



Defford-cum-Besford CE First School

SEND Annual Information Report – September 2022

Name of SENDCo: Mrs Naomi Standing

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Contact Phone Number: 01386 750321

Name of SEND Governor: Mr James Harrington

School Offer link: <http://www.deffordschool.co.uk>

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by: discussion with class teachers, analysing data half termly, closely monitoring the impact of interventions, pupil voice contributions, parental input
- ✓ Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle
- ✓ Consideration of application for Education, Health and Care Plan
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are at an SEN Support level in our school and have an Individual Provision Map (IPM) to specifically address their needs

How we identify children/young people that need additional or different provision

- ✓ Class teacher may initially liaise with the SENDCO should there be concerns over a child’s progress or where it is considered a child has additional needs in a specific area of learning
- ✓ Ongoing curriculum assessments



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- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach to all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

Our curriculum is designed to be inclusive so every child can succeed through careful and adaptive teaching styles and appropriate subject content.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parent Consultation Evenings	Parents/Carers and Pupils	Twice per year
Progress reports	Parents	Termly progress reports plus a full school report in term 3
Home-School Liaison books	Individual children	Daily
Assess, Plan, Do, Review monitoring	Pupils with Individual Provision Maps	Half termly (or as appropriate)
Team Around the Child/Family Meetings	Individual pupils	As required (annually for EHCP Annual reviews)
School Council	Representatives from all Class	Half termly
Questionnaires	All pupils and parents	Annually
EHCP Review meetings	Parents and Pupil/ External Professionals for pupils with an Education and Health Care Plan	Annually
Pupil Voice questionnaires	Pupils with an EHCP	Annually or sooner if need arises

The Assess, Plan, Do, Review Cycle:

For children/young people in our SEN Support category an Assess, Plan, Do, Review cycle is established by the SENCO in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on SEN Support has included:



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- ✓ Communication and Interaction – Direct advice and support materials from Speech and Language Therapists. Interventions such as Black Sheep Narrative (EYFS/KS1), block therapy delivered by Speech and Language therapist
- ✓ Cognition and Learning – Specific interventions such as Rapid Phonics, Rapid Reading, Breaking Barriers (Numicon) interventions, Precision Teaching, Little Wandle Letter and Sounds interventions, support from The Vale of Evesham Outreach team
- ✓ Social, Emotional and Mental Health – Attachment interventions, Relationship building activities
- ✓ Sensory and/or Physical Needs – Direct advice and support from Occupational Therapists, PD Outreach team from Regency High School in Worcester, Jimbo Fun interventions, Orchard nursing staff, Paediatric Speech and Language support (eating plans)

During the 2021/2022 academic year, we had 4 children receiving SEN Support with Education, Health and Care Plans. One additional plan was in the process of application (Summer 2021).

We monitored the quality of this provision by following the Graduated Response Cycle, carefully considering targets for Provision maps, reviewing targets half termly and setting SMART targets in a timely and reactive manner

We measured the impact of this provision by observing learning within the classroom, liaising with pupils and their parents, analysing data for specific interventions where progress could be recorded in data format

Support Staff Deployment:

Support staff were deployed as follows:

- ✓ Support in Classroom
- ✓ 1 : 1 Support for SEND pupils
- ✓ Catch Up interventions – Little Wandle Catch Up (Early Reading)
- ✓ Small group interventions
- ✓ Support with transition
- ✓ Support with home learning
- ✓ Breakfast Club
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs
- ✓ Assisting pupils with transition visits to middle school (SEND)

We monitored the quality and impact of this support by observing learning and liaising with pupils and support staff involved. We also analysed data in progress and attainment where children were specifically supported in class and in small group or 1:1 interventions.



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Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking CPD</u>	<u>Training Received from</u>
SENCO Information sharing conference September	NS - SENCO	WCF
'Sign-along' training November	NS / TG/ HI	Worcestershire Speech and Language service
Wellbeing for Education return training November	NS - SENCO	WCF
Thinking Differently for Disadvantaged Learners November / March	NS - SENCO	West Midland Virtual Schools
SENCO forum February	NS – SENCO	WCF
Supporting pupils with SLCN February	HI/ KB 1:1 Ta/ Communication Champion TA	WCF
Inclusion Funding Workshop May	NS – SENCO CP- Office manager	WCF
SENCO Conference June	NS - SENCO	Chadsgrove/WCF



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Creating an Autism Friendly Classroom	ALL Staff	CCN team WCF
Visual Impairment training	NS - SENCO	Chadsgrove Teaching School/WCF

The impact of this training is evident in the type of need we currently have within school and the support that is in place for these pupils. Quality of interventions has improved as a direct result of training. This will continue to be monitored in the progress made by pupils accessing such interventions.

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking CPD</u>	<u>Training Received from</u>
Creating an Autism Friendly Classroom	Teaching Staff and Tas	CCN team WCF

Partnerships with other schools and how we manage transitions:

We have worked with cluster schools in the area in the following ways:

- ✓ Sharing expertise, engaging in small cluster groups with a specific focus on SEND provision
- ✓ Liaising with staff in middle schools to ensure a smooth transition for pupils with additional needs
- ✓ Liaising as a staff within school to ensure transitions between classes is successful
- ✓ Creating transition books and resources to help transition

1 child with an EHCP in 2021/2022 left to attend middle school.

We ensured that the transition into Reception was smooth by providing parental meetings and settling in sessions. 2022 YR cohort – 100% of pupils attended our pre-school.

We helped children to make the move from the Early Years Foundation Stage to KS1 by clear communication and some transition opportunities in the summer term. Children also had the opportunity to attend an after school club run by our KS1 class teacher to aid transition and build relationships.



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Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan and our SEND Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the Headteacher, Mr Tom Holdstock, or our Chair of Governors, Mr James Riley. This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is **Mr Tom Holdstock**

The Designated Teacher for Looked After and Previously Looked After Children is **Mrs Naomi Standing**

The Local Authority's Offer can be found at
<https://www.worcestershire.gov.uk/sendlocaloffer>

Our Accessibility Plan can be found on our website www.deffordschool.org.uk

The School Development plan can be found on our website <https://www.deffordschool.co.uk>

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the SEN and Inclusion links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.