



St Blaise Church of England Primary School

Exploring and achieving together

The Lord God made *all kinds of beautiful trees* grow there and produce good fruit with seed in it according to their kinds and God saw that it was good.

Genesis V1&2

## Governors' Special Educational Needs Report to Parents 2021

This report fulfils the Governors' statutory role to report to parents on the success of the school's policy for Children with Special Educational Needs and Disabilities (SEND).

### 1. What do we mean by pupils with special educational needs; all children are special aren't they?

At St Blaise we believe all children are special and each child has individual needs. As parents you will know we monitor all children's progress carefully and ensure every child is happy and achieving their best at St Blaise. However, for some children, at some point in their school careers, learning can be especially difficult. Pupils may experience emotional and behavioural needs, or have physical difficulties; or have been identified on the autistic spectrum, which can mean pupils find understanding what is expected of them and how to concentrate especially difficult.

Each child with special educational needs is placed on what is called the Register of Pupils with SEND; we are required to do this by the Department of Education. Children on the Register have a Pupil profile: this details individual and group work, discussions and external support. These Profiles, which are agreed with parents and carers, also keep track of interventions and progress as well as understanding the successes and challenges.

During 2020-21 the school received £72,849 specific SEND funding. Much of this money goes on staffing: additional teaching assistants, specialist teachers and to access support from outside agencies, including input from the Educational Psychologist. Funds are also allocated to staff training and the purchase of resources.

### 2. How many pupils at St Blaise need SEND support?

The following table shows you the numbers of pupils who were on the SEND register each term for the last academic year and their category of difficulties. You will see the numbers fluctuate as new children enter school and the school roll changes, and as children's needs are identified and met.

SEND	Term 1	Term 2	Term 3	Year average
% learning	11	17	16	
% behaviour	1	1	1	
% physical	1	1	1	
% ASD (autism spectrum)	5	6	6	
<b>Total</b>	18	25	24	

For funding purposes pupils are in one of three categories:

- i) EHCP – these are pupils with the highest levels of need and may have health as well as learning needs recognised. EHCP stands for Education, Health Care Plans.
- ii) High Level of Need - pupils may also need the additional support from outside agencies such as the Educational Psychologist, speech therapists and the behavioural support team; as well as intensive support from within school.
- iii) Low Level of Need - pupils have the lowest level of additional needs and may only need support for a few terms. Any additional funding required comes from within the school budget.

SEND	Term 1	Term 2	Term 3
<b>EHCP</b>	5	5	5
<b>Other SEN need</b>	13	20	19
<b>Total SEND</b>	18	25	24

### 3. How do we know how well pupils are progressing?

In November 2018 the school was inspected by Ofsted and was rated Good in every category.

Specifically for SEND pupils it was reported:

*'Pupils who have special educational needs (SEN) and/or disabilities make strong progress.'*

*'Your inclusive practice benefits all pupils.'*

Pupils' progress is measured against individual targets set out in educational plans; these targets are agreed with parents and children. Some of these goals may include personal, emotional and behavioural targets. This year, 70% of pupils met the majority of their action plan targets and 60% of pupils met their predicted levels. For some pupils making very good progress this means they are closing the gap with their peers. Those who did not attend school due to COVID saw the gap widen.

### 4. How do you make sure pupils make as much progress as they can?

In the first instance it is about ensuring children attend school regularly. Attendance may be part of the child's problems for any number of reasons.

Next, having high expectations of what pupils can achieve, sharing those with parents and carers; and a very important part is helping pupils believe in their own potential. The support of parents is crucial to children's success and last year 100% of parents attended review meetings.

Most importantly good teachers and good teaching mean the needs of all pupils are met. When teaching, lesson tasks are differentiated for the different levels achievement. For SEND pupils tasks

may be broken down into smaller chunks for learning or the teacher, or teaching assistant (TA), may give additional support. In this way pupils' needs, whether they are because they find it difficult to concentrate, or need extra time to learn new skills, are always met. For some pupils with a high level of need, such as some pupils on the autistic spectrum, time away from the 'hustle and bustle' of a busy classroom is needed. In these instances, our highly trained TAs withdraw with the child to find a quieter place for learning. During COVID this was very challenging for some pupils

Additionally, focused teaching matched to SEND pupils' individual needs is provided through 1-1 and small group lessons, called interventions. We have a number of interventions that we know work very well, but the school is always open to trying new approaches. A new range of iPad apps including Nellie are also supporting pupils' learning.

We will always seek professional support which this year has included: SENSS (Special Educational Needs Support Service) for autism outreach support. We have worked with Rachel Morrison who leads a team and Ruth Cox who provided one-to-one support for several pupils. The SENSS tea, also supported with the delivery of SWIFT course. This supported parents of autistic pupils to understand more about aspects of the condition. We have also worked with the speech therapy team, play therapy team, Looked After team and the Educational Psychologist. We have accessed social care, the Hearing Impairment team and the school nurse. This year we have used outreach services from Path Hill and Horsewyse to support home learning.

Staff training is also important: staff keep up to date with training to ensure they meet all pupils' needs. We have had regular updates around specific children.

Monitoring the progress of SEND pupils is very important. Mrs Ruth Leach, Headteacher and SENCo (special educational needs coordinator), monitors pupils' progress each half-term, so six times a year. As well as using Individual Pupil profiles introduced last year which have helped us to engage pupils in their learning styles and needs. Teachers take time to ensure that they speak regularly to children.

Discussions are held with parents and children, with the assistant SENCo Rachel Darby, and with all teachers and teaching assistants. The focus of these meetings is always on how well the children are progressing in all aspects of need and discussing what strategies and support will help children achieve even greater success. At the meetings with parents (held at least three times a year) the views and wishes of parents and children are extremely important. Parents of children with the highest level of need (those with EHCPs) always help staff to think carefully about the needs of the children. Discussions include how school and parents can work together to meet action plan targets.

Also, the Inclusion Governor, Mrs Fiona Morgan, meets with Ruth Leach termly to discuss the success of interventions and support. These meetings and their outcomes are scrutinised further at meetings of the full governing board.

Further detail of support in school and from external agencies can be found on the school website by looking at the school SEND Policy and following links to the 'Local Offer'. County information can be accessed through <https://www.oxfordshire.gov.uk/cms/public-site/support-services-send> Also on the school website are policies relating to Accessibility and Supporting Pupils with Specific Medical Needs.

## **5. What do I do if I feel my child has special educational needs?**

In the first instance meet with your child's class teacher and discuss your concerns. They will be able to tell you how well your child is achieving compared to national standards and how much progress

your child is making compared to classmates. If needed, a plan will be put in place to support your child in the areas of concern you have both identified.

The input from parents and carers is extremely important, so please do come and discuss any worries you may have and do all you can to support your child. Should you not feel listened to make further appointments to see the class teacher, or to meet with Mrs Leach in her role as SENCo. Further, in the unlikely event you feel your child's needs are not being met, make an appointment to speak to Fiona Morgan, the Inclusion Governor, or the Chair of Governors Mark Smith; both can be contacted through the school office.

## **6. What happens when my child moves school? Will they have the same level of support?**

Moving schools can be a stressful time for all children and we recognise this can be especially difficult for children with SEND. As SENCo Mrs Leach will ensure transition to a new school during the school year, perhaps because of a house move, or on transfer to secondary school, goes smoothly. All information concerning the child's needs and current support will be passed on to the new school. Where possible, visits will be encouraged and made to our school, helping the flow of information and demonstrating the level of support in place.

## **7. SEN DURING THE SECOND LOCKDOWN**

All EHC children were offered a place in school.

3/5 pupils with EHC attended school – 3 full time and 1 part time. The fourth and fifth pupils chose to stay at home. Google classroom work was set and, in addition, personal learning resources were also created around the child's interests and needs and were used by pupil and family. One TA was responsible for this and worked on this with the family.

19 additional pupils on the SEN register (K code) – 12 pupils were in school from Jan – March.

Those pupils that did not return to school were given a combination of physical resources- intervention packs, games and online learning. These pupils had their pupil profiles reviewed so that we could ensure targets were appropriate. This was done with families via Zoom calls and telephone. Pupils were then given new summer targets that supported them through September.

Parents were all given email contact points and SEND pupils were contacted weekly by Mrs Leach or the office.

### **Finally...**

We have endeavoured to give you an outline of the support SEND pupils receive at St Blaise and how successful the school has been over the last year. You can find much more information on the School Website, or do not hesitate to come into school for paper copies of any documents or just a chat or more formal discussion. There is always someone to listen to any questions or concerns you may have.

The Governors would like to thank Ruth and all staff for their hard work and dedication in ensuring all SEND pupils have a successful and happy school experience.

**Fiona Morgan Inclusion/SEND Governor on behalf on the Governors of St Blaise CE Primary School  
October 2021**