer 2 2021.

### **Year 6 SEND Pupil Progress 2020-21 (EHCP and Support)**

	<b>Very good progress (5 steps or more)</b>	<b>Good progress (3-4 steps)</b>	<b>Some Progress (1-2 steps)</b>	<b>Static/regressed</b>
<b>Reading</b>	50%	50%		
<b>Writing</b>		100%		
<b>Maths</b>	100%			

**There were no SEND pupils in Year 5**

### **Year 4 SEND Pupil Progress 2020-21 (EHCP and Support)**

	<b>Very good progress (5 steps or more)</b>	<b>Good progress (3-4 steps)</b>	<b>Some Progress (1-2 steps)</b>	<b>Static/regressed</b>
<b>Reading</b>	100%			
<b>Writing</b>	100%			
<b>Maths</b>	100%			

### 3. PROGRESS MADE BY PUPILS WITH SEND

#### **Year 3 SEND Pupil Progress 2020-21 (Support )**

	<b>Very good progress (5 steps or more)</b>	<b>Good progress (3-4 steps)</b>	<b>Some Progress (1-2 steps)</b>	<b>Static/regressed</b>
<b>Reading</b>	75%	25%		
<b>Writing</b>	75%	25%		
<b>Maths</b>	100%			

**There were no SEND pupils in Year 2**

**There were no SEND pupils in Year 1**

#### **Reception Pupil Progress 2021-21 (Support)**

	<b>Very good progress (5 steps or more)</b>	<b>Good progress (3-4 steps)</b>	<b>Some Progress (1-2 steps)</b>	<b>Static/regressed</b>
<b>Comm and L</b>	100%			
<b>Phys Develop</b>		100%		
<b>PSE</b>		100%		
<b>Literacy</b>	100%			
<b>Maths</b>	100%			
<b>Understanding the World</b>	50%	50%		
<b>Expressive Arts</b>		100%		

### 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 another unexpectedly challenging year nationally due to COVID 19 and the changes this has again 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.

1 annual EHCP review 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 and this revision process appears to now be accelerating as SENCOs are newly responsible for word processing

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

amendments rather than County staff. This is a time consuming process.

1 EHCP was successfully applied for and funding agreed in preparation for Secondary school

Identification of EYFS pupils with possible SEND needs for the 2021-22 cohort was carried out by staff in readiness for September through early years settings communications and discussion with parents.

#### 5. SEND FUNDING

SEND funding is allocated at the beginning of the year to support pupils' with SEND. Staffing and resources are identified and costed based on needs. There is no separate SEND budget. The school's budget, including SEND allocation is monitored closely by Governors and DGAT.

#### 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

Safeguarding

Paediatric

Asthma Management

Sp[irituality

Child Protection

Glow Maths –Mastery

Steve Lomax subject leadership sessions

Outdoor Play

Science

NELI

HLTA training

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

All staff have undertaken CPD to better support pupils with SEND, including:

- Use of technology to support pupils
- Dyslexia training
- 1:1 support from SENCo
- EYFS support for pupils with SEND

**Priorities for the next academic year 2021/22 include:**

## 6. STAFF DEVELOPMENT

- Preparation of at least one Statutory Assessment Request
- Assessment of potential SEND pupils who have transferred from other schools
- Reading and Writing focus on the lowest 20% of attainers.
- Regular and rigorous phonic assessment for SEND pupils and short, sharp Precision teaching activities to fill gaps in learning
- Sandwell Numeracy Assessment to highlight foundational Maths knowledge gaps
- Early identification and assessment of any pupil in Reception class with speech and language issues and referral to SALT if necessary.
- 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.
- Awareness of the new SEND banding funding and how this will impact on the SEND budget.
- Securing specialist CYPS services for children and families with significant ACES
- Checking and updating care plans.

## 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 CYPS, 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.