Annual SEND Report to Trustees 2021 – 2022

At Selwood, we are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together. We believe that it is essential to provide a well-balanced, challenging curriculum for all pupils, allowing our whole community to ‘let your light shine before others.’ We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to promote the dignity and well-being of every pupil and staff member and ensure they flourish in the course of their journey with us and to provide all pupils with the best possible outcomes in preparation for life-long learning. We believe it is important that pupils acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

**SEND School Profile**

**Selwood’s intake.**

There are currently 673 pupils on roll (July 2022)

**SEND pupils make up 19% of the whole school population**

Mobility – in the academic year there were 14 arrivals and 33 departures.

These included 3 pupils with EHCPs arriving in Year 6, 1 in Year 5, and child with significant needs into Year 8.

No pupils with EHCPs left the school.

**Profile of pupils at Selwood with SEND on 06/07/2022**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year 5** | **Year 6** | **Year 7** | **Year 8** |
| No. chn in Cohort |  |  |  |  |
| EHCPs  (25 pupils) | 6 | 10 | 4 | 5 |
| SEN Support  (80 pupils) | 24 | 21 | 18 | 17 |
| Total Pupils with SEND needs  Requiring additional support on the SEND Register of need.  (105 pupils in whole school) | 30 | 31 | 22 | 22 |
| Others with Specific learning difficulties (20)  (not on SEND register- as need is not impacting learning)  Needs can be met through quality first teaching | 2 | 5 | 10 | 3 |
| Total pupils with SEND needs  125 pupils in whole school | 32 | 36 | 32 | 25 |

**Identifying Special Educational Needs**

Pupils’s needs may be categorised into four broad areas, these include:

1.Communication and Interaction  2.Cognition and Learning  3.Social, Emotional and Mental Health  4. Sensory and/or Physical

Some pupils at Selwood have needs in more than one broad band. Their main area of need has been used for this data.

|  | Communication and interaction  (SALT, ASD) | | Cognition and learning  (Dyslexia, dyscalculia, dyspraxia) | | Social, emotional and mental health difficulties  (ADHD, Attachment, ELSA, CAMHs) | | Sensory and/or physical needs  (deaf, blind, multi-sensory, physical) | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | No. of pupils with this need | No. of pupils with an EHC plan | No. of pupils with this need | No. of pupils with an EHC plan | No. of pupils with this need | No. of pupils with an EHC plan | No. of pupils with this need | No. of pupils with an EHC plan |
| **Year 5**  **(32 pupils)** | 9 | 2 | 9 | 0 | 7 | 3 | 1 | 1 |
| **Year 6**  **(36 pupils)** | 7 | 6 | 12 | 1 | 5 | 3 | 2 | 0 |
| **Year 7**  **(32 pupils)** | 10 | 0 | 11 | 1 | 5 | 3 | 2 | 0 |
| **Year 8**  **(25 pupils)** | 6 | 4 | 13 | 0 | 1 | 1 | 0 | 0 |
| **Whole school** | 32 | 12 | 45 | 2 | 18 | 10 | 5 | 1 |

**Early identification**

We believe that early identification of special educational needs, whether it is social, emotional,

physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our pupils.

To support us in our early intervention we:

1. Contact the first schools and have professional dialogue for all Year 5 pupils

2. Attend where possible, transfer reviews for pupils with SEND transferring to us .

3. Encourage open communication, between school and home.

4. Provide the appropriate intervention, eg, Oasis (small group support) provided by a TA for pupils as appropriate.

**Identification of SEND in pupils currently attending Selwood**

Assessment of our pupils continues throughout their time with us.

In school, all members of staff are able to identify pupils who they believe might have SEND, but their needs have not yet been identified. These pupils will be discussed in curriculum team meeting and Pastoral teams and then referred to the SENDCo for further advice and possible assessments.

In addition, we also:

1. Analyse assessment data after each data drop, to identify pupils who are not meeting age related expectations

2. Subject teachers continually monitor the pupils in their department through departmental meetings, observations, discussions, marking and  written feedback.

3. Providing all adults with the opportunity to discuss concerns at any time

4. Liaising with parents.

**Provision**

All pupils identified on the SEND register receives additional support either by having TA support in class, attending small group or 1:1 sessions or by the subject teacher making specific adaptations to the learning in the classroom, through quality first teaching.

All pupils on the SEND register have a SEND Passport, which outlines their strengths, areas of difficulty and how best to support them.

Parents/Carers are invited to meet with the SENDCo to review their pupil’s learning, celebrate their successes as part of their SEND Support Review and Assess, Plan, Do, Review (APDR) cycle. This year the SENDCo held a SEND review meeting for all pupils with an EHCP and 95% of the pupils who are at SEND Support.

For further information, please see the School SEND Information Plan on the SEN section of the school website.

**Attainment of SEND Pupils who are working at Age Related Expectations (ARE)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ATTAINMENT of SEND Pupils - % working at ARE Data from Summer term assessments/SATS** | | | | | |
|  | **READING** | **WRITING** | **MATHS** | **SCIENCE** | **Average for all SEND** |
| Year 5 | 32% | 38% | 11% | 45% | 31.5% |
| Year 6 | 29% | 26% | 24% | 35% | 23.5% |
| Year 7 | 48% | 48% | 46% | 39% | 45.3% |
| Year 8 | 42% | 38% | 43% | 43% | 41.5% |
| Average for all years working at ARE | 37.5% | 37.5% | 34% | 40.5% | 37.4% |

In all Core subjects approximately 37% of all pupils with SEND achieved Age-Related Expectations

SEND pupils achieve less well in Maths, only 11% in Year 5 achieved ARE.

SEND Pupils achieve better in KS3 (Y7 & Y8) where an average of 43.4% achieved ARE

compared to KS2 (Y5 and Y6) where only 27.5% achieved ARE

**KS2 Attainment of SEND v Non-SEND in each of the different Curriculum subjects**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **% of pupils reaching ARE - July 2022** | | | | |
|  | **Year 5**  **SEND** | **Year 5**  **Non-SEND** |  | **Year 6**  **SEND** | **Year 6**  **Non-SEND** |
| Reading | 34% | 79% |  | 29% | 67% |
| Writing | 38% | 78% |  | 26% | 82% |
| Maths | 31% | 75% |  | 24% | 71% |
| Science | 45% | 76% |  | 35% | 79% |
|  |  |  |  |  |  |
| Art | 45% | 76% |  | 47% | 75% |
| Computing | 31% | 76% |  | 35% | 79% |
| Drama | 55% | 72% |  | 67% | 71% |
| French | 21% | 77% |  | 32% | 79% |
| Geography | 38% | 76% |  | 32% | 79% |
| History | 45% | 77% |  | 32% | 81% |
| Music | 45% | 76% |  | 41% | 77% |
| PE | 45% | 75% |  | 50% | 77% |
| R&P | 38% | 78% |  | 40% | 77% |
| Technology | 72% | 82% |  | 40% | 77% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year 5 | Year 6 | Year 7 | Year8 |
| Smallest difference | Technology  10% | Drama  4% | Music  10% | Drama  11% |
| Largest difference | French  56% | Writing  56% | Geography  64% | Maths  55% |

SEND Attainment in Year 7 Geography is significantly lower (13%) than in all other subject areas.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **% of pupils reaching ARE - July 2022** | | | | |
|  | **Year 7**  **SEND** | **Year 7**  **Non-SEND** |  | **Year 8**  **SEND** | **Year 8**  **Non-SEND** |
| Reading | 48% | 75% |  | 43% | 76% |
| Writing | 48% | 75% |  | 43% | 76% |
| Maths | 47% | 76% |  | 33% | 88% |
| Science | 39% | 76% |  | 43% | 77% |
|  |  |  |  |  |  |
| Art | 39% | 77% |  | 57% | 73% |
| Computing | 30% | 79% |  | 38% | 76% |
| Drama | 56% | 72% |  | 62% | 73% |
| French | 35% | 80% |  | 24% | 76% |
| Geography | 17% | 81% |  | 33% | 77% |
| History | 43% | 75% |  | 47% | 83% |
| Music | 60% | 70% |  | 43% | 77% |
| PE | 39% | 76% |  | 52% | 76% |
| R&P | 30% | 77% |  | 48% | 76% |
| Technology | 35% | 78% |  | 33% | 76% |

**SEND Budget**

**High Needs funding** for EHCP support for the financial year 2021-2022 was £95,747

For the financial year 2022- 2023, the high needs funding is predicted to be £101,815 based on SEND in school at 1/9/2022

This money is spent on supporting individual pupils with an EHCP through:

* 1:1 TA support
* Alternative provision (GUL, Forest school, Horse Riding (Divoky, Move the Mind), Sporting Change),
* Specialist resources and sensory equipment (coloured overlays, sensory putty, chewables, etc)
* CPD for TAs supporting individual needs. (Mental health first aid, ASD etc)

**The school budget**, received from Somerset, includes money for supporting pupils with SEND This money is spent on:

* TA hours to support pupils with SEND (In class support, small group and 1:1interventions eg physio, Oasis, ELSA etc
* CPD for all staff (Quality First teaching, SEN Expectations),
* Resources, (for ELSA support,1:1 rewards, )
* Resourcing the advice from outside agencies (social communication/Talkabout intervention, OT-motor skills intervention; Visual impairment team, bi-lingual assistants, )
* Meet and Greet – TA time.
* Supervised alternative safe place to go at breaktime and lunchtime.

**Meetings with SEND Trustee**

The SENCO (Liz Cook) and SEND Trustee (Joy Gamble) have maintained meetings throughout the year, to review SEND provision.

Dates of meetings

* 13th September 2022 Agenda: Welcome and Introduction
* 6th January 2022 Agenda: To discuss current SEND provision in school & arrange a

learning walk

* 1st February 2022 Agenda: Learning walk: Observation of SEND Provision and Pupil

voice

* 8th July 2022 Agenda: Learning walk – Staff awareness of SEND pupils
* 19th July 2022 Agenda: Handover of SEND to Fiona Hughes (SENDCo) from Liz

Cook and Laura Su (Incoming SEND Trustee) Joy Gamble (Out-

going SEND Trustee)

**Pupils with EHCPs (Education & Health Care Plans)**

**High Needs EHCPs** –

**2x Year 5-** both wanted Specialist provision – not Selwood.

**1x started at Selwood in Nov 21** on part time programme, significant SEMH needs

-did not access the classroom curriculum (transferring to special school Sept22)

**Needed 1:1 TA**, loved to be outside.

**1X full time** but has to be in control of every situation. Would only engage on their

terms. Term 1 attended classroom almost full time, time decreased as the year

progressed. **Needed 1:1 TA**. Selwood has said we are unable to meet their needs,

parents agree. Country would not award a specialist placement. Off site

alternative provision Thurs from midday (Equine therapy)

**2 x Year 6** – **1x refused to come into school** in the mornings. Needed to spend 1 hour in

SEND Base before they were ready to complete any learning. Wouldn’t go to their

classroom and did all their learning in the Base. **ELSA/thrive practitioner** spent

most of her time nurturing this pupil into school and supervising their learning.

**1X Started at Selwood in Nov 21**. Significant concerns with mental health and

Behaviour. 1:1 TA. Alternative provision 1 x day a week at God Unlimited (Equine

therapy and outdoor learning)

**1x Year 7-** **significant sensory sensitivities**, lots of alternative provision put in place. Ie

sporting changes, shared earth, but what was put in place was sabotaged.

**Required 1:1 TA.**

**1x Year 8 (+ 2more at SEND Support/ EHCPs applied for**) – 3 pupils all on fulltime timetable.

1**X** initially with support in class, TA left & friendship falling outs, led to them

working almost all the time in The Base. Alternative provision from midday one day

a week – equine therapy.

**1X joined Selwood in Sept 21**, significant anxiety issues. Couldn’t be left

Unaccompanied. Completed all learning in the Base.

**1x struggled to come into school**, ASC, always late, completed vast majority of work

in Base.

**Staffing**

The above high needs EHCP pupils took up/demanded a lot of TA/HLTA support and time.

Staffing was a significant concern throughout the year, with adverts running for almost the whole year before recruitment was successful, in May when an apprentice and an HLTA were appointed.

In Sept 21 – 14 TAs (5 were full time), 1 apprentice and 2 agency TAs.

In May 22 – 12 TAs (4 full time)

In July 22 - 12 TAs (5 full time) and 1 apprentice

**Attendance**

|  |  |  |
| --- | --- | --- |
| SEND pupils | Non-SEND pupils | Whole school |
| 89.57% | 92.98% | 92.39% |

**Interventions**

The table below shows the number of pupils who were receiving additional support (Interventions) in Terms 5 and 6.

82 pupils benefitted from these interventions, from all year groups.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Weekly** | **Year 5** | **Year 6** | **Year 7** | **Year 8** |
| Autism & Communication  (Talkabout Intervention) | 5 | 15 | 8 | 10 |
| Typing Skills (Dyspraxia/dyslexia) | 1 | 4 |  | 4 |
| Confidence and Resilience | 7 |  |  |  |
| Functional Skills  Reading, Writing, Maths |  |  | 4 | 2 |
| Linguascope – MFL |  |  | 3 | 4 |
| Forest School |  | 6 | 6 |  |
| DAILY |  |  |  |  |
| Physio/Fine & gross Motor skills/ core stability | 2 | 3 | 1 | 2 |

In addition, the bottom 20% of readers across the school received 1**:1 reading support** from the TAs when they were in class.

A group of **Year 5 pupils received Phonics Interventions**.

ELSA (Individual 11:1 and small group sessions) and Thrive sessions were held for those pupils who needed this intervention the most,

**School development Plan focus 2021-22**

* **To improve parental engagement** – parent survey’s in September 21 suggested only 33% of parents knew what their pupil was learning, and the support they receive. April 22- engagement increased to 60% in April.

**June 22**- Ofsted Parent view did not show that parents of pupils with SEND were happy with the support their pupils received.

TAs had a challenge to contact a parent every week to say how they got on. This target was not achieved.

* **To increase reading across the school**. Bottom 20% of readers in all year groups were identified. TAs targeted these pupils to listen to them read.

**Ofsted findings of SEND – 28th and 29th June 2022**

* Staff do not always know pupils’ specific needs and strategies that would help them to adapt their curriculum.
* staff do not know how to support pupils with special educational needs and/or disabilities (SEND) well enough.’
* The school’s curriculum is not yet sufficiently adapted in some areas to meet the needs of pupils with SEND
* Pupils with SEND do not always learn as well as they could. This can lead to weaker behaviour of pupils with SEND. They are then over-represented in behaviour logs. However, it is clear from leaders’ actions that they are in the process of bringing about improvements to the curriculum for pupils with SEND.’ Page 2
* Pupils with particular needs (SEND) are over-represented in behaviour logs. Leaders need to analyse behaviour more precisely to identify patterns and to help those pupils to adjust their behaviour at an earlier stage.’

**Key Priorities for 2022‐2023 to address the issues raised in the Ofsted report.**

* Use SEN Provision Map – to improve the accessibility of SEND information.
* Update SEND register and provision
* Staff know who their pupils are who have SEND, and know why they have SEND.
* Staff know what strategies to use for each of the pupils they teach and adapt their learning and provision accordingly.
* Ensure staff have the necessary knowledge and skills to teach and include all pupils with SE

(training on Quality First teaching, planning, differentiation, ASD strategies

* Monitor provision for SEN through drop ins, planning, books, pupil interviews;
* Ensure pupils with SEN make at least average progress in each Key Stage- Pupil Progress meetings
* Measure and monitor the impact of interventions and Personalised learning plans