

Bridport Primary School

(part of the Minerva Learning Trust)

Special Educational Needs, Disability (SEND) and Inclusion

Information Report 2020-2021 (September 2021)

A child with **SEND** is defined as one with a learning difficulty and/or disability which should be addressed by making special educational provision. If a child has a learning difficulty, it means that she or he ***falls outside the expected level of learning of most children of the same age***. It may be the result of a disability which needs different educational facilities from those generally provided by schools.

References

Please refer to the SEND/ INCLUSION /LOCAL OFFER POLICY document which gives a comprehensive description of all aspects of SEND at BPS and is underpinned by the SEN Code of Practice, and documents below. This policy can be found on the school website. It has a different appearance as it contains a parent friendly version of the Local Offer hosted on the Dorset for You website.

The information meets the Statutory requirements laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulation 51 (2014)

The Local Offer was updated in September 2021, and aims to provide a clear guide to our provision at Bridport Primary School.

SEND Register September 2021

Year Group	Total on Register	EHCP	SEN Support
Reception	10	1	9
1	9	0	9
2	4	0	4
3	6	2	4
4	13	6	7
5	13	3	10
6	10	0 (1 pending)	10
Total	65	12 (plus 1 pending)	53

Tipping point:

Due to the current number of children on our school roll, we require more than 11 EHCPs to qualify for tipping point funding.

We currently have 12 EHCPs so qualify for the tipping point funding which equates to 1 x £4800 = £4800.

End of Key Stage attainment and progress data Summer 2020

<u>Overview of areas of SEND across the school</u>	
Total on Register and % of school population	65(18%)
Total % EHCP/Statement	12 (4% of total school population and 18% of pupils on SEND register)
Total % SEN support	53 (16% of total school population and 82% of pupils on SEND register)
% of SEN children whose main need is Cognition and Learning	12 (22%)
% of SEN children whose main need is Communication and Interaction	27(3 ASC) (35%)
% of SEN children whose main need is SEMH	16 (30%)
% of SEN children whose main need is SENSORY and/or Physical	1 (2%)

Due to the COVID outbreak, end of Key Stage data for 2020-21 was based on teacher assessment, which used teachers' knowledge of where children were prior to lockdown to estimate where they would be at the end of the academic year.

As a school, we have found that internal tracking has provided a much more accurate and informative picture of the attainment and progress of our SEND pupils. Tracking in this way has also helped us to understand the impact of school closures on our pupils with SEND and has enabled us to build a picture of what happened for these children between March and September. This has informed the way in which we have identified focus areas, targeted support and next steps (including catch up interventions) for pupils across the school.

SEND support attendance during lockdown	
In school	At alternative provision
38 pupils out of 80 with EHCPs	0 pupils

Overall, 48% of pupils at SEND support level were in school during the lockdown period.

EHCP attendance during lockdown	
In school (full and part time attendance depending on need)	At alternative provision
15 pupils out of 22 with EHCPs	3 pupils (with 2 attending alternative provision alongside school)

Overall, 68% of pupils with an EHCP were in school on either a full or reduced timetable during the lockdown period. 73% of pupils with an EHCP were in either alternative provision or at school during the lockdown period (or benefitted from a combination of the two).

Support for pupils on the SEND register during the lockdown period

- In addition to the daily contact from class teachers, the SENDCo (or member of the SEND team) contacted all children with EHCPs or pending EHCPs (and their families) at least weekly.
- Children in the Nurture Group were emailed/written to by the Nurture Team to keep up the positive relationships that had been built previously and to ensure the children knew they were being 'kept in mind', and to encourage them to engage in personalised learning tasks.
- Differentiated learning activities and packs were offered to all children on the SEND register (virtual and hard copies depending on needs).
- Social stories were provided to all families to support their understanding of the situation at the start of lockdown. Social stories and transition books were also provided to support the return to school for key worker children; specified year groups from 1st June and all children ready for September. In addition, staff provided virtual tours and virtual 'meet and greets' for parents to use to prepare children over the summer.
- Additional alternative provision was secured for one child with an EHCP during lockdown where the child and parents were struggling to cope at home.
- Lots of referrals were made to the emergency EP helpline set up to support families during COVID times.
- The SENDCo worked virtually with the SENSS Team and EP to support families and provide learning activities tailored to the needs and learning styles of children with particularly complex needs.
- Planned and emergency annual reviews were held virtually so that provision could be reviewed and adapted where needed. This also provided a valuable opportunity to support the transition back to school for several children.
- The ELSA and Year 6 Team delivered enhanced virtual secondary transition sessions. Secondary transition sessions and resources were also provided by receiving schools. For those children for which the secondary transition would prove particularly challenging, socially distanced visits and tours were arranged within the COVID guidelines.
- The SENDCo created a CPD programme for the TLAs to complete when they weren't in school.
- Weekly safeguarding meetings and risk assessments were carried out to ensure all children with SEND were safe at home. Consequently, several children on the SEN register were offered school places and tailored support in school to ensure their needs were being met.
- Resources were shared with staff to use with the children on their return to school in order to promote mental wellbeing. Lots of these resources came from the Dorset EP service

Support and provision in place in addition to quality first teaching from September 2020:

- Six of our children with EHCPs and one child at SEND support level required individualised timetables with 1:1 support throughout the day.
- Eleven of our children with SEMH needs (some of which also have an EHCP) had a designated 'safe space' in school where they could go if they needed to calm/ needed support with self-regulation strategies.
- Two children with EHCPs attended alternative provision 1 day per week to support the effective transition back to school.
- One child with significant SEMH needs (who now has an EHCP) attended alternative provision 3 days per week during the Spring Term with a 'Life Coach'. His 'Life Coach' then supported him in school for the rest of the academic year and worked in partnership with his prospective secondary school in order to support an effective secondary transition.
- Two children with EHCPs had weekly Play Therapy sessions during the Autumn Term (1 hour per week in school). Two other children had weekly Play Therapy sessions during the Spring/Summer Terms.

- One of the children with additional funding for medical needs required an allocated 1:1 throughout the day. The other child with additional funding for medical needs had daily ELSA support from our Learning Mentor as well as support from a designated TLA, who was 'on call' across the day.
- All children with identified SEMH needs had timetabled support from the ELSA or Learning Mentor at least once a week.
- All children with an identified speech, language and communication need had a designated adult assigned to them, who worked with the Dorset SALT Team to ensure that their programme was delivered effectively. All children with SLCN needs as well as an EHCP had an additional SALT session once a week in the Autumn and Spring Terms, before the designated teaching assistant retired. We also had one child (with an EHCP) who had a bespoke language package and block therapy delivered by a member of the Dorset SALT Team and a teaching assistant across the week.
- Six children with identified 'working memory' needs (three of which have an EHCP) had additional support sessions once a week with a designated teaching assistant.
- Six children with EHCPs received support from the Specialist Teachers from the West Dorset Locality Team.
- Two children with EHCPs received additional support from TADSS (Outreach support) in the Spring Term. This support was virtual because, due to the pandemic, normal in-person services have not yet resumed.

Staff Training 2020-2021

What?	When?	Who?
'Managing Challenging Behaviour'- Lucy Brookes (Specialist Teacher at Dorset Council)	Autumn 1	All staff
Ongoing SALT support and modelling from Dorset SALT	Autumn 1 onwards	All teams supporting children with SLCN
Dyslexia Training- Elizabeth Monaghan (Specialist Teacher at Dorset Council)	Autumn 2	Teachers (and some TLAs)
Training and shadowing with specialist mentors at Future Lives (Rylands Farm)	Autumn Term	Year 3 Team
Ongoing support for staff supporting key children – Elizabeth Monaghan	Autumn 1 onwards	Staff supporting key children
Ongoing support for staff supporting key children – Lucy Brookes	Autumn 1 onwards	Staff supporting key children
POMs staff meeting with introduction of SEND toolkits and strategy checklists	Autumn 2	Teachers
Support from Dorset Behaviour Support Service (in school and virtual)	Autumn 1 onwards	Year 6 Team and SENDco
Jeremy Side (Ed Psych) visits	Autumn 1 onwards	Staff supporting key children
Online First Aid Training	Summer 2	All staff
Virtual Diabetic Training	Summer 2 (plus additional training and support from Diabetic Nurse in September 2021)	Future Year 3 Team, Future Year 6 Team and Learning Mentor
Anaphylaxis and Epipen Training	September 2021	All staff
Supporting Sp and Lang in the classroom	October 2021	Specific staff
Safeguarding L2 refresher	October 2021	All staff

COVID 'catch-up' interventions overview

- Baseline assessments used to identify pupils in need of 'catch-up' support. Focus pupils identified for this term.
- English/literacy focus across whole school Autumn Term and then again after Spring lockdown.
- Appropriate interventions (adults trained in delivering these) identified to meet the needs of the focus pupils.
- SLT to monitor delivery of interventions through observations and discussions with pupils, class teachers and TLAs.
- Interventions will be reviewed at pupil progress meetings, along with discussions with pupils, class teachers and TLAs to evaluate impact.
- Maths focus from Spring Term 2021: revisited following lockdown.

Finance

Costings for interventions remained broadly the same as last year, although many were disrupted or cut short due to COVID-19, so we are unable to accurately evaluate their impact. The SEN budget has continued to provide support in each classroom through the deployment of TLAs alongside the delivery of quality assured targeted interventions and quality first teaching strategies.

The Learning Mentor has continued to provide effective support for children with SEND, particularly those with needs linked to SEMH, ASC and ADHD. This support has included helping children manage transitions, 'meet and greet' sessions each morning, alternative lunch time provision, recognising and labelling emotions, self-regulation work, as well as targeted 1:1 and group interventions.

Additional teaching assistants were employed in both Key Stages in order to effectively support children with more complex needs and to deliver quality assured interventions as part of (and in addition to) our Covid catch up programme.

Catch up intervention costings

Autumn			
TLA	Phonics KS1	KS1	1728
TLA	Interventions	KS1	447
TLA	Interventions	LKS2	1200
TLA	Interventions	LKS2	450
TLA	Interventions	UKS2	300
			4125
Spring			
TLA	Interventions (ag and CM)		900 + 200
Third Space Learning	online tutoring	4400	679
TLAs	Part cover due to shielding/ absence		1000
Star Renaissance Learning	online assessments		3336
NEETs Alternative Prov			1560
			7675
Summer Commitments			
T	CRW 2 days and 2 pms	Y6 Y1/2 Y4	4200 + 2300 6500
TLA	Emotional support/ addressing miscon CM 3 /4 pms	Y5	715
NEETS contribution			1000
T	RB	Y3	1914
TA overtime and supply cover to ensure consistency	AJ/ JS / ND (CM)	All	1900
TA Mindfulness club	BB	Y6	150
Shine Intervention add on to Pira and Puma			750
			12929
	Total		24729

The SEN budget has continued to provide support in each classroom through the deployment of TLAs alongside the delivery of quality assured targeted interventions and quality first teaching strategies.

Review of the key priorities identified for 2020-21

- The SENDCo was part of the Dorset Council graduated response working party in Autumn 1. This was a very useful and informative experience and has been used to further develop the whole school graduated approach to SEND. Staff meetings have been used alongside additional training to support staff in understanding the importance of the graduated response approach to supporting all pupils. In addition to this, further interventions and early identification resources have also been put in place across the school.
- The SENDCo and SEND Team have worked closely with Elizabeth Monaghan (Specialist SEND Teacher for Dorset Council) to further develop all staff's understanding and use of quality first teaching (QFT) strategies to support children with Dyslexia and SpLD. Key areas of development were identified in the Autumn Term and some staff training was delivered accordingly. This was reviewed throughout the year through the planning meetings with the specialist teacher and educational psychologist for the West Locality and will remain as an area of development in the Autumn Term 2021.
- The SLT started working with Chris Wardle to develop the whole school approach to behaviour management and social, emotional, mental health needs (SEMH), however this was interrupted due to COVID, so remains a key priority for Autumn 2021 onwards. A large focus will be on using QFT strategies to promote good mental health and to support children with SEMH needs across the school. This will include targeted interventions and support for those children with more complex SEMH needs. Alongside this, the Family Support Worker and SENDCo will continue to meet twice a half term to review the impact of the ELSA support being delivered across the school. This proved to be a valuable way of identifying focus children, ascertaining next steps and implementing effective support strategies.
- Targeted interventions and 'catch up' support were delivered across the school for all children (including those identified as having special educational needs) who were in need of this after lockdown. This was reviewed regularly to ensure that effective strategies were being implemented to help close the gap between current attainment and age-related expectations. This was hugely impacted by COVID so many of the interventions were not able to be delivered fully which has impacted on their effectiveness.

Key priorities identified for 2021-22

- To continue to develop whole school understanding and use of the graduated response. Careful monitoring of POMs and school systems.
- To further develop all staff's understanding and use of quality first teaching (QFT) strategies to support children with ASD and emotional needs. This will be reviewed throughout the year through the planning meetings with the specialist teacher and educational psychologist for the West Locality.
- Targeted interventions and 'catch up' support will be delivered across the school for all children (including those identified as having special educational needs) who are in need of this after covid. This will be reviewed regularly to ensure that effective strategies are being implemented to help close the gap between current attainment and age-related expectations.