

## Annual Report to Governors 2019/2020

### **SEND Register Update**

Number of pupils with SEND registered –

Key Stage	APDR	SEND support	EHCP
R	1	0	0
Year 1	0	2	0
Year 2	0	0	0
Year 3	0	1	0
Year 4	0	1	0
Year 5	0	0	0
Year 6	0	1	0
<b>Total</b>	<b>1</b>	<b>5</b>	<b>0*</b>

\*One conversion was due in February 2020 but was requested by Statutory Assessment team to delay to November 2020.

### **SEND Register Update by area of concern**

Area Of Concern	APDR pupil	Pupils on SEND register	Band
Moderate Learning Difficulties-			
Specific learning difficulties -			
Autistic Spectrum Disorder-	<b>1</b>	<b>1</b>	
Speech, language and communication need-			
Cognition and interaction		<b>2</b>	
Social, emotion, mental health		<b>2</b>	<b>Band 3</b>
Medical disability-			
Visual impairment-			
Physical disability-			
Other difficulty/disability –			

\*\*Some children have more than one SEN

Number of pupils moving down a stage on the SEND register (High Needs to SEN support) -	None
Number of pupils coming off the SEND register (SEND support down to OFF) -	0
Number of pupils awaiting EHCP-	3

### **Comments:**

Five pupils have been identified as having a SEND. One pupil is awaiting an EHCP conversion (from High Needs), but is in receipt of funding. Preparations are being made for EHCP assessment applications for two pupils – we are still gathering evidence.

Covid 19 – No pupils with SEN attending school during lockdown. Two pupils with SEN have attended school since the extended provision of schools. The three other pupils have been home schooled – regular contact has been made with them by the Head teacher, SENCo and class teacher.

## Attainment of pupils with SEND (July 2019)

Pupils with SEND - 5 on register.

**UNKNOWN DUE TO COVID 19**

	BLW	WTS	ARE	Exceeding ARE
<b>Maths</b>				
<b>Reading</b>				
<b>Writing</b>				

## Progress of pupils with SEND from July 2018 – July 2019

**UNKNOWN DUE TO COVID 19**

	Year	Maths			Reading			Writing		
		2018	2019	2020	2018	2019	2020	2018	2019	2020
Pupil 1 *	3	2WTS	3EXS		1EXS	2WTS		2WTS	2WTS	
Pupil 2 *	3	2EXS	3WTS		2EXS	3EXS		2WTS	1EXS	
Pupil 3	5	3EXS	4WTS		4WTS	5WTS		4WTS	5WTS	
Pupil 4	5	2EXS	4WTS		2EXS	1WTS		2WTS	1EXS	
Pupil 5	6		WTS			WTS			PKS5	

\*Pupil premium

BLW – Below age related standards  
 WTS –Working towards the expected standard  
 EXS – achieving the expected standard for the year group  
 GDS – Greater Depth

Pupils in green have made good progress.

Pupils in yellow have made some progress.

Pupils in red have made wither no progress or gone backwards. In these cases, it may be to do with teacher assessment, rather than the actual child. Systems are now in place, this year, to improve this.

## **Attendance, exclusions and behaviour of pupils with SEND (Up to March 2020)**

	Number
Number of persistent absentees-	
Number with 100% attendance-	
Number of temporary fixed term exclusions-	
Number of permanent exclusions-	
Number of behaviour referrals to Mendip inclusion team (Tor School)-	

## **The effectiveness and impact of multi-agency interventions and support**

There has been support from Learning Support Services (LSS), Educational Psychologist, ALP SEND team, Autism and Communication, The Mendip School, Ansford Academy and PFSA. VW has also attended Partnership board meeting in support of one pupil.

## **The effectiveness of partnership working with pupils with SEND parents/carers**

Percentage of parental complaints relating to SEN-	<b>None</b>	0%
Percentage of parents satisfied with SEN-	<b>Parents appear happy during SEN support review meetings.</b>	100%
Percentage of parents attending and not attending their child's Annual Review	Attending – All parents present Not attending – 0	

### **Impact of any staff/LSA/SENDCo training or inset on improving SEN pupils' outcomes**

Comments:

JC delivered a Social Stories training course to interested staff from across ALP.

ALP INSET day – staff attended many training workshops that included SEND input such as Autism training and working memory.

Robin Grimes at Ansford Academy shared information from a Dyslexia course provided to teachers at Ansford.

### **Income and expenditure on SEND**

Comments: TA hours reflect SEND support needs in classes.

### **Impact of any SEND developments, projects or initiatives**

*Unable to measure due to Covid 19.*

### **Future Development of SEND Department**

*Targets have been set for next year:*

- *Ensuring successful re-integration of pupils with SEND back in to school*
- *Review interventions, impact and effectiveness for next year*

### **SEND governor comments on the strengths and areas for development in SEN policy and provision existing within the school**

Unable to meet with SEND governor due to Covid 19.