

Annual SEND Report 2023 – 2024

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, especially those pupils with SEND by working in partnership with parents/carers and hearing every pupil’s voice.

**SEND School Profile**

SEND pupils make up just over one fifth of the school’s roll.

**Profile of pupils at Selwood with SEND**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year 5 | Year 6 | Year 7 | Year 8 | Total |
| No. of pupils on register | 31 | 34 | 22 | 38 | 125 |
| No. of pupils with SEND support | 31 | 26 | 17 | 32 | 106 |
| No. of pupils with EHCP | 0 | 8 | 6 | 5 | 19 |

**Identifying Special Educational Needs**

Pupil’s needs are categorised into four broad areas, these are:

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

**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 Y4 pupils progressing into Y5.

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

3. Encourage open communication, between school and home.

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

5. Have a graduated approach to monitor then move pupils needing above the core offer to SEND Support on the SEND Register.

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 subject meetings, curriculum meetings and pastoral meetings and then referred to the SENDCo for further advice and possible assessments. A referral for external support is made where necessary following discussions with parents/carers.

**Provision for pupils with SEND**

Information on pupils who have been identified as having a special educational need is shared with staff and is regularly updated. We ensure that reasonable adjustments are made to both the academic and pastoral needs of the pupils with SEND.

All pupils on the SEND register have their needs, and how best to support them, recorded on Class Charts which is a program teachers have access to at all times to update and circulate information. Pupils at SEND Support also have a Learning Plan on Provision Map which is reviewed up to 3 times a year and fed back to parents/carers.

All pupils identified on the SEND register receive 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. Lessons are adapted in many ways in. For example: through scaffolded tasks, alternative methods of recording, adaptation of questioning or the use of additional and/or different resources.

Parents/Carers meet with tutors and subject teachers to review their pupil’s learning and celebrate their successes as part of their SEND Support Review and Assess, Plan, Do, Review (APDR) cycle. Pupil and parent views are gathered. There is also opportunity to meet with the SENDCo or Deputy SENDCo if an additional meeting thought to be appropriate. This year the SENDCo and Deputy SENDCo held a SEND review meeting for all pupils on the SEND Register. The school will exceed its statutory obligations where necessary, to offer multiple reviews for certain pupils to support further attainment or provide additional support.

We evaluate the effectiveness of its provision for pupils with SEND through:

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

2. Monitor teaching of, and support and provision for, pupils with SEND through the Quality Assurance (QA) process.

3. Measure the impact of interventions.

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

5. Provide carers/parents with the opportunity to discuss concerns at any time with the SENDCo or Deputy SENDCo. Parent views are also gathered through parental questionnaires and during learning plan reviews.

6. Liaising with staff members, and provide additional support, where they have concerns about pupils.

Support for developing the emotional and social needs of pupils/students with SEND is offered through:

• Mentoring from tutors, Heads of Year and the pastoral and learning support teams

• Place2Be sessions

• Mental health first aid check ins

• Intervention programmes such as Emotional Literacy Support (ELSA)

**Attendance (%) of SEND Pupils**

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| --- |
| **Attendance data 2023 – 2024** |
|   | 18-19(%) | 19-20(%) | 20-21(%) | 21-22(%) | 22-23(%) | 23-24(%) |
| Whole school | 95.20 | 90.1 | 95.6 | 92.25 | 92.66 | 92.35 |
| PP | 93.40 | 88.8 | 88.8 | 89.86 | 89.16 | 88.29 |
| SEN | 91.2 | 87.5 | 87.5 | 89.36 | 89.90 | 87 |
| National Average - Primary | 96.3 | 95.7 | 96.3 | 93.7 | 94.1 | 92.8 |
| National Average – Secondary | 95.21 | 94.4 | 94.3 | 91 | 91 | 86.2 |
| All Schools Average | 95.7 | 95.1 | 95.3 | 92.4 | 92.6 | 92.8 |

**Behaviour**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **20/21\*** | **21/22** | **22/23** | **23/24** |
| **Sessions lost to suspension (SEND)** | 109 | 103 | 100 | 98 |
| **Permanent exclusions** | 0 | 0 | 0 | 0 |

\*This year included partial closure

**Referrals to Compass Centre**

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| --- |
| **Number of pupils sent to the Compass Centre – SEND 2023 – 2024** |
|  | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** | **Cumulative** |
| YEAR 5 | 11 | 12 | 9 | 10 | 10 | 10 | 62 |
| YEAR 6 | 10 | 8 | 5 | 5 | 4 | 4 | 31 |
| YEAR 7 | 6 | 8 | 2 | 5 | 4 | 4 | 29 |
| YEAR 8 | 11 | 9 | 6 | 6 | 12 | 12 | 56 |
| Cumulative | 38 | 37 | 22 | 26 | 30 | 30 |   |

**Attainment**

Our SATS results in 2023-2024 year showed an increase in secure combined outcomes for SEND pupils in Reading, Writing and Maths compared to 2022-2023. This was 37% compared to 21.5% nationally. This is positive, however will remain an area to be focussed on this year by using early and targeted interventions, having data review meetings with the SENDCo, Deputy Head, Head of KS2 and Heads of English and Maths to target key pupils and put strategies in place to help remove their barriers to learning.

**Transition**

We liaise closely with the feeder first schools and Frome College to ensure a smooth transition between Y4/5 and Y8/9. A range of data and information is collected and used to inform our provision.

Where necessary, School Entry Plan (SEP) meetings take place as an opportunity to put a support plan in place for the pupil’s transition. During Term 6 School Entry Plan (SEP) meetings were held with parents/carers and first school SENCOs of 7 Y4 pupils joining Selwood in September 2024. 15 SEPs were held at Frome College, these were attended by either the Selwood SENDCo or Deputy SENDCo.

The Head of KS2 visits first schools to meet staff and pupils and to inform the pupils about Selwood. Meetings between SENDCos also take place.

Additional visits to Frome College took place during Term 6 and additional opportunities for pupils and parents to meet with key Staff at Selwood took place throughout the year.

**SEND Budget**

High Needs funding money is spent on supporting individual pupils with an EHCP through:

* 1:1 TA support
* Alternative provision
* Specialist resources and sensory equipment (coloured overlays, wobble cushions 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 1:1 interventions 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, structured conversations, psychologist time.)
* Meet and Greet – TA time in the mornings during registration.
* Supervised alternative safe place to go at breaktime and lunchtime.
* Smaller class sizes and putting most qualified teachers with our most vulnerable learners.

**SEND Trustee**

A half termly report is submitted to governors which includes SEND updates. K Kirkwood (SEND Trustee) met with the SENDCo for regular link meetings during Term 1/2. K Kirkwood also met with the Deputy Head to discuss and monitor SEND and PP data. Meetings with the new SENDCo are being re-established.

**Staffing**

A new SENDCo starting in April 2024. Selwood has 8 teaching assistants in both full time and part time roles. We were able to promote Jo Barrett to Senior TA after her successful interview.

**Parental Questionnaires**

Question: My child has SEND, and the school gives them the support they need to succeed

|  |  |
| --- | --- |
| **Percentage of “Yes” responses** | **Date** |
| 60 National average: 67% (July 2024) | May 2024 |
| 56 | September 2023 |
| 69 | May 2023 |
| 60.8 | January 2023 |
| 48.1 | September 2022 |
| 45 | Ofsted June 2022 |

Parent/Care concerns can be raised at any time with the pupil’s tutor or subject teacher in the first instance. Concerns can also be raised at parents evenings.

**Key Priorities for 2024‐2025**

* Strengthen systems within school so that pupils with SEND can be identified quickly and effectively via referrals and in-house screening and testing and by using the Somerset Graduated Response toolkit.
* Review interventions to ensure they reflect the current need of pupils. Ensure all are tracked effectively and progress measured so that outcomes are positive.
* Support TAs with information and training on boosting the independence of pupils with SEND.
* Continue to embed quality assure the performance of TAs in supporting pupils of SEND.
* Coordination of provision for high needs pupils with EHCPs including Alternative Provision.
* Establish a set of ‘offers’ for specific areas of SEND eg. autism and ADHD so Selwood is continuing to move forwards in our reasonable adjustments for pupils with SEND.
* Strengthen staff awareness and confidence in recognising and supporting pupils with SEND by beginning a programme of CPD in key areas of SEND to include running frequent SEND drop ins, where individual pupils, or areas of need and strategies for support can be discussed.
* Establish weekly ‘SEN drop ins’ for staff so staff can ask subject or pupil specific questions to enhance the learning experience for pupils with SEND.