

SEN ANNUAL REPORT TO GOVERNORS November 2023

(Based on school year September 2022 to July 2023)

The Special Educational Needs (SEN) Policy

Our school SEN policy recognises the right of all children to receive a broad, balanced, relevant and differentiated curriculum which will allow them to achieve their potential. Early identification and appropriate support for specific needs of each child is key to our vision. We also recognise the importance of working closely with children and parents to ensure that their views and ideas form a key part to the provision we are offering. (The SEN Policy is combined with our SEN Report, and is updated annually. See [SEN Policy and SEN Information Report October 2023](#).)

The Staff

Our SENDCO is Hannah Lawfull. She worked as SENDCO for 2½ days/week. The school values the statement that ‘all teacher are teachers of SEND’. Teachers are responsible for identifying and supporting pupils with SEN, with the SENDCO overseeing the process, offering advice, support and additional assessments where needed, liaising with outside agencies and running Education Health Care Plans where the needs are higher. The document ‘[Identifying and Supporting SEND at Cumnor](#)’ summarises these processes and responsibilities. It was shared with all staff on the September INSET day (including teaching assistants), and it is stored on the shared Google Drive. It has hyperlinks so that teachers can easily access any documents they need. Class teachers receive a summary of their class at regular points through the year, highlighting children with SEN and AEN (additional educational needs resulting from diagnosis, disabilities or medical needs), those who receive pupil premium, those who have difficulties with attendance and punctuality, and those who have EAL (English as an additional language).

Our TAs work with children in the classroom, and also take children out for small group or one to one interventions for learning and emotional needs. The support they offer is generally observed to be of a high quality, and they are very good at seeking support or advice when needed, and reporting on the impact that their support is having on a child. Gaps in their knowledge of assessments and/or interventions were identified through Google forms, and specific training delivered where needed.

Special Educational Needs/ Disabilities (SEND) register

At the end of the 2022-23 academic year there were 205 children at Cumnor Primary. There were 26 pupils on the Special Educational Needs/ Disabilities (SEND) register, 4 of whom had an Education and Health Care Plan (EHCP). This represents 12.7% of the children on role. A further 28 children were identified as having some needs (school concern), but not fitting the criteria for SEN Support Level. (In 2021-22 this figure was 26). School made one application for an EHC plan which was successful, and one which was still being assessed at the end of the school year.

SEN children by area of need:

Figures at Jul '23 and Jul '22	MLD	SpLD	SLCN	ASD	SEMH	HI	VI	Other	Total	% of pupils at Cumnor	National % of SEN pupils
<i>School concern list</i>	5	9	6	0	7	0	0	1	28		
SEN Support [K]	6	4	7	3	2	0	0	0	22	10.7%	13.5%
EHC Plan [E]	0	0	1	3	0	0	0	0	4	2.0%	2.5%
TOTAL on SEN Register	6	4	8	6	2	0	0	0	26	12.7%	16.0%
<i>SEN Support</i>	7	6	5	4	1	0	0	0	23	11.3%	13.0%
<i>EHCPlan</i>	0	0	1	3	0	0	0	0	4	2.0%	2.3%
<i>TOTAL on SEN Register</i>	10	3	6	7	1	0	0	0	27	13.3%	15.3%

MLD = moderate learning difficulty

ASD = Autistic Spectrum Disorder

Other = other difficulties not covered by the above descriptions

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

SLCN = speech, language & communication needs

SEMH = Social, emotional & mental health

VI = visual impairment

SEN children by year group:

	School concern list Jul '23	SEN Support Jul '23	EHC Plan Jul '23	TOTAL on Statutory SEN Register Jul '23	% of each year group	SEN Support Jul '22	EHC Plan Jul '22	TOTAL on Statutory SEN Register Jul '22	% of each year group
Year R	1	3	1	4	13.3%	1	0	1	3.6%
Year 1	7	0	0	0	0%	4	1	5	18.5%
Year 2	0	6	0	6	23.1%	4	0	4	13.8%
Year 3	8	4	0	4	13.3%	3	1	4	13.3%
Year 4	4	3	1	4	13.3%	1	1	2	7.1%
Year 5	4	1	1	2	6.9%	3	1	4	13.3%
Year 6	3	5	1	6	20.0%	7	0	7	22.6%
TOTAL	28	22	4	26		23	4	27	
% of school		10.7%	2.0%	12.7%		11.3%	2.0%	13.3%	
(national %)		(13.5%)	(2.5%)	(16.0%)		(13.0%)	(2.3%)	(15.3%)	

We need to be aware of the varying and differing levels of need in each year group, and consider carefully the support that we are putting in place for each class in the year ahead.

In year 1, there were three children who were moved to SEN Support right at the end of the year; they had had some specific support and in consultation with parents it was agreed they should move onto the SEND register for 2023-24.

Progress of SEND children

Progress for individuals and groups, including those on the SEND register, is regularly monitored by class teachers and the Senior Leadership Team. Our Pupil Profile document is used to record impact and identify next steps. It is reviewed at least termly in consultation with parents, child and teacher.

Number of children on SEN register who made below, at or above expected progress:

Reading progress measured using standardised scores from PIRA, writing progress teacher assessed against national curriculum criteria, SPAG (yr 4 to 6) measured with standardised score, and maths measured using standardised scores from PUMA. In Reception progress measured against early learning goals. In year R and Year 1 progress assessed from Autumn 2022 to Summer 2023.

	No score recorded	Below expected progress**	At expected progress	Above expected progress
Reading (All years)	0	5 19.2%	7 26.9%	14 53.8%
Writing (All years)	0	3 11.5%	16 61.5%	7 26.9%
SPAG (Years 4 to 6)	1*	1 8.3%	3 25.0%	7 58.3%
Maths (All years)	0	6 23.1%	7 26.9%	13 50.0%

*One EHC child not able to access SPAG assessment.

There were a total of 7 children who made below expected progress (** some were below in more than one area). Of these, 5 were involved with outside agencies, and 2 were on waiting lists. One of them did not start at our school until November 2022, and had considerable unidentified needs when they arrived.

External Agencies

Close and effective links are made with a wide variety of Agencies to support parents/carers and the school in addressing children's needs.

- SEN officer
- Educational Psychology (bought in)*
- SENSS (SPecial Educational Needs Support Service) (support children with communication and interaction (including ASD), sensory needs and physical needs)
- EYSEMIT (early years special educational needs inclusion team)
- Child and Adolescent Mental Health Services (CAMHS)
- Be Free Young Carers
- Oxfordshire School Inclusion Team (bought in) (regular e-mail updates, three Inclusion Briefings a year, and access to advice)
- Therapy services (Speech and Language, Occupational, Physiotherapy)
- Locality and Community Support Service (LCSS)
- Early Help Team
- Children's Social Care

*SENDCO Supervision sessions were added to our Educational Psychology package, and these have proved an invaluable resource in terms of seeking advice and sharing good practice.

The main challenges we have are:

- The wait for assessment/diagnosis (CAMHS is currently 3 ½ years, Speech and Language is currently 18 months)
- Financial constraints meaning we can only buy in to key support (such as Educational Psychology service for 3 days a year). It would be good to be able to consider other services such as play therapy.
- Reduced timescale of support e.g. Early Help and the LCSS are supporting children and families for a shorter time, and then relying on school to continue to support need.
- Turnover of allocated agency workers, meaning there is less continuity of advice and support.

The SENDCO attended TAF (Team Around the Family) and Core Group meetings (for children with Child in Need plan - social care) for 4 families. She also led the TAF meetings for two families.

Interventions

The support and interventions we can provide for SEN pupils is outlined in the '[SEN Policy and SEN Information Report October 2023](#)' which is available on the school website, and on the shared Google Drive.

Interventions are recorded on a class provision map, and teachers are expected to review this impact of interventions termly. This is then monitored by the SENDCO who adds suggestions for support and interventions as necessary.

Staff and school training

School bought in to the Oxfordshire Inclusion Team (OXISIT) basic package, and the 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) throughout the year.

SENDCO also attended the following training sessions:

- 'Taking forward Early Help' looking at the new process of Strengths and Needs assessments
- Oxfordshire's 'Ordinarily Available Toolkit' (OAT) designed to support and improve the provision teachers make for SEN pupils in their classrooms. This was disseminated to staff through staff meetings.
- 'Emotionally based school avoidance' which was useful in helping us to look at some children who had lower attendance following full opening of schools after COVID.
- Oxfordshire SEND Live Event 'Making sense of SEND in the classroom' which was a one day conference, and gave lots of ideas for supporting SEND which she was able to share with staff.

Training of teachers and TAs in using specific interventions and assessments was an ongoing process carried out by the SENDCO. The SEN monitoring schedule and the summary document that is shared afterwards is used to support staff with the SEN process, and maintains teachers' ownership of SEN.

SEN is a standing item on the staff meeting agenda, and specific SEN staff meetings were held throughout the year to support Provision Mapping, the review of SEN documentation, and the use of 'OAT' and Oxfordshire SEN descriptors.

We offered a parent advice session for 'Supporting attention difficulties), delivered by our Educational Psychologist. This was attended by 10 parents., and feedback was positive. The session was also shared with school staff.

Liaison with other educational partners

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. We transferred documents digitally where possible and meetings were scheduled for children who needed it, and two children had additional transition support from the SENSS C&I team. All year 6 pupils did transition activities in the second half of the summer term, and they attended transition day at their secondary school.

This year, Matthew Arnold started their 'Ready to Learn' programme aimed at children who may be anxious or unsure about the transition to secondary school, and four of our year 6 children went on this (fortnightly sessions after school at Matthew Arnold to support children with understanding the layout and expectations of the school, and to introduce them to some aspects of the curriculum).

We also facilitated a successful transition of one child with an EHC plan to a new school.

SENDCO met with pre-school SENDCO from January 2023 to allow for a clear picture of the SEND of children transferring to Cumnor Reception class, and to support with Pre-schools application for EHC needs assessments for two children.

SENDCO attended half termly meetings with West Oxford Partnerships of Schools SENDCOs which was beneficial in clarifying aspects of our school's offer and in sharing ideas and approaches.

Next steps - 2023-24

- SEN process
 - Continue to support 2 ECTs in following the SEN process.
 - Support Apprentice Teacher in following the SEN process.
 - Embed teachers ability to complete Class Provision Maps, including review and impact.
 - Ensure Oxfordshire's Ordinarily Available Provision and SEN descriptors are being used by class teachers.
 - Support new TAs in understanding their role with SEN support, including knowledge of assessments and interventions
- Continue to focus on how we can develop support to and involvement of parents of SEN and AEN (additional educational needs) pupils, working with the SEN governor.
- Focus on supporting children with Communication & Interaction needs
 - Staff training for programmes to support children with these needs
 - Use outside agency support strategically so we can support any child with these needs
- Focus on emotional well being
 - SENDCO to train as Senior Mental Health Lead
 - Continue to use Zones of Regulation with the children to support their emotional development and language
 - Review how we monitor and support children with emotional needs

H Lawfull (SENDCO)

Documents referred to in this report:

[SEN Policy and SEN Information Report October 2023](#)

[2023.09 Identifying and Supporting SEND at Cumnor](#)

[Oxfordshire SEND Ordinarily Available Toolkit \(Feb 2023\)](#)

[Oxfordshire SEN Guidance 2020](#)

[2023.09 Early-help-guide-for-families-Sept-2023.pdf](#)