



SEND Annual Report to Governors September 2019

Shepton Mallet Community Infants School is an inclusive school and offers a variety of provision to suit the needs to the children.

SEND School Profile 2019 - 2020

	September 18	September 2019
SEN Support	24	25
High Needs Funded	3	1
Education, Health Care Plan (EHCP)	0	0

	Year R		Year 1		Year 2	
SEN Support	9		10		6	
High Needs Funded	1		0		0	
EHCP	0		0		0	
Pupil Premium Details	PP	Non-PP	PP	Non-PP	PP	Non-PP
	1	9	4	6	1	5

Areas of Need

Communication and Interaction <ul style="list-style-type: none"> • <i>Autistic Spectrum Disorder</i> • <i>Speech, Language or communication Need</i> 	20
Cognition and Learning <ul style="list-style-type: none"> • <i>Specific Learning Difficulty</i> • <i>Moderate Learning Difficulty</i> • <i>Severe Learning Difficulty</i> 	16
Social, Emotional and Mental Health <ul style="list-style-type: none"> • <i>Social, Emotional and Mental Health</i> 	1
Sensory and/or Physical <ul style="list-style-type: none"> • <i>Physical Disability</i> • <i>Medical Disability</i> • <i>Visual Disability</i> Physical and Medical needs <ul style="list-style-type: none"> • <i>Mobility</i> • <i>Physical impairment</i> • <i>Medical conditions</i> 	3

Effectiveness and Impact of Additional SEND Provision on Pupil's Outcomes for pupils in 2018-2019

Year Group	Number of Pupils	Prime Areas	All 17 Areas
Reception	10	2/10 (20%) made a good level of development in the prime areas.	2/10(20%) made a good level of development in all 17 areas.

Year Group	Number of Pupils	Reading			Writing			Maths		
		% Below ARE	% At ARE	% Above ARE	% Below ARE	% At ARE	% Above ARE	% Below ARE	% At ARE	% Above ARE
1	6	84%	16%	0%	84%	16%	0%	84%	16%	0%
2	10	70%	30%	0%	90%	10%	0%	70%	30%	0%

Attendance, Exclusions and Behaviour of SEND pupils

Attendance %	90%
Number of temporary fixed term exclusions	0
Number of permanent exclusions	0

Multi-agency Interventions and Support

3 meetings were held across the year to gather ideas and provide effective support to allow for the correct provision for SEND designated learners to be put in place. 1 meeting was held with the Educational Psychologist (EP) and 2 AIM meetings with Learning Support Services (LSS). Discussions were held around 5 individual pupils and whole school training needs. The EP and support teacher from LSS visited school to assess and advise on 3 pupils in total. Advice on other pupil's discussed led to 3 referrals to other external agencies and verbal suggestions given at the time of the meetings was used to support teachers in developing effective Individual Education Plans (IEPs).

Educational Psychologist

The EP observed/assessed and gave advice for 1 pupil. This advice was then used to support the class teacher in developing an IEP that would support the pupil in making progress in their identified areas of need. Unfortunately the pupil could not be reviewed by the EP as the schools EP hours allocation for the summer term was zero. When reviewed internally the pupil had made slow but measurable progress towards short term outcomes.

Learning Support Services

Support teacher from LSS carried out observations/assessments on 2 pupils. The recommendations made for interventions/class support were used in the pupils IEPs. 1 pupil is due to be reviewed by LSS in the Autumn term of this year but again due to changes in the schools allocation of LSS hours for the Summer term no other external reviews took place. When reviewed internally the pupil had made slow but measurable progress towards short term outcomes.

Other External Agencies

Referrals made to the Autism and Communication Team, Speech and Language Therapy Team and Occupational Therapy Team resulted in recommendations and advice for 9 pupils. IEPs were then produced using expert suggestions. Reviews of IEPs show measurable progress towards targets set for all pupils involved.

Staff Training on Improving SEN Pupil's Outcomes

AIM Meetings

The SENCO and Head had 2 AIM meetings with the LSS advisory teacher which focused on the completion of the Somerset Inclusion Audit, a tool designed to audit the schools inclusion practices with reference to the current SEND Code of Practice. The Audit was completed and submitted to Somerset County Council and reviewed in the summer term. Key areas for development from the audit will be incorporated into this year's SEND Action Plan.

SENCO Training

The SENCO attended a variety of information sharing/training meetings over the year linked closely to the needs exhibited by SEND designated learners. These included:

Supporting pupils with speech development

High needs funding moderation

SEND or EAL?

Good Autism Practice

Outreach training by The Mendip school- 3 sessions around ASD and SEMH

Monthly Sheppy Valley Community Learning Partnership (CLP) SENCO meetings, including training on using 2 SEND specific assessments, The British Vocabulary Picture Test (BVPS) and York Assessment of Reading for Comprehension (YARC).

Staff Training

There has been a wide range of staff training completed over the year. This has included:

- Training for all teaching and support staff on the further use of Precision Teaching as tool to support SEND designated learning across the curriculum.
- Training for all teaching and support staff on using the Talk Boost programme with pupil's displaying Speech and Language Communication Needs (SLCN).
- Regular reviews with teaching staff via staff meetings (3 across the year) on the use and development of SEND Pupil Passports.
- A continuous review of review of the SEND register reorganising pupils in to SEN support and Cause for Concern groups.
- Individual training for support and teaching staff according to their Performance Management targets.
- Sharing of the new SEND IEP target assessment tool with teaching staff.

Impact of SEN developments, projects or initiatives

The impact of the introduction of Talk Boost via the use of the Talk Boost Assessment tool has shown that progress was made by all pupils in at least 1 of the areas assessed. The feedback from TAs and teachers was that the programme made a difference to a broad range of SEND and EAL designated learners and that it is a worthwhile and effective intervention. The use of Precision Teaching as a tool in a range of curriculum areas is also proving successful with pupils meeting targets

set. The SEND Pupils passport is now in full operation and is proving very useful for Annual reviews and parent teacher consultations. SENCO assessments using BVPS and YARC have also helped to build a stronger picture of SEND designated pupils learning profile and areas of need.

View Point of Pupils

The further development of the Pupil Passport and pupil response proforma for Annual Review meetings means that pupil's ideas, views and future aspirations are being included in all SEND documents in an age appropriate format. This will continue over the coming year.

Future developments in SEND

- Continue to explore a range of new interventions that will best support learner's needs, with particular focus on SLN and Mathematics.
- Build up a bank of age appropriate assessment tools that will provide measurable data for the impact of interventions and adapted provision, particularly focusing on the use of The Sandwell Early Numeracy Test
- Continue to use and further develop SEND tracking system that measures success against targets not national age appropriate data.