

# North Cerney C of E Primary Academy

## Governor's SEND Report 2021- 2022

### 1. SCHOOL PROFILE

North Cerney C of E Primary Academy is a small village school in a rural community with a socio-economically mixed population. A significant proportion of the school's intake have traditionally come from outside the catchment area and this trend continues.

In 2021-22, North Cerney school was comprised of a mixed Reception, Y1, Y2 class, a Y3/4 class and a Y5/6 class. There were 54 pupils on role at the end of this period.

1 pupil had an EHCP, 10 pupils had My Plan Plus and 6 had My Plans. (Total of 17 SEND)

National figures are based on Census data published by the DFE, dated June 2022.

2021 -22	
<b>Number on roll</b>	
North Cerney Academy	54
National Average	274
<b>% of pupils with SEND Support</b>	
North Cerney Academy	31.4%
National	12.6%
<b>% of pupils with EHCP</b>	
North Cerney Academy	1.8%
National	4%

During the academic year 2021-2022 North Cerney had a percentage of pupils with an EHCP, lower than the national primary average. However, the percentage of North Cerney pupils receiving some level of SEND support, was more than double the national statistic.

High percentages of SEND pupils have been a historic feature of North Cerney's intake in previous years as a significant number of new entrants continue to come from outside the catchment area. Parents are particularly attracted by the small class sizes and nurturing opportunities that this facilitates especially if their child has additional needs or has struggled in other larger settings.

#### **Areas of Need**

Nationally, the most common area of special need for children with EHCPs is Autistic Spectrum Disorder (30%) This is also seen at North Cerney, where our EHCP pupil's primary SEND need is ASD. For pupils requiring SEND support nationally, Speech, Language and Communication continues to be the most common area of need (23%). At North Cerney, Moderate Learning Difficulties, is the most identified area of need (56%) followed by Social, Emotional and Mental Health (25%) and Physical Impairment (19%).The school continues to be committed to seeking early referral to outside agencies such as the EP service, Paediatrics or SALT and supporting parents to attend appointments and

## 1. SCHOOL PROFILE

interpret assessments. Advice is taken from professional reports and regularly incorporated into individual My Plans, which are reviewed half termly.

For many pupils, an early rigorous approach to SEND results in sufficient progress for them to be quickly removed from the SEND ladder.

### **Gender**

Nationally, boys have a higher likelihood of having SEND, with 5.6% having an EHCP compared with 2.2% of girls and 15.4% of boys having SEND support compared with 9.2% of girls. At North Cerney 4.7% of boys have an EHCP and 0% of girls, 28% of boys have SEND support and 21% of girls.

These statistics continue to reflect National trends where traditionally boys have always shown higher levels of Special Needs.

### **Free School Meals**

Nationally, pupils with SEND (EHCP/support) are more likely to be eligible for free school meals (37.2%) At North Cerney 25% of SEND pupils are eligible for free school meals.

## 2. IDENTIFYING PUPILS WITH SEND

Pupils with SEND continue to be identified initially by the class teacher, based on observation and assessment. In the case of EYFS, children will often be flagged as having SEND needs by their pre-school setting or parents at transition meetings.

Pupils are first identified through informal conversation with the SENDCO and/or Head Teacher and more formally pinpointed at regular pupil progress meetings. Concerns are shared with parents and the Graduated Pathway of response outlined. By mutual agreement, a My Plan is then drawn up with clear SMART targets and clear actions/interventions to focus on areas of concern for a 6 to 8 week block.

If improvement is not evident after 2 reviewed cycles of My Plans, the pupil is placed on a My Plan Plus. At this point the SENDCO will complete a My Assessment with parents, setting out the child's 'story' in some detail, including health needs, family composition and the details of any outside agencies, such as Paediatrics or Occupational Therapy, who may already have been involved.

(Parents find the My Assessment document extremely helpful, as it is designed to be added to throughout the child's schooling and provides a useful chronology and summary, which they can share at outside agency appointments. Eg A new GP)

The Headteacher, SENDCO and class teacher then decide which professionals to contact for additional advice/ assessment and referrals are made, with the agreement of parents and the signing of a Single Consent form to share information.

When the pupil has been seen by outside agencies and a report received (example: Advisory Teaching, Educational Psychology, Speech Therapist) a My Plan Plus is drawn up to incorporate professional advice regarding personalized interventions and approaches.

Again, at least two rigorously delivered and reviewed cycles of My Plan Plus, need to occur before a request for Statutory Assessment can be made and consideration for an EHCP and funding begin.

At all stages of the identification process, communication with parents is key, as SEND and its processes can be complicated and lengthy.

The County education department has regularly missed statutory time frames this year for EHCP consideration and provision, resulting in a lot of frustration for parents and schools. In many cases, it

## 2. IDENTIFYING PUPILS WITH SEND

appears that any obtained funding is being backdated but figures involved are far from clear.

County is attempting to expedite the EHCP process by switching all communications to an online portal early in 2023. Again, stakeholders have been warned of delays until the system is fully established.

It should be noted that all outside agencies continue to report lengthy backlogs including the NHS, SALT, CAHMS, and Occupational Therapy etc. North Cerney has continued to commission vital timely Educational Psychology Assessment by using private practitioners such as Dr Simon Connor, who is approved by DGAT.

In the face of up to two year waits to see NHS Paediatricians for ADHD or ASD assessments, parents are increasingly exploring costly private clinician options and choosing to self fund. Mindful of delay, the NHS Gloucestershire ASD referral/diagnostic process is about to be permanently outsourced to a third party provider. Until this system is up and running smoothly and successfully, stakeholders have been warned of further delays.

## 3. PROGRESS MADE BY PUPILS WITH SEND

The use of Target Tracker software to create stepped pupil achievement data has been used throughout the year. The last data drop took place at the end of July 2022. The following summary has been based on a comparison of data from Summer 2 2021 and target tracker assessment for Summer 2 2022.

### Year 6 SEND Pupil Progress 2021-22 ( Support)

	<b>Very good progress (5 steps or more)</b>	<b>Good progress (3-4 steps)</b>	<b>Some Progress (1-2 steps)</b>	<b>Static/regressed</b>
<b>Reading</b>	50%			
<b>Writing</b>	50%			
<b>Maths</b>	50%			

Please note remaining SEND Y6 pupil was a late arrival (29/9/21) and arrived without assessment data.

### Year 5 SEND Pupil Progress 2021-22 (Support)

	<b>Very good progress (5 steps or more)</b>	<b>Good progress (3-4 steps)</b>	<b>Some Progress (1-2 steps)</b>	<b>Static/regressed</b>
<b>Reading</b>	100%			
<b>Writing</b>	100%			

### 3. PROGRESS MADE BY PUPILS WITH SEND

Maths	100%			
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#### Year 4 SEND Pupil Progress 2021-22(Support)

	Very good progress (5 steps or more)	Good progress (3-4 steps)	Some Progress (1-2 steps)	Static/regressed
Reading			100%	
Writing			100%	
Maths			100%	

Please note this pupil arrived from another setting in late Sept 2021 without assessment data and with significant unaddressed SEND. EHCP applied for.

#### Year 3 SEND Pupil Progress 2021 -22 (Support)

	Very good progress (5 steps or more)	Good progress (3-4 steps)	Some Progress (1-2 steps)	Static/regressed
Reading			100%	
Writing			100%	
Maths			100%	

Please note this pupil arrived from another setting without assessment data and with significant unaddressed SEND. EHCP applied for.

#### Year 2 SEND Pupil Progress 2021 -2022 (Support)

	Very good progress (5 steps or more)	Good progress (3-4 steps)	Some Progress (1-2 steps)	Static/regressed
Reading	50%	25%		
Writing	75%			
Maths	75%			

Please note missing data was a late arrival (Summer 2) who arrived without assessment data.

### 3. PROGRESS MADE BY PUPILS WITH SEND

#### **Year 1 SEND Pupil Progress 2021 -22 ( EHCP and Support)**

	<b>Very good progress (5 steps or more)</b>	<b>Good progress (3-4 steps)</b>	<b>Some Progress (1-2 steps)</b>	<b>Static/regressed</b>
<b>Reading</b>	100%			
<b>Writing</b>	100%			
<b>Maths</b>	100%			

#### **Reception SEND Pupil Progress 2021 -22 (EHCP/Support)**

	<b>Very good progress (5 steps or more)</b>	<b>Good progress (3-4 steps)</b>	<b>Some Progress (1-2 steps)</b>	<b>Static/regressed</b>
<b>Comm &amp; Lang</b>	100%			
<b>PSE</b>	100%			
<b>Physical Develop</b>	100%			
<b>Literacy</b>	100%			
<b>Maths</b>	100%			
<b>Understanding the World</b>	100%			
<b>Expressive Arts</b>	100%			

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

The SEND system at North Cerney Academy has continued to work well despite the ongoing agency backlogs that continue to be a legacy of the COVID epidemic. Experienced SENDCo Mrs Amanda Russell continues to work at both Bibury and North Cerney schools and 1 further DGAT school. She is currently allocated, a day weekly to cover both North Cerney and Bibury but is confident about asking for further time if necessary.

The Graduated Pathway continued to be used, with cycles of assess, plan, deliver, review taking place for all SEND pupils throughout the academic year.

Two pupils were identified as needing Statutory assessment and supporting assessment reports were sought from private educational psychologist, Dr Simon Connor and ASD specialist advisory teacher, Clare Tongue in readiness. It is expected that submission for EHCP consideration will take place in Autumn 2022.

One annual EHCP review took place during the year with the usual contributions from Advisory Teaching, Educational Psychology, Parents, Class teacher etc. The LA agreed to amend accordingly and this revision process appears to now be the norm as SENCOs continue to be responsible for word processing amendments rather than County staff. This is a time consuming process.

Identification of EYFS pupils with possible SEND needs for the 2022-23 intake was carried out by staff in readiness for September but early indications were that pupils in this cohort did not fall into the SEND category.

#### 5. SEND FUNDING

£6,000 school contribution and £6,200 county contribution (1 EHCP)

#### 6. STAFF DEVELOPMENT

Staff continued to access a comprehensive range of training opportunities throughout the academic year, making use of the many online provider's CPD courses.

These included:

Trauma Informed Schools

Adverse Childhood Experience Awareness

TIS-UK

Team Teach (Positive Handling)

NSPCC – Managing Sexualized Behaviour

Keeping Safe Online

Essential Letters and Sounds

## 6. STAFF DEVELOPMENT

### **Priorities for the next academic year 2021/22 include:**

- Preparation of two Statutory Assessment Requests.
- Reading and Writing focus on the lowest 20% of attainers. Monitor interventions.
- Continuing regular and rigorous phonic assessment for SEND pupils and short, sharp Precision teaching activities to fill gaps in learning
- Continue to identify Priority Readers and ensure daily opportunities to practice.
- Continuing use of Number Stacks materials to assess and reinforce key maths skills.
- Familiarization with new County EHCP portal
- Familiarization with new Autism Assessment referral process
- Obtaining clear details of SEND funding awarded to EHCP recipients.
- Careful quality control checking of EHCP outcomes on new documents and calling of an early review if necessary, so these can be challenged and rewritten.
- Checking and updating care plans
- Continue to chase Speech and Language referrals and secure materials for school use.
- Continue to make timely use of counsellors, when a child exhibits significant need.
- Continue to make use of the Neglect Toolkit, seeking the advice of the Community Social Worker where necessary.

## 7. WORK WITH EXTERNAL AGENCIES

North Cerney continues to draw quickly and regularly on external agencies for additional professional support and advice to achieve the best outcomes for their pupils.

The School works with the LA, Education Psychology Service, Counsellors, The Advisory Teaching Service, Speech and Language Therapists, Occupational Therapists, Early Help, and any other relevant agencies such as Paediatrics.

It is highly likely that in the new academic year, there will continue to be substantial backlogs for appointments and treatment, especially with CAHMS, SALT and the NHS. Many private providers are emerging to offer solutions and these need to be carefully monitored and quality controlled as parents seek to find quicker solutions.