



KINGS CLIFFE ENDOWED SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) ANNUAL REPORT

JULY 2020

Kings Cliffe Endowed Primary School has a duty to report annually to all parents on the provision for children with Special Educational Needs or Disabilities (SEND) and implementation of our Equality Policy and Accessibility Plan.

Children with SEND have very specific needs which requires individual provision that is different from or additional to other children.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. If further support is required the child may be in possession of an Educational Health Care Plan or Statement.

Policies

The Special Educational Needs (SEND) Policy was reviewed and amended in April 2020 in line with the new SEND Code of Practice (2014). This is available to any parent on request and is published on the school website.

The Special Educational Needs Coordinator/ Inclusion Lead (SENDCo) is Barbara Yeo and the SEND Governor is Caroline Filby.

Number of pupils with SEND

We currently have 12 children this year that were identified as having special educational needs or disabilities:

9 children, who have specific learning needs dealt with in school with individual targets, modified resources and assessed according to their progress against these targets.

2 children, who have specialised individual educational targets which are highlighted by their Educational Health Care Plans.

3 children, who are having continual support from specialised speech and language specialists.

Parents, children and teachers are all involved in individual Education Plans (IEPs) which are developed for each of these children if it is felt necessary.

Progress of pupils with SEND

Usually the progress of children with SEND is reported annually to parents, however this year, due to COVID 19, interim reports were produced in March 2020 and instead of end of year reports we offered parents parent consultation appointments over the telephone. Support is being given to parents and to staff to ensure that attendance of SEND children is as high as possible or home learning is accessible to families under these difficult circumstances.

Budget allocation

The total income to the school's budget allocated specifically to SEND for 2019-2020 was £58,572 although the money spent was £60,884. This money is used for teaching assistant

support both in the class and at non-teaching times, specialist educational advisors such as an educational psychologist, specialist dyslexia teacher, speech and language therapist, SEND ICT programs and apps as well as equipment such as specialist books, quiet space barriers and mental health support materials.

Deployment of staff and resources

Ten Teaching Assistants (TAs) work alongside the class teachers by delivering specialised programs, general classroom support and 1:1 support for high needs children. This year support staff have been involved in a range of intervention programs, such as: Early Literacy Support, Early mathematics boosters, Phonics Booster, Speaking and Listening, Dyslexia programs, Occupational Therapy programs, mental health support, fine motor skills development, drawing and talking and emotional literacy support.

It is an important focus of the SENDCo to ensure that interventions are robust and that they are delivering impact for children and that TAs and teachers are held to account for the progress of SEND children. The SENDCo maps out the year's school's provision to support these children; supporting and meeting the needs of support staff in order for them to deliver individualised and small group teaching, tracking progress, assessing/observing individual children, and administrative work as well as liaising with parents, other agencies and specialists.

External agencies

This year the school has liaised with and had meetings with a number of external advisers including educational psychologists, speech and language consultants, physiotherapists, IT consultants, occupational therapists, educational advisors and consultants.

Secondary school liaison

We continue to maintain links (meetings/visits/telephone calls) with our local primary and secondary schools and have undergone training with other special needs staff in our partnership to ensure information and skills are shared amongst schools. Special attention is also made for younger SEND children transferring to or from other schools. Transition to Year 6 has also been a focus and information is gathered to ensure that all children are correctly catered for when they move on even if this has had to be done virtually. If possible, stronger links between secondary schools are being requested to support parents with children with SEND.

Staff development

Staff have attended training for various programs. These include:

- Target Tracker implementation
- Talk for Writing
- Team teach
- Lexia UK
- Supporting positive behavior
- Assessment for learning
- Social and emotional development and anger management
- Forrest school
- Pediatric first aid
- Clicker 7 training
- Epi-pen training.
- Emotional Literacy Support Assistant Training (ELSA)

- Mindfulness Training
- Level 3 Teacher Assistant Training
- Mental Health for Learning.

During COVID 19 Some training has been postponed and some has been done virtually.

Equality Policy and Accessibility Plan

The Equality Policy was reviewed in March 2019 and will be reviewed in January 2021 and the Accessibility Plan was reviewed in July 2020.

Under the Equality Act 2010 we are required to take proactive steps to ensure that disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. We have incorporated our duties under the Equality Act 2010, and specifically on disability issues, into two main documents: our Equality Policy & Objectives, and our Accessibility Plan (our access to the physical environment, to learning, and to information for pupils and others in our school community with impairment or other needs that may put them at a disadvantage from others).

The School has identified a person responsible for Equality, Lynda Bowyer (Headteacher) and a school Equality Governor, Louise Bowen- West. The Equality Objectives for 2020 have been refreshed and added to and are available on the school's website. In addition, an accessibility audit is conducted and includes the views and information sought or considered from staff and outside agency services that work with our children with protected characteristics and individual specific needs.

The school has very small numbers of children of other cultural or racial backgrounds than White British or that are described by their parents/carers as having a disability. Due to the small numbers involved trends are difficult to establish, children with specific needs (due to diversity, medical or learning needs) are provided with interventions on a needs basis to ensure maximum support to close any gaps.

The school have a number of children with specific medical needs and have identified and provided for these children in terms of resources, staff training and individual learning plans as appropriate and will continue to be ongoing.

The school also has a number of children with specific impairments for which reasonable adjustments, resources, and staff training have been provided to ensure they are not disadvantaged in their access to the school, to learning or to information.

The facilities provided to assist access to the school by disabled pupils is documented in the school's objectives and accessibility plan document.

Barbara Yeo
SEND Co
July 2020

Caroline Filby
SEN Governor
July 2020