

SEN ANNUAL REPORT TO GOVERNORS October 2020

(Based on school year September 2019 to July 2020)

At the end of 2019-20 academic year there were 211 children at Cumnor Primary. There were 26 pupils on the Special Educational Needs/Disabilities (SEND) register (an increase of 3), 3 of whom had an Education and Healthcare Plan, and one who had additional high needs funding.

A further 32 children were identified as having some needs (school concern), but not fitting the criteria for SEN Support Level. (In 2017-18 this figure was 32).

	Number of pupils 2019-20	% of school 2019-20	% for 2018-19	National % for 2019-20
SEN Support Plan [K]	23	10.9%	9.5%	12.1%
EHC Plan [E]	3	1.42%	1.4%	3.3%
Total SEN Register	26	12.32%	10.9%	15.4%
School Concern [S]	33	15.64%	14.8%	n/a

Analysis of Pupil's Primary Needs July 2020										
	MLD	SplD	SLCN	SEMH	ASD	HI	VI	PD	Other	Total
School Concern Jul '20	12	2	8	6			1		4	33
SEN Support Jul '20	9	2	7	1	3				1	23
EHCPlan Jul '20					3					3
TOTAL on statutory SEN Register Jul '20	9	2	7	1	6	0	0	0	1	26
<i>OVERALL TOTAL Jul '20</i> <small>(EHC, SEN Support & School concern)</small>	21	4	15	7	6	0	1	0	5	59
TOTAL on statutory SEN Register Jul '19	9	2	4	2	5	0	0	1	0	23
<i>OVERALL TOTAL Jul '19</i> <small>(EHC, SEN Support & School concern)</small>	26	3	10	6	5	0	0	2	2	54

	SEN Support Jul '20	EHC Plan Jul '20	School Concern Jul '20	TOTAL on Statutory SEN Register Jul '20	OVERALL TOTAL Jul '20 (EHC, SEN Support & School concern)	SEN Support Jul '19	EHC Plan Jul '19	School Concern Jul '19	TOTAL on Statutory SEN Register Jul '19	OVERALL TOTAL Jul '19 (EHC, SEN Support & School concern)
Year R	3	1	3	4	7	1	1	4	2	6
Year 1	1	1	5	2	7	3	0	5	3	8
Year 2	3	0	6	3	9	3	0	2	3	5
Year 3	4	0	3	4	7	5	0	3	5	8
Year 4	5	0	3	5	8	4	0	4	4	7
Year 5	3	0	6	3	9	4	1	6	5	11
Year 6	4	1	7	5	12	0	1	7	1	8
TOTAL	23	3	33	26	59	20	3	31	23	54
% of school (national %)	10.90% (12.1%)	1.42% (3.3%)	15.64%	12.32% (15.4%)	27.96%	9.5% (11.9%)	1.4% (3.1%)	14.8%	10.9% (14.9%)	25.7%

Pupil Progress

Progress for individuals and groups, including those on the SEND register, is regularly monitored by class teachers and Senior Leadership Team. The table below shows progress for children on the SEN register for years 1 to 6 (22 children*), as measured by standardised scores from PIRA (reading) and PUMA (maths) assessments, and achievement against National Curriculum Criteria (teacher assessment TA or Standardised

Score ss). This year, due to the school closure, progress was measured from Summer 2019 to Spring 2020 (with year 1 being assessed from Autumn 2019 to Spring 2020)

Yr (number on SEN register)	Reading progress			Writing progress			SPAG progress			Maths progress		
	B	E	A	B	E	A	B	E	A	W	M	Ex
1 (2)	0	1	1	0	2	0	~	~	~	1	1	0
2 (3)	1	1	1	0	2	1	0	0	3	1	1	1
3 (4)	1	1	2	0	4	0	3	0	1	2	1	1
4 (5)	0	3	2	0	5	0	1	3	1	3	2	0
5 (3)	1	1	1	0	3	0	1	0	2	0	1	2
6 (5)*	1	2	1	0	4	0	2	0	2	2	1	1
Total (22)*	4	9	8	0	20	1	7	3	9	9	7	5
% of SEN children	18%	41%	36%	0%	91%	4%	32%	14%	41%	41%	32%	23%

*one child not attending school so not included in figures

Of the children who got below expected progress, two have additional adult support, and EHC applications are in process, and two have had Social Services and/or Early Help support.

Identification and Support of SEN

The SEN information is recorded on a 'Needs Analysis' document and identifies the difficulties that each child has, and also includes information on EAL, Pupil premium, pupils with poor attendance/ punctuality and other vulnerable children. Teachers receive a copy of this at the beginning of the school year and it is updated as necessary throughout the year and kept on Google Drive.

The process of identifying and supporting pupils is clarified in 'Identifying and Supporting SEND at Cumnor 2019 to 2020'. This will be updated with links directly to Google Drive so that teachers can easily access any documents they need.

Those children who struggle to access the PUMA (Progress in Understanding Mathematics Assessment) and PIRA (Progress in Reading Assessment) appropriate for their year group sit an additional assessment, either an additional 'out of year group' assessment, and/or selected SEN assessments (e.g. Salford Reading, Sandwell Maths).

Children who are judged to be Working Towards (WTS) in writing are checked against previous year group expectations, and judged as Pre-Key Stage (PKS), or as working towards year group e.g. WTS 1 means working towards year 1 expectations.

Interventions

The support and interventions we can provide for SEN pupils is outlined in the 'SEN Policy and SEN Information Report October 2020'.

The impact and cost of interventions is tracked against the provision maps. In 2019-20 we began to record this centrally on Google Drive, but school closure meant we could not see fully how well this worked. We will continue to try this this year. The benefit of this is that the SENDCO can review provision at any point, and add suggestions for support and interventions as necessary.

Multi-agency Support in School

Close and effective links are made with a wide variety of Agencies to support parents/carers and the school in addressing children's needs. A list of those agencies we have worked with are in the 'SEN Policy and SEN Information Report October 2020'.

There continues to be a higher pressure on school staff as there are fewer outside agencies that can support us with the children. This is even more difficult with the increased pressures of the COVID situation. Many children and families have had increased problems to do with wellbeing over lock down, and some children

did not engage with homeschooling despite teachers and SENDCO working proactively with them and their families.

There were no visits from agencies during school closure, but Local Community Support Service, Early Help Team and Social Services continued to offer advice and support, and to accept referrals. School was allocated a key worker to discuss vulnerable children (which included SEN children) and to monitor the Risk Assessments for higher level SEN children and the 'Reasonable Provision' for children with EHC Plans. Initially this was a weekly online meeting, and then every fortnight until the middle of June.

From September, some agencies restarted visits to school (Communication & Interaction Team, SALT) . All visitors follow the risk assessments of Cumnor Primary School and of their own organisations.

Deployment of staff

See 'SEN Policy and SEN Information Report October 2020' for roles and responsibilities of staff.

SENDCO continues to be employed for 2.5 days/week. From Sept 2019 half a day/week was allocated to year 3 class supporting a child with high needs in maths, and a greater depth writing group (releasing teacher time for SEN children). From September 2020 she is teaching in year 4 for ½ day.

During school closure, teachers allocated time for SEN children with themselves or TAs so that they could be supported with home learning. From Easter we offered more vulnerable children space in our Rainbow class which was initially set up for children of key workers. Risk assessments were completed for higher level SEN children to determine whether this was the best provision for them. From May half term, individual support was offered for one child by members of SLT.

Since returning to school, teachers are continuing to allocate TAs to specific interventions or small group support (recording this on Provision maps) and are making use of the additional areas that have been allocated whilst we are working in class 'bubbles'.

Staff training

SENDCO attended Locality Inclusion Briefings (ongoing information regarding the SEN Code of Practice and other SEN developments, and what schools need to do to meet the requirements of these), renewed Designated Safeguarding Lead training, and did online training on supporting Wellbeing and EMotional needs of ASD children.

Training of teachers and TAs in using specific interventions and assessments was an ongoing process carried out by the SENDCO. One TA attended SWIFT training for a child with ASD, and Reception staff all received training in SCERTS (to support ASD child).

All staff will need training for the new county SEN guidance which has been updated from September 2020.

Liaison with Secondary School Partners

We have some good links with most Secondary Schools, but this needs to be developed further. The SENDCO and/or the year 6 teacher were involved in transition discussions and exchange of information for year 6 to ensure accurate and efficient transfer of records and information. Virtual meetings were scheduled for two children. We provided all year 6 pupils with transition activities in the second half of the summer term. Separate induction visits for SEN pupils were not possible this year, but online transition days were offered.

Careful planning will be needed for transition in 2021 to take into account the added pressures secondary schools will have due to exams being later in the year.

Pupil and Parent/Carer Involvement in the provision for SEN, Disabilities and/or Medical Needs

Our policy and procedure for involving pupils and parents is in the SEN Policy & Information Report, and is summarised in 'Identifying and Supporting SEND at Cumnor 2019 to 2020'.

During school closure, teachers kept in regular contact with all pupils through Google Meet, and parents were contacted if needs were identified, either by home or by school. Parents were encouraged to email class teachers if they had any concerns. At our weekly on line staff meetings children who were struggling in any way (emotionally, or to do with their learning) were discussed and where the teacher felt it was necessary the SENDCO or head followed up these concerns via telephone or email.

The SENDCO contacted all parents of SEN children during the first week of school closure, and again after Easter and after May half term. SENDCO had regular contact with some of these families via telephone and Google Meet, offering advice and support as needed.

We usually ask for feedback from parents and pupils near the end of the summer term. We did this by email, but we did not get as many replies as usual. We will do this again at the end of the Autumn term after we have had a term of new COVID safe arrangements.

Impact of COVID

The lock down and the return to school have impacted on different children in different ways. Many of our children who have difficulties with anxiety or emotional regulation have found the new 'COVID safe' arrangements beneficial. Some SEN children have thrived with home learning, whereas others have struggled to access it, despite support, and need specific catch up. A number of parents have identified difficulties with their children whilst schools were closed, and a number of referrals have been made to outside agencies as a result of this.

SLT are looking carefully at class assessments done in October to identify children who below expectations and/or have not made progress. Provision will be made for these children as appropriate.

Next steps

- Identify and support children who show significant delay following school closure.
- Deliver training to all staff on new Oxfordshire SEN guidance.
- Embed use of Google Drive for storing information on SEN pupils (including assessments, interventions, outside agencies, review meetings, pupil profiles, short term outcome plans).
- Embed assessment schedule for SEN children so that all children have the same information. (This continues from last year because of school closure). This will include:
 - Children sitting PUMA, PIRA for previous year group if they can't access their year group.
 - If a child is WTS (working towards) or PKS (Pre-key stage) teachers will note what year group they are working at.
 - Additional standardized assessment results used to measure impact of intervention.
 - Use of central record kept on Google Drive under specific child to record assessments
- Work on professional development for TAs and teachers.
- Improve guidance and support for parents to support specific aspects of SEN, and accessing support from outside agencies and online resources.

H Lawfull (SENDCO)