

# SEN ANNUAL REPORT TO GOVERNORS November 2021

(Based on school year September 2020 to July 2021)

At the end of 2020-21 academic year there were 207 children at Cumnor Primary. There were 31 pupils on the Special Educational Needs/Disabilities (SEND) register (an increase of 5), 4 of whom had an Education and Healthcare Plan.

A further 22 children were identified as having some needs (school concern), but not fitting the criteria for SEN Support Level. (In 2019-20 this figure was 33).

	MLD	SpLD	SLCN	ASD	SEMH	HI	VI	Other	Total	% of total pupils	National % of SEN pupils
SEN Support Jul '21	11	4	4	5	2	0	1	0	27	13.0%	12.6%
EHCPlan Jul '21	0	0	1	3	0	0	0	0	4	1.9%	2.0%
<b>TOTAL on statutory SEN Register Jul '21</b>	<b>11</b>	<b>4</b>	<b>5</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>31</b>	<b>14.9%</b>	<b>14.6%</b>
<b>% of need against SEN register</b>	<b>35.5%<sup>1</sup></b>	<b>12.9%</b>	<b>16.1%<sup>1</sup></b>	<b>25.8%<sup>2</sup></b>	<b>6.5%<sup>1</sup></b>	<b>0.0%</b>	<b>3.2%</b>	<b>0.0%</b>	<b>14.9%</b>		
<i>National % of need</i>	<i>18.3%</i>	<i>9.2%</i>	<i>32.7%</i>	<i>9.2%</i>	<i>16.6%</i>	<i>1.7%</i>	<i>0.9%</i>	<i>3.4%</i>	<i>14.6%</i>		
TOTAL on statutory SEN Register Jul '20	9	2	7	6	1	0	0	1	26		

MLD = moderate learning difficulty

SLCN = speech, language & communication needs

SEMH = Social, emotional & mental health

Other = other difficulties not covered by the above descriptions

SpLD = specific learning difficulty (e.g. dyslexia, dyspraxia)

ASD = Autistic Spectrum Disorder

VI = visual impairment

	SEN Support Jul '21	EHC Plan Jul '21	TOTAL on Statutory SEN Register Jul '21	% of year group	SEN Support Jul '20	EHC Plan Jul '20	TOTAL on Statutory SEN Register Jul '20
Year R	3	1	4	16.0%	3	1	4
Year 1	4	0	4	13.3%	1	1	2
Year 2	4	1	5	16.7%	3	0	3
Year 3	1	1	2	6.5%	4	0	4
Year 4	4	1	5	16.1%	5	0	5
Year 5	7	0	7	23.3% <sup>3</sup>	3	0	3
Year 6	4	0	4	13.3%	4	1	5
<b>TOTAL</b>	<b>27</b>	<b>4</b>	<b>31</b>		<b>23</b>	<b>3</b>	<b>26</b>
% of school	13.0%	1.9%	14.9%		10.90%	1.42%	12.32%
(national %)	(12.6%)	(2.0%)	(14.6%)		(12.1%)	(3.3%)	(15.4%)

This analysis highlighted a number of things.

1. Compared with the national average, Cumnor has a much higher percentage of children identified with moderate learning difficulties (MLD), and lower for speech, language and communication (SLCN) and social, emotional and mental health (SEMH). We need to make sure that we use the Oxfordshire SEN Descriptors to clearly identify where each child's needs lie, as often there will be a more specific difficulty which is impacting on the child's achievement and progress, rather than just a learning delay.
2. Cumnor's SEN register has a much higher percentage of children with ASD diagnosis than the national average (25.8% compared to 9.2%), including 3 on EHC Plans who need specific 1:1 support in order to make appropriate progress. This means that we are having to access more support from outside agencies, in order to ensure that all staff are confident in their understanding of how to support these children, both academically and emotionally.

- Year 5 (moving into year 6) has a much higher percentage of SEN children compared to other classes. We will need to ensure that this is supported fully, especially as it is their final year in school.

### **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 (27 children\*), as measured by standardised scores from PIRA (reading) and PUMA (maths) assessments, and achievement against National Curriculum Criteria (teacher assessment TA or Standardised Scores). Also SPAG (spelling, punctuation and grammar) for years 3 to 6 (18 children). This year, due to the school closures, progress was measured from Spring 2020 to Summer 2021 (with year 1 being assessed from Autumn 2020 to Summer 2021)

*\*NB some children did not complete assessments so numbers do not always add up*

	No score recorded	Below expected progress	At expected progress	Above expected progress
Reading (27 children)	2	8	12	5
Writing (27 children)	8	3	16	0
SPAG (18 children)	0	9	4	5
Maths (27 children)	2	4	10	11

*Of the children who got below expected progress, six had difficulties engaging with home learning/working in key worker class, despite support from school. Two now have EHC plans (confirmed in the summer term) and three are accessing Educational Psychology assessments this year.*

### **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' which was updated in May 2021 and is stored on the shared Google Drive. It now has hyperlinks 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.

We have a number of other assessments that can be used to identify specific needs, as well as using the Oxfordshire SEN Descriptors to clarify what areas of weakness a child has.

### **Interventions**

The support and interventions we can provide for SEN pupils is outlined in the 'SEN Policy and SEN Information Report October 2021' which is available on the school website.

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 has meant we have still not been able to fully utilise this to

analyse impact. The benefit of this is that the SENDCO can review provision at any point, and add suggestions for support and interventions as necessary. We will review the way this works again at the end of school year 2021-22.

### **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 2021'.

There continues to be a higher pressure on school staff as there are fewer outside agencies that can support us with the children, and the impact of COVID situation has meant that we have more children with identified needs. Some have had private assessments for specific SEN needs, or who are waiting to be assessed by CAMHS (current wait over 2 years) and Educational Psychologist. We have had good, ongoing support from SALT and Communication & Interaction teams and Local Community Support Service, Early Help Team and Social Services have continued to offer advice and support, and to accept referrals.

### **Deployment of staff**

See 'SEN Policy and SEN Information Report October 2021' for roles and responsibilities of staff.

SENDCO continues to be employed for 2.5 days/week. She taught PPA in year 4 for half a day/week, and 2 days in SENDCO role.

During school closure (January to March 2021), teachers allocated time for SEN children with themselves or TAs so that they could be supported with home learning. More vulnerable children were offered space in our Rainbow classes (KS1 and KS2).

On returning to school in March, the focus of support was for well being and engagement, and teachers allocated TAs to specific interventions or small group support for this, and for catching up children who had been identified as having gaps in their learning.

### **Staff training**

SENDCO attended Locality Inclusion Briefings virtually (ongoing information regarding the SEN Code of Practice and other SEN developments, and what schools need to do to meet the requirements of these), 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. Reception staff received ongoing training to support ASD.

All staff were trained in using the county SEN guidance (updated from September 2020) and the relevant paperwork to support this.

### **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 children who needed it. 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.

### **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'.

Teachers ask for feedback and ideas from parents at parent teacher meetings and we ask for feedback from parents and pupils near the end of the summer term. We did this by using Google forms, but we only had about 25% take up, despite parents being reminded.

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.

### **Impact of COVID**

The uncertainties of the Autumn term, and the closure in Spring 2021 have continued to impact on different children in different ways. Some who have difficulties with anxiety or emotional regulation have found the new 'COVID safe' arrangements beneficial, and some SEN children have thrived with home learning, whereas others have struggled. 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 monitored the class assessments done in October with a view to focussing catch up in the Spring Term, but this was thwarted by the school closure from January to March. Provision has been made for these children as appropriate for September 2021.

### **Next steps**

- Continue to identify and support children who show significant delay following school closure, and monitor their progress
- Embed use of new Pupil Profile document (started use in July 2021) and continue to work on use of key documents, especially Oxfordshire SEN Descriptors, and Class Provision Maps.
- Revisit assessment schedule for SEN children so that all children have the same information. This will include:
  - Children sitting PUMA, PIRA for the 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 standardised assessments used to measure impact of intervention.
- Work on professional development for TAs and teachers, with focus on supporting children with ASD
  - SENSS C&I team to deliver training to all staff on using Zones of Regulation (a scheme which builds children's ability to manage their own emotional regulation).
- Improve SEN page on school website to improve parent access to advice and support for SEN children.

H Lawfull (SENDCO)