



# Annual SEND Report to Governors

<b>School:</b>	TWINEHAM CE SCHOOL
<b>SENDCo:</b>	Maria Fitzgerald
<b>Date of Report:</b>	June 2024
<b>SEND Governor (if applicable):</b>	Louise Rydon
<b>Relevant Policies:</b>	SEND POLICY, SEND INFORMATION REPORT to be reviewed annually.
<b>SEND profile for the last 12 months:</b> <ul style="list-style-type: none"><li>• Number of pupils on SEND register (or equivalent), including numbers with Education Health and Care Plans</li><li>• Number of pupils on SEND register as a percentage of pupil population</li><li>• Number of children joining the register and coming off the register this year</li></ul>	<p>22 children on the SEND REGISTER</p> <p>9 children with EHCP's. 3 children have had EHCNA's submitted awaiting outcome. 2 further EHCNA's to prepare.</p> <p>38% SEND children out of school population. 22/57</p> <p>15.8% with EHCP's.</p> <p>9/22</p> <p>2 children with SEND have left since January.</p> <p>2 children have joined the school with SEND since January.</p> <p>In September 2024, 2 children are leaving to go to Specialist Provision. 1 child is going to a specialist Secondary Setting. 2 further children have requested Specialist Provision as part of their EHCP Review or EHCNA request.</p>
<b>Overall statement (based on OFSTED description) regarding quality of SEND provision in the last 12 months:</b>	Ofsted Report 2024: The curriculum for pupils with SEND is not always adapted well enough to meet their needs. This means that pupils do not achieve the best possible outcomes. The school needs to ensure

<ul style="list-style-type: none"> <li>● Outcomes for children with SEND (academic and wider)</li> <li>● Effectiveness of leadership and management for SEND</li> <li>● Quality of learning and assessment for pupils with SEND</li> <li>● Personal development, behaviour and welfare of children with SEND</li> </ul>	<p>effective approaches are in place so that pupils with SEND learn consistently well.</p> <p>Effectiveness/Quality of Learning: Requires Improvement</p> <p>In Jessica Bubb's (SEND Advisory Teacher) (June 2024) report she indicates there have been improvements in SEND provision, particularly the SENSORY, FOCUS, RECOVERY CYCLE for children with individual support. However, there are still inconsistencies across the school with further adaptations to provision being required, language of learning further developed and ensuring sufficient challenge for all pupils.</p> <p>Jessica Bubb and Louise Rydon (SEND Governor) have both mentioned that there has been a noticeable improvement in behaviour for SEND children and that the school appears to be a much calmer environment for pupils to work in.</p> <p>This has been achieved through additional training for TA's and also making use of the break out spaces in school.</p>
<p><b>Achievement of children with SEND in the last 12 months:</b></p> <ul style="list-style-type: none"> <li>● Statutory assessment data</li> <li>● Tracking data</li> <li>● Progress data, compared to other groups and children with SEND nationally</li> <li>● Wider outcomes (this may include attendance, exclusions, future destinations, participation, particular achievements, etc.)</li> </ul>	<p>Data will follow once the collection of this year's data has been collated.</p> <p>The school is currently using a variety of tools to track the data of SEND pupils to show small steps of progress such as the Wakefield Progression Grids and IAELD for EYFS children. These all demonstrate that the children have made progress.</p> <p>1 pupil has had 12.5 days of fixed term exclusions. He has now been granted an EHCP and will be transitioning to secondary school.</p>

<p><b>Early identification and assessment of children with SEND:</b></p> <ul style="list-style-type: none"> <li>• What strategies are in place to ensure early identification of children with SEND?</li> <li>• How are these strategies implemented?</li> </ul>	<p>The Reception Teacher and SENCO visit Nurseries prior to children starting the school and liaises with external professionals about the needs of children prior to starting school. Children's attainment and needs are regularly discussed by Teachers with the SENCO at Staff Meetings and as part of regular Pupil Progress Meetings.</p> <p>Interventions and Provision Maps are reviewed each term for impact and children who are working below age related expectations are assessed using a range of assessment data such as IAELD, Wakefield Progression Grids and KS1/KSW target tracker sheets. This ensures that children who are falling behind their peers are quickly picked up and monitored closely.</p>
<p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>• What interventions have been used for children with SEND and how effective have these been?</li> <li>• How do you measure the impact?</li> </ul>	<p>The School uses a range of interventions such as Precision Teaching, Memory Magic, Toe by Toe, Start Write Phonics Scheme, Intensive Interaction, Social and Emotional Intervention sessions, Speech and Language Interventions, Zones of regulation work, Sensory Circuits, Sensory, Focus, Recovery Cycle.</p> <p>There are intervention tracking sheets available showing the impact of each intervention used.</p> <p>We have started using Intervention sheets which measure interventions using the grading: Good (sustaining impact) A</p>
<p><b>CPD related to SEND:</b></p> <ul style="list-style-type: none"> <li>• What CPD has taken place for practitioners and what has been the impact of it for children with SEND?</li> </ul>	<p>Trauma training</p> <p>Intensive Interaction</p> <p>Sensory, Focus, Recovery Training</p> <p>Pupil Voice training</p>

<p><b>Parent/carer partnership activities/liaison in the last 12 months:</b></p> <ul style="list-style-type: none"> <li>• Child voice: How have children with SEND been supported to have their voice heard?</li> <li>• Parent/carer voice: How have parents/carers of children with SEND been involved?</li> </ul>	<p>There have been meetings each half term providing an opportunity for parents to meet with Jenny Payne, through coffee mornings or one-to-one appointments. Mrs Fitzgerald has made herself available to any parents who wish to meet to discuss their child and all parents of SEND children have been invited to a book a slot for the SENCO Surgery on the 26<sup>th</sup> June and also to see Parents to review targets as part of the ILP Reviewing Cycle once a term.</p> <p>Children with EHCP's have had their plans reviewed with parents and sometimes with external professionals.</p> <p>Children who are on agreed part-time time tables have had meetings with the SENCO every two weeks to review their timetable for further reasonable adjustments to be put in place and action plans updated. Parent Voice has been collected as part of the EHCP Review process or through requesting an Education Health Plan Needs Assessment. Parent voice has also been collected at Parents Evenings as part of the Individual Learning Plan Review.</p>
<p><b>Involvement of SEND Outside agencies:</b></p> <ul style="list-style-type: none"> <li>• Multi-agency work: What external agencies have been involved and what impact has this had?</li> </ul>	<p>The school has received termly visits from Jessica Bubb, SEND Advisor and also twice termly visits from Carina Reid (Autism Advisory Teacher). There has also been one visit from Roshni Ibbitson (LBAT Advisor). Mick Doyle, school linked EP has visited the school each term to provide advice for individual pupils. There has been one online meeting with a Speech and Language Therapist who has reviewed pupils based on our own reviews in school.</p> <p>Unfortunately, due to a national shortage of Speech and language Therapists the school has not benefited from having a Therapist working directly with children in school but has assured us that we will be assigned a linked Speech Therapist in September. The school has received training in specific Autism Interventions (Sensory/Focus/Recovery Cycle and Intensive</p>

	<p>Interaction). We are now beginning to see children accessing more Focus Tasks which was identified as a weakness previously. This training was provided by the Autism Advisory Team over a number of visits in the Autumn Term.</p>
<p><b>SEND policy:</b></p> <ul style="list-style-type: none"> <li>When was this reviewed and have any changes been made?</li> </ul>	<p>The policy was reviewed in January but will need to be reviewed again,</p>
<p><b>SEND information report:</b></p> <ul style="list-style-type: none"> <li>When was this reviewed and does it meet statutory requirements?</li> <li>This is an opportunity to share any other initiatives that the school has launched and what impact these have had or are hoped to have.</li> </ul>	<p>This report was review in January and will need to be reviewed annually as implementation changes and systems become embedded.</p> <p>The school has been signed up for the WOWSI project, more information will follow in due course, once it is made available.</p>
<p><b>Are there any concerns regarding provision for children with SEND?</b></p> <ul style="list-style-type: none"> <li>This is an opportunity to share any areas that the SENDCo feels may become a concern in the next year unless action is taken. This could include staffing issues, issues relating to specific children (without names), support from external agencies, other resourcing issues, etc.</li> </ul>	<p>The Sensory, Focus, Recovery Cycle has recently been taught to staff and we are in the process of embedding and improving this provision. Close monitoring will need to continue to ensure that this intervention is working effectively.</p> <p>As the Speech Therapist hasn't been into school to review the non-verbal pupils, I am unable to say with confidence that the interventions have made sufficient impact. This will need to be monitored in the Autumn Term.</p> <p>Many of our Teaching Assistants have had to do 1:1 work rather than intervention work, especially in Years 1 – 2, which may have impacted on the Phonics Screening pass rate. This will need to be monitored carefully next year and adequate staffing provided to catch up any children who may have fallen away.</p>

	<p>There have been some IT issues that have meant some programmes that could have been used to support children with poor spelling/writing has not been fully utilised. This needs to be further explored next year.</p>
<p><b>Any other relevant information:</b></p> <ul style="list-style-type: none"><li>• Any other relevant information in the last 12 months to improve SEND provision.</li></ul>	<p>n/a</p>