

Annual SEND Report to Governing Body 2021



School: Orchard	Date of report: 02/07/2021
SENCO / leader completing report: Diane Clarke	SEND Governor: Chloe Nelson

SEND Profile

SEN Stage	Number of pupils	% of whole school	National % (2020)
No SEN	300	85.7%	Total = 86.1% Pri = 85.4% Sec = 87.1%
SEN Support	35	10%	Total = 12.1% Pri = 12.8% Sec = 11.1%
Education, Health and Care Plan (EHCP)	15	4.2%	Total = 3.3% Pri = 1.8% Sec = 1.8%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? There is one EHC request for a child in Year 4 which is due to be submitted before the end of the Summer term.			
Any HNF applications or EHC needs assessments applied for but refused? One parental request was turned down for a child in Y6. We are supporting the parent to prepare for an appeal.			
Any significant changes in the SEND profile since last year? There are now 4 additional children with EHCPs in the mainstream.			

Area of Need	Number of pupils	% of SEN pupils	National %
Cognition and Learning	15	30%	Total = 35.1% Pri = 29.8% Sec = 41.4%
Communication and Interaction	31	62%	Total = 33.8% Pri = 39.9% Sec = 22.7%
Social, Emotional and Mental Health	3	6%	Total = 17.8% Pri = 16.8% Sec = 20.7%
Sensory and/or Physical	1	2%	Total = 6.0% Pri = 5.7% Sec = 6.5%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	We have a high number of children with ASC or speech, language or communication needs.		

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Impact of Covid-19

How have leaders responded to the COVID-19 Pandemic in order to secure the continued learning, progress, wellbeing and safety of pupils with SEND?

All children on the SEN register were offered a place in school during the partial school closures to ensure they were able to access learning and to support their well-being. For parents that chose to keep their child at home, they had access to daily Sways which were scaffolded to provide support. Three children who required additional interventions to support their short-term outcomes on their EHCPs or SEN Support plans, received 1:1 tuition from members of SLT or a Teaching Assistant under supervision of the SENCO.

The pastoral and safeguarding lead and I ensured that we made at least weekly phone calls or video call to vulnerable families.

SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role	Qualifications if relevant
New Teaching Assistants employed: Rachel Frank Kaleisah Brister Miranda Hamish- Wilson	Teaching Assistants supporting children with EHCPs	HLTA qualification
Stephanie Fairbrother	promoted to temporary lead in the Social Communication Department	
Jayne Stockton- resigned	Teacher in charge of the Social Communication Department	

Equality and accessibility arrangements

Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?	No
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Attendance and exclusions of SEND pupils

	% - SEN support	% - EHCPs	% - Non SEND
100% attendance	0%	0%	0%
Overall attendance	94.72%	82% remembering that they are penalised on attendance if they chose to stay at home in lockdown	96.42%
Persistent absentees	0.85%	2.27%	3.98%
Fixed term exclusions	0.57% 2 children	1.14% 4 children	0.28% 1 child
Permanent exclusions	0%	0%	0%
Impact of Covid? Any actions required? Due to Covid, none of these figures can be taken as given due to the way the attendance codes have had to be applied during the past 2 years. For example, Children with an EHCP were expected to be in school during lockdown and therefore if parents chose to keep them off school their attendance was recorded as being unauthorised. However, all other children were not penalised in their attendance figure as the lockdown code meant they were not meant to be in school. This means that we have children with EHCPs on the persistent absent list who are never normally absent and children who may normally be persistently absent not on there.			

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SEND Funding

Type of funding	Notional budget	Top up / HNF	Funding from EHCPs	Other (please specify)
Total received in last 12 months	£152,588	£60,000- Department x10 places £40,000 funding for one child in Y6	4 mainstream EHCPs- funding varies due to the number of hours they receive. The amount received is dependent on when they joined the school this academic year.	
Any significant changes in funding in the last 12 months? (Include any changes as a result of HNF / EHCP funding ceasing, reducing or increasing) We now have 4 additional children in mainstream with EHCPs.				
What impact has the funding have e.g. value for money? A significant amount of our funding is spent on Teaching Assistant salaries. Having additional support in the classrooms enables more children with SEND to make progress towards their individual outcomes.				

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Staff SEND CPD in the last 12 months

Staff	Date	CPD received	Provider	Impact
Diane Clarke	June 2020- June 2021	Completed NASENCO PG CERT course	Real Training	Results due November 2021
All Teaching Assistants	April 2021	Overview of the Code of Practice The Effective TA	In house (Diane Clarke)	Evidence of more effective TA support in most classes. TAs observed to be prompting rather than 'spoon feeding'
Emily Smith Steph Fairbrother Kelly Ephgrave	February 2021	Alphabet Arc	SEND Station	An increased knowledge of effective intervention strategies to support individual pupils.
Steph Fairbrother	February 2021	Supporting Literacy	SEND Station	An increased knowledge of effective intervention strategies for supporting in class.
Emily Smith Fay Hopkins Emma Mundy Shraddha Patel	February 2021	Precision Teaching	SEND Station	TAs able to use this strategy to support individual children with learning Word reading /spelling/ number facts (This needs to be further embedded next year)
Kerry Hathalia	May 2021	Strategies for supporting pupils with PDA	SEND Station	Increased knowledge /ideas for providing effective provision for a child in y4
All teachers	Autumn 2021	Overview of CoP Main areas of need in school Quality First teaching Effective deployment of TAs	In- house DC	Teachers more knowledgeable about their responsibilities as outlined in the CoP QFT used as the primary approach and a reduction in the number of children withdrawn from lessons.

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All teachers and TAs	May 2021	Emotional regulation using the Zones of regulation	Milton Keynes Inclusion Team	TAs are now deployed more effectively in most classes. Zones of Regulation introduced in every class
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SEND Provision

What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?	<ul style="list-style-type: none"> We have invested in GL screening and WellComm screening to support our early identification of SEN. These screeners help to identify children with traits of dyslexia and those with speech and language needs. Talkabout social skills programme Additional licenses for Clicker
What has been the impact of the above in-school provision?	<p>The screeners enable us to identify children who might have difficulties in these specific areas and also provides ideas and strategies to support these children.</p> <p>Talkabout was recommended by Speech and Language therapy. It has provided more structure and support for our Teaching Assistants who run our social group provision.</p>
What have been the most effective provision / interventions / resources and why?	<p>It is too early to see the impact on the children in the social groups, however the provision is now more structured and it should allow for a clearer progression. Teaching Assistants now have a better understanding of the steps needed in order for the children to develop their social communication skills.</p> <p>The additional Clicker licenses have greatly improved children's confidence and success with written tasks.</p>
Which external professionals have been involved in providing support? What has been the impact of external agency work?	<p>A private Speech and Language therapist has been employed on an hourly rate to assess and plan programmes for the children with Speech Language and Communication needs.</p> <p>NHS Speech and Language therapists have a back log of cases and are prioritising children with EHCP provision or who are being assessed for an EHCP. Consequently, some children have not been seen for over a year and any new referrals are on an extensive waiting list.</p> <p>By employing a private practitioner, we have been able to review progress and set relevant targets which can be delivered by Teaching Assistants.</p>

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Complaints relating to SEND

If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes.	None
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SEND Self-evaluation summary

What are the key strengths of the SEND provision?	<ul style="list-style-type: none">• Staff at Orchard are committed to a child-centred approach.• Use of Edukey to record and monitor provision and outcomes is embedded across the school.• There is a strong voice for SEND on the Leadership team.
What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?	<ul style="list-style-type: none">• To embed an assessment system that identifies small steps of progress for our children with SEND.• Successful transition for our children in the SCD to the new department at Orchard (Following the outcome of the consultation)• Improve outcomes for pupils with SEND in mainstream through embedding quality first teaching in every classroom and throughout the curriculum, using a coaching model to ensure opportunities for inclusive and reflective practice.

Please ensure this report is shared with the full governing body towards the end of the academic year and a copy is sent to the trust (please send to Chloe.Nelson@emat.uk)