



**Micklefield C. E. (VC) Primary School**

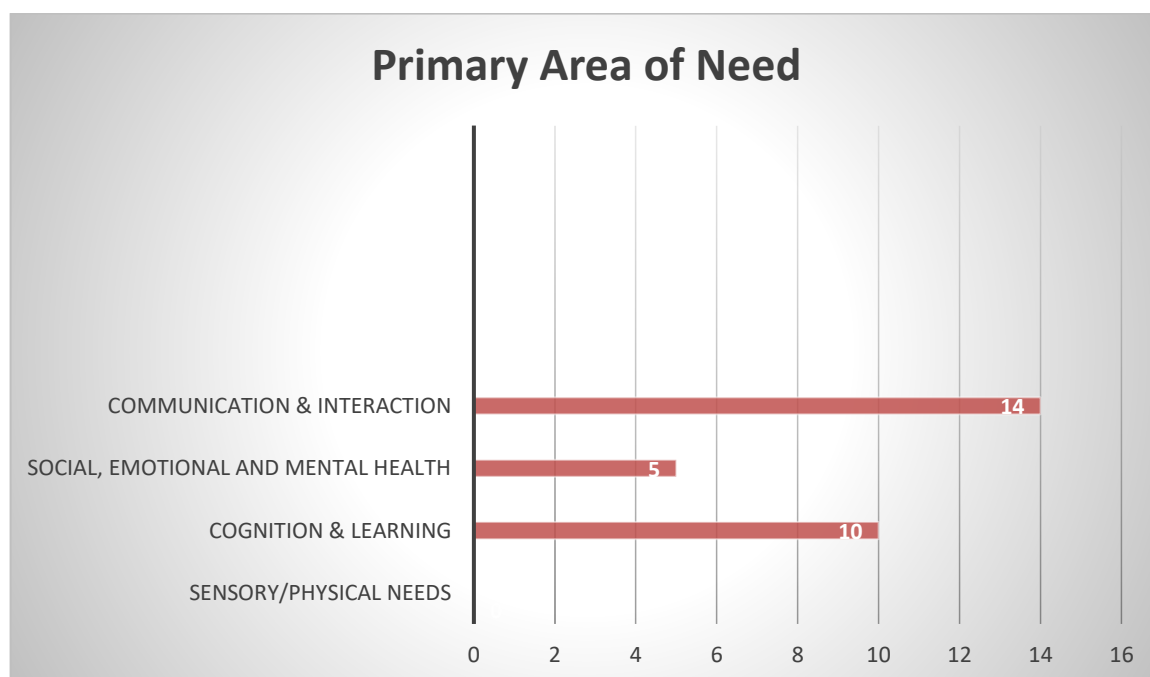
**SEND**  
**Information Report to**  
**Governors**  
**December 2021**  
**(for period 09/20 – 07/21)**



### SEND at Micklefield – 09/20 – 05/21

From September 2020 until May 2021, the number of children on the SEND register was 29 (see below).

Year Group	Number of children.....				
	in year group	on SEND register	receiving external support	with an EHCP	receiving EYFFI/FFI
F1	16	4	4	1 x pending	3
F2	6	3	3	0	0
Year 1	14	1	1	0	0
Year 2	11	3	3	0	1
Year 3	15	2	2	0	1
Year 4	13	5	3	0	0
Year 5	12	8	1	1 + 1 pending	2
Year 6	16	3	2	1	2
Total	103	29	19	2 + 2 pending	9

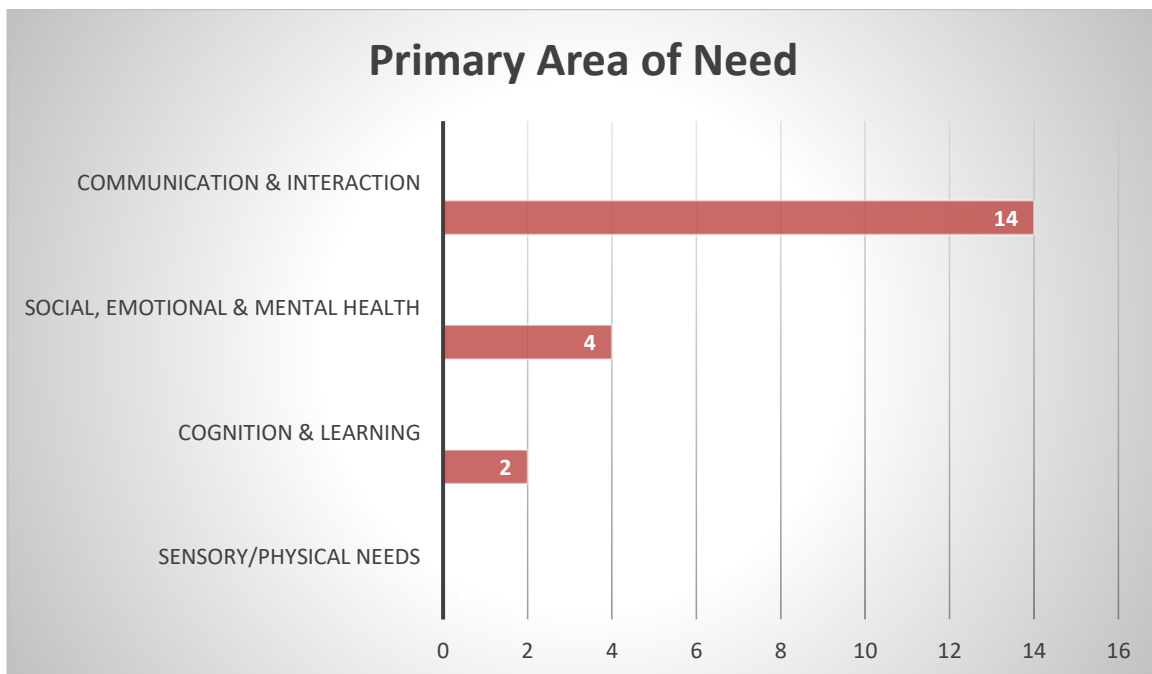




### SEND at Micklefield – 05/21 – 07/21

From May 2021 to July 2021, the number of children on the SEND register was 20 (see below). The SEND register was reviewed and changed after discussions with OFSTED and the Interim Headteacher.

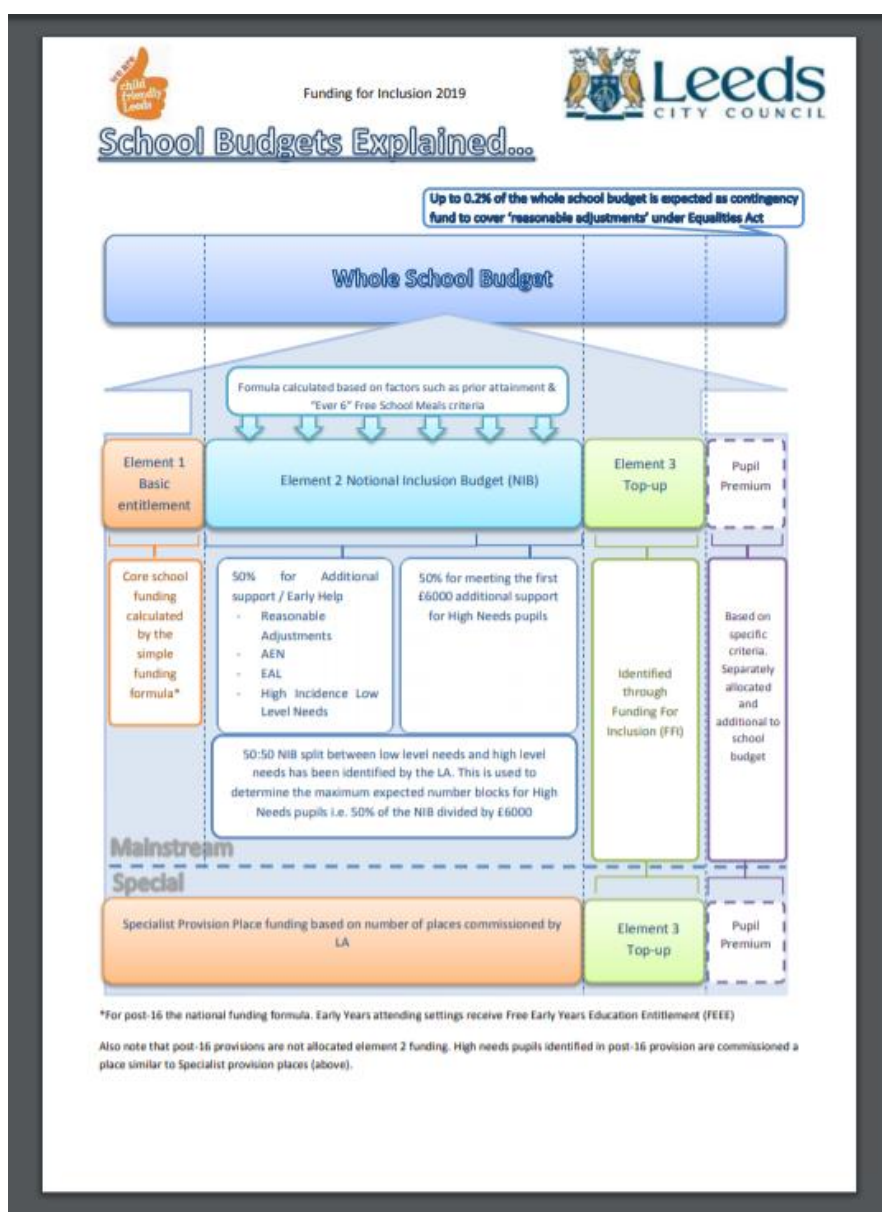
Year Group	Number of children.....				
	in year group	on SEND register	receiving external support	with an EHCP	receiving EYFFI/FFI
F1	23	4	4	1 x pending	3
F2	8	3	3	0	0
Year 1	10	1	1	0	0
Year 2	8	3	3	0	1
Year 3	12	2	2	0	1
Year 4	11	3	3	0	0
Year 5	10	2	1	1 + 1 pending	2
Year 6	16	2	2	1	2
Total	98	20	19	2 + 2 pending	9





## Budget and Finance

As a school we receive the school budget from the Education Funding Agency; this includes the Notional SEN budget to support SEN children. This budget is used to support SEN children with all ranges of need. Up to £10,000 (£4000 from the normal school budget and £6000 from the Notional SEN budget – equivalent to 16.5 hours 1:1 support per week) must be spent by school to support a child with SEN before applying for extra funding. The way this money is spent is decided upon by the Headteacher in discussion with Governors. If a child presents with High Needs then school can apply for Funding for Inclusion (FFI) High Needs top up funding. This funding is currently banded and tiered. Each band and tier has a set of criteria that a child must meet in order to qualify for funding. Evidence must be provided from school, outside agencies and parents to ensure that these criteria are met and that the Graduated Response has been carried out in line with the 2014 SEND Code of Practice. In 2020 - 2021 our High Needs block of funding was £57, 790, plus £39,108 Additional top up funding.





## Approach to teaching, adaptation of curriculum and environment


Class teachers plan lessons and differentiate according to the needs of the children in their class. Sometimes this means simplifying a task, or chunking it into smaller parts, arranging alternative methods of recording, providing additional equipment or resources, grouping and seating children carefully and/or deploying additional support staff to give extra help where necessary. A child may also benefit from personalised programmes delivered in a small group, a pair or on an individual basis.

School Support Plans (SSPs) are used to write targets for children. All children on the SEND Register have a SSP written by the class teacher, or a Speech & Language Support Plan written by a Speech & Language Therapist. Children with higher needs may have a more detailed plan from outside agencies, Eg. SENIT.

Children needing additional help who are not identified as being on the SEND Register are also supported through targeted intervention.

### School Support Plan Example (for children on the SEND Register)

SEN Support Plan				
Name: .....		Class / Form / Group: .....		The child/young person has: SEN Support <input checked="" type="checkbox"/>
Date of this SSP: .....	Page 1/ _1_	Review due: .....		EHC Plan
Overall outcomes (if the child/young person has an EHC plan, this should be taken directly from Section E):				
1. Show sustained engagement and interactions when sharing a play activity with an adult 2. Watch and listen to others, copying some behaviours in own play 3. Begin to attend to each activity in a two-activity sequence within a start/finish box/tray 4. Understands an activity sequence on a now/next board				
Target	Strategies	Frequency / duration	Success criteria	Progress made/Review
1.	Adult to engage in 'play partner' activity following .....& lead and interests.	Daily during carpet times.	..... will play 'with' the adult, not just alongside. Verbal interactions will support/ extend the activity.	
2.	X1 daily focused play session in areas of provision (rotated throughout the week but order can be changed- Construction, Home corner, Creative, Playdough, sand tray.	Daily	.... will copy a new play action on 4/5 occasions after it has been demonstrated by a supporting adult. He will be able to do this in all areas of provision.	
3.	Introduce start/ finish trays with folders for activities/ provision area symbols. Build up from one activity to two activities when possible.	x3 weekly	..... will attend to at least 2 activities within a single start/ finish session with prompting and support from adult.	
4.	Now/ Next board to be presented at each transition	Daily if possible	..... demonstrates his understanding of Now/ Next by moving to corresponding area of provision or activity with minimal prompting or guidance from adult.	
Agreed by:				
Head teacher / SENCo/ Other appropriate person:		Parent/carer:	Child/young person:	





## Identification

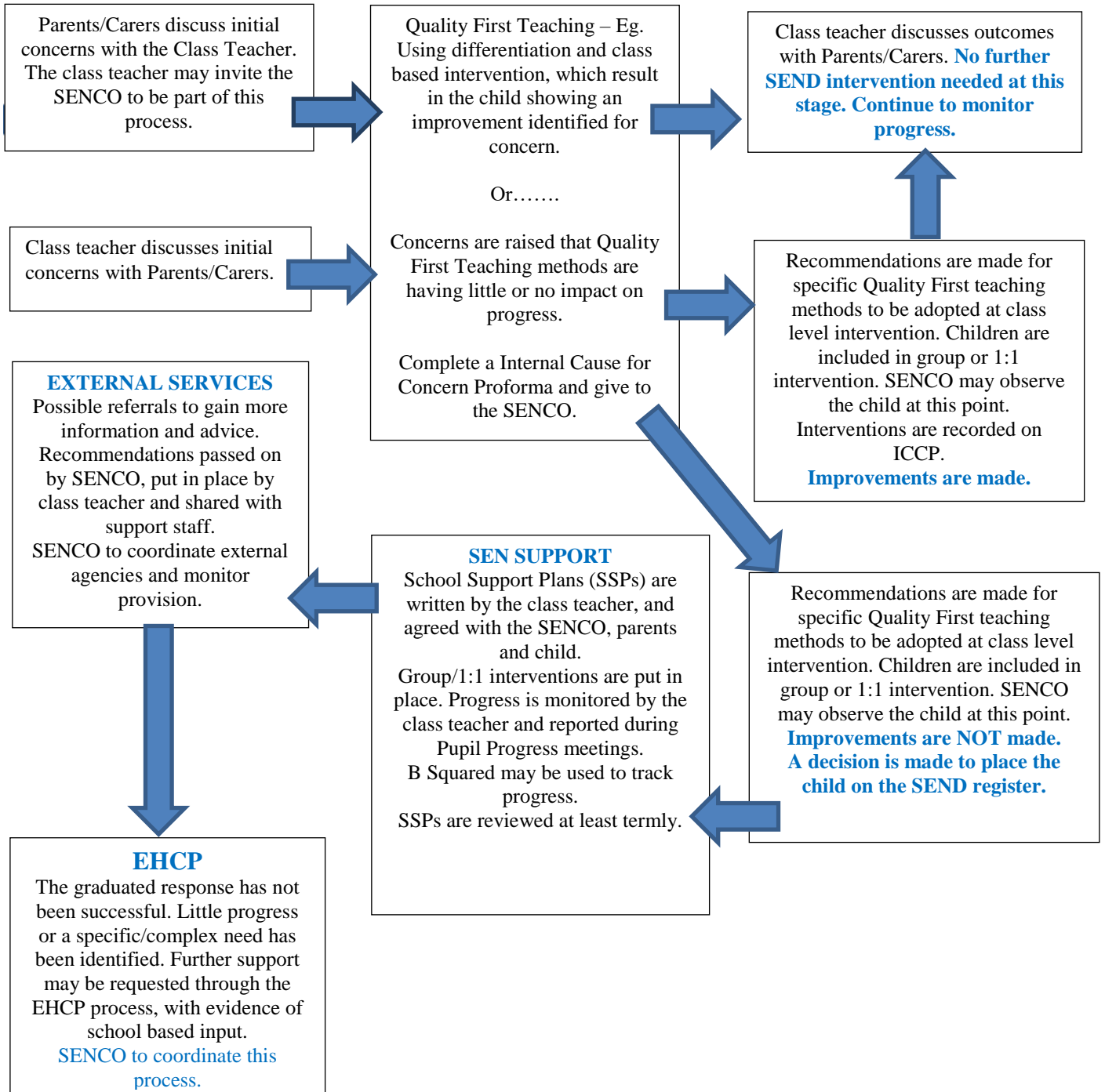
To identify pupils with SEND, we will:

- Look at current assessments
- Look at any information provided by the previous setting, parents or involved agencies
- Use regular and robust teacher assessment (including B Squared) to monitor progress
- Look at progress in comparison to peers
- Speak to parents and pupils about their views
- Seek advice from external agencies where appropriate
- Use the Graduated Response:





## All teachers follow the SEND identification flow chart





## **Evaluating Provision**

Every term, School Support Plans (SSPs) are reviewed by class teachers, and new targets set if appropriate. At this point the SENCO looks at the provision evaluations and the effect this has had on progress. The use of the B Squared Progression Steps is now even more vital to ensure teachers can evidence progress of children with SEND. It is also now used by SENIT to determine if children meet their criteria for intervention or consultation. School has purchased the new B Squared revised materials and baseline assessments in Writing and Maths began at the end of the Autumn term 2020.

The SENCO will participate in Pupil Progress meetings once a term. These will look at how interventions and support have impacted on progress and how progress is being monitored and tracked by the class teacher.

Annual reviews are held for children with an EHCP, where provision and targets are reviewed and rewritten. Children with EHCPs or High Needs FFI funding are reviewed termly, including invitations to parents and any outside agencies involved.

Provision is also monitored by the SENCO through SEND pupil observations, learning walks, book scrutinies and reviewing assessment data.

The school SEND policy was updated in January 2020.

## **Staff Training**

### 2019 – 2020

- IPRA training
- Whole school L1 Autism awareness
- Autism Progression Framework
- B Squared Training
- Speech & Language therapy training for TAs around individual pupils
- Alpha to Omega refresher training
- SENDIF application training

### 2020 – 2021

- L2 Autism (2 x TA and 1 teacher)
- Diabetes training (2 x TA and 1 teacher)
- Speech & Language therapy training for TAs around individual pupils
- Reading Fluency Project





## **Interventions**

The English Lead delivered in-house training on the Reading Fluency Project and has implemented this in the Y5/6 class. Some children have improved their reading age by six months since being on the programme (for three months). This will continue to be used next year in KS2 for children working below ARE in reading.

School purchased Nessy Reading & Spelling at the end of the summer term 2020 (a licence for 10 users). This software can support all learners with reading and spelling, and is particularly visual and age appropriate for our Dyslexic learners. There was insufficient time remaining in the summer term to implement and evaluate the success of this intervention – this will happen in the autumn term 2021.

School continued to receive fortnightly visits/input from the NHS Speech & Language Service from September 2020 to May 2021. The therapist assessed targeted children, created personalised plans for them and delivered bespoke training for TAs on the therapy programmes. The therapist was able to keep up some of the therapy work via Zoom during Lockdown and school closure. Unfortunately, the service didn't have the capacity to continue the fortnightly service when the therapist began her maternity leave in May 2021, but all plans had been updated prior to her leaving.

Letters and Sounds phonics intervention has continued throughout the year, and the progress tracked closely by the school English lead, along with a colleague from the English Hub.

Some Emotional Literacy assessments were carried out on a small number of children this year, and personalised programmes put in place to support their SEMH needs. The HT took the lead in creating a nurture unit, which provided personalised provision and a high level of adult support for children who were finding being in the classroom alongside other children a challenge.

We welcomed intervention from the Area Inclusion Partnership this year for a small group of children with SEMH needs. One Y6 child has been attending alternative provision full-time since January 2021; one Y4 child attended afternoons only for a term, and was reintegrated back into school in July 2021; one Y4 children attended afternoons for a short period of time before attending full-time – it is highly likely that this child will continue to attend in the autumn term 2021; one child received weekly outreach work on a 1:1 basis from March to June 2021 before leaving our school.

## **Going forward**

- Children with SEND need to be correctly identified with their primary need, and funding used appropriately.
- There needs to effective quality assurance by leaders in monitoring the quality of education for all learners, including those that are disadvantaged and have SEND.

Further details can be found in the SEND action plan 2021 – 2022.

