

Report to the Governing Body on SEND Policy and Provision

SEND Co: **Laura Taylor**

Link Governor: **Mike Finlay, Vicky Robinson**

Date: **Summer 2024**

SEND Register at Morpeth First School – An Overview 2023/24

Key Stage	School Support	STAR funding	Education, Health and Care Plan	PI/VI/Hi Need	Total per Key Stage
EYFS	2	0	5	2	9
Key Stage 1	14	0	2	1	17
Key Stage 2	21	0	4	0	25
Total in School					51

At the end of Year there are 51 SEND pupils, making up around 15% of the whole school population. This is up 20 children from last year. The latest Government figures show a national average of around 17% of children in schools have SEND making us below the national average.

There are 6 children in school with EHCPs. This is 3% of the school population. The latest Government figures show a national average of around 6% of children with EHCPs putting us again below the national average.

7 children received their EHCPs during this academic year. 1 of these children in Nursery is moving to a specialist provision from September.

There is 1 EHCP application currently in progress.

9 of the SEND pupils are also eligible for Pupil Premium.

Area Of Need	Numbers of Pupils (Pupils may appear in more than one list)
Cognition & Learning	14
ASD	12
Social, Emotional, Mental Health Needs	19
Sensory and/or Physical Needs	4
Speech, Language and Communication	6

Social, Emotional and Mental Health is our greatest area of need. Followed by Specific learning needs most often linked to Literacy.

There is a trend of Literacy needs being linked to poor early phonological awareness skills due to missing Nursery/Reception experiences during lockdown.

There has also been a trend of poor general retention, working memory, processing skills affecting attainment in all subjects. This is often the same children who lack early phonics skills. Again we are linking missing early school experiences to finding it harder to pick up daily learning skills. We have worked with the Educational Psychology service on a trial group of Year 3 children practising 'learning skills' explicitly and this is going to be rolled out across more year groups from September.

SEND Actions taken during Academic Year 2023/24

Numbers of pupils moving down a stage on the SEND register = 0

Number of pupils added to the SEND register = 20

Number of pupils who received an Education Health and Care Plan = 6

Number of SEND pupils who left the school during the year = 0

Number of EHCPs pending = 1

Number of SEND children leaving the school in July 2024 = 15, 12 moving to Middle School and 3 moving to special school settings.

Number of SEND children expected to join the school in September 2024 = 0 currently.

Findings from Attainment and Progress Data

- Year 3 has a large group only making very small steps of progress in all subjects. This has been addressed through Educational Psychologist involvement and starting new intervention program. This will continue in to Year 4. This had also been addressed through small group catch up interventions and additional Phonics input which will also continue in Year 4.
- Maths had fewer children making Very Good progress. Look to work with Maths lead in September on any advice for Maths progress.
- Key Stage 1 Writing progress all expected or above. Linked to additional Writing work in Phonics groups. Continuing trend from last year with more SEND learners achieving ARE in Writing and shows achievement towards targets on Action Plan.
- In Key Stage 1 Reading was the only subject with children making any Progress below expected. Target lowest 20% readers with more additional reading skill development from September.
- More children working at an Emerging or lower level in Writing than any other subject. Continue action from this year to develop SEND writing, linked to motivation, engagement and attitudes to Writing.
- Numbers of children secure or above are consistent/similar across all core subjects.

Actions from Data for 2023/24

- Continue to develop positive attitudes to and engagement with Writing. Link to Reading enjoyment also.
- Phonics to be continued across Key Stage 2 to continue to support those who need it, especially lowest 20%.
- Lowest 20% in Reading in Key Stage 1 to be targeted more.
- This year there has been a move away from Maths ability groups towards differentiated class lessons. This could have been challenging for some SEND learners as they struggled to keep up with the class pace. Continue to make sure support is in place for those who need it. Use of pre-teaching or targeted intervention groups as well as whole class lessons.
- Social, Emotional development a big barrier to Academic engagement and achievement. Use of SEND/SEMH HUB room from September to target individuals for whom this is an issue. Developing relationships with key adults and positive attitudes to school. Safe space to use if needed so able to re-join class and teaching more readily.

SEND developments and Management of SEND provision 2023/24

- Miss Taylor worked with EYFS staff to help early identification of needs and early Initial concerns. Not many this year but more coming up from Nursery in September, continue this work over the next year.
- Staff have continued to keep SEND portfolios up to date. Have begun to move to storing information in Google Drive as more staff like this for centralising information and meaning it is accessible to everyone. Continue to move forward with this next year.
- Face to Face meetings with Parents have happened regularly. These included EHCP reviews, Phase change reviews and meetings with parents and outside agency staff. All SEND parents have attended termly meetings to communicate successes and targets. Miss Taylor has also attended some with the class teachers.
- In termly meetings with staff Miss Taylor will continue to monitor intervention planning and booster group planning termly. She will also monitor the progress of any children who have made below expected progress this year. She will look for use of baseline assessments to identify barriers to learning/problem areas, correct target setting, evidence of progress and adjustments made if progress not seen.
- Miss Taylor delivered training to Lunchtime Supervisors on understanding SEMH and links to behaviour. Developed sharing of SEND information with Lunchtime Staff team to ensure consistent support cross this period.

- Miss Taylor has shared advice on accurate target setting with all staff and Dorothy Ricketts from the SEND team at County also provided training on this linked to EHCP requests. Miss Taylor to continue to monitor these termly.
- Miss L. Taylor has tracked SEND attendance every half term this year and tracked children with lower than average attendance. This has been discussed with class teachers, the head teacher and parents as needed.
- Staff have continued to plan, monitor and evaluate interventions using either individual pupil or small group tracking sheets. They have also continued to use 'Notice and Adjust' sheets to track day to day changes with children and how they have altered their practice to better meet a need. Miss L. Taylor uses itrack software being used in school to check each term that children on the SEND register are making the expected levels of progress. If they are not progressing as well as hoped different approaches which could be tried are discussed with staff.
- Miss Taylor has completed training with County Council to be a SEND Peer reviewer from Sept.
- Vicky Robinson joined the Governing Body as a Staff Governor with responsibility for SEND. She joined Mike Finlay in meeting to discuss SEND provision currently, including a learning walk around school and looking at current Action Plans and Data. Actions from this meeting were recorded and added to future Action Plan. See attached Minutes.

In-School Interventions

Read Write Inc, White Rose, Speech and Language programs from the SALT team, Memory activities from Educational Psychology Service and precision teaching have been used as Intervention schemes throughout school.

Support Teachers or HLTAs deliver additional small group interventions to help groups of children who are not achieving Age Related Expectations, these include Practical Maths groups and additional Writing and Reading groups in all Year groups and Thrive nurture groups in all Year groups. There are a number of children who use brain breaks, sensory circuits and break out spaces to help with SEMH and self-regulation.

Multi-agency Interventions and Support

Additional SEND support is accessed from the SEND High Incidence Needs Team (HINT).

Full staff training on SEMH needs and links to behaviour was delivered in Sept 2023 by HINT.

During this Academic year staff in every year group have worked with the Speech and Language service.

SEMH and Literacy support have supported children and provided advice to staff in all Key Stages.

Educational Psychology have carried out classroom support work in all Key Stages and EHCP assessments in EYFS, Key Stage 1 and Key Stage 2.

School has worked with the Early Help School Support service to co-ordinate support from different agencies for 3 children.

SEND Attendance

6 children below 95% attendance.

5 child below 90% attendance.

These have been discussed with Key stage leaders, class teachers and parents where necessary.

Recommendations from Link Governor Visit for areas to develop next -

- Look at Autism Education Trust website, have links to help staff writing small step outcomes.
- Autism Education Trust website has link to an Environmental audit to help make areas more accessible and help children focus. Complete with an adult and groups of children. Identify potential triggers which can be changed or managed.
- Peer review through county council for SENDCo to join and if school becomes part of alliance model look at building network opportunities to share ideas, good practise etc with other schools.
- Look at developing opportunities for designated time for joint planning with TAs and HLTAs and class teachers.
- Sendco training to provide additional advice for staff, develop bank of resources, recommendations to offer staff. Especially useful for those times of year when HINT/LIST referrals not available.
- Uses of group rooms and layouts to match, display boards etc. sensory room, more targeted. Identify main uses of spaces and decorate to match to aid concentration/calming. Think about clear walls, tidy surfaces. What's where and why is it there? If not useful for children consider removing.
- Whole school zones of regulation displays so there is a consistent approach to teaching the use of this language. Used consistently and becomes embedded so is able to be used if or when needed.