



SEND Report 2019-2020

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1. Aims

This report forms part of a suite of documents and policies which relate to supporting children with Special Educational Needs (SEND) within the school. The report reviews the support implemented for SEND pupils throughout the academic year along with reviewing the SEND profile of the school.

2. Introduction

Claycots is a popular primary school with a reputation for improving standards with over 1700 pupils aged 3 – 11 years. Claycots is situated on two campuses. Our Britwell and Town Hall Campuses currently provide a nurturing and inspiring education for pupils from Nursery to Year 6. Both sites are continuing to grow and develop to meet the needs of the communities we serve.

At Claycots School, we are committed to ensuring that all pupils, including those with Special Educational Needs (SEND), receive quality first teaching through an innovative, broad and balanced curriculum where gaps in learning and misconceptions are addressed accordingly. Through working with all stakeholders (children, parents/carers and external agencies), we strive to raise aspirations and expectations for all to ensure pupils, including those with SEND, make the best possible progress and achieve their full potential.

This SEND report outlines the provision we offer for our children and considers the changes in provision due to the COVID-19 pandemic and during partial school closure from March – July 2020.

3. SEND Profile

At present, SEND pupils make up 13% (228 pupils) of the whole school population (1716 pupils on roll), which is slightly lower than the national average (14.9% reported in January 2019).

Claycots School is roughly in line with the national SEND average. In terms of percentage of children with an EHCP, Claycots School is slightly behind national average. However, there are a number of applications in process and some pupils left the school this academic year to join specialist provisions.

	June 2020 Number of children	School Percentage	National Percentage (Jan 2019)
Britwell Campus (876 on roll)			
SEND Support (K)	92	10.5%	11.9%
Education, Health and Care Plan (EHCP)	18	2.1%	3.1%
Total	110	12.6%	14.9%
Town Hall Campus (840 on roll)			
SEND Support (K)	105	12.5%	11.9%
Education, Health and Care Plan (EHCP)	13	1.5%	3.1%
Total	118	14%	14.9%
Whole School (1716 on roll)			
SEND Support (K)	197	11.5%	11.9%
Education, Health and Care Plan (EHCP)	31	1.8%	3.1%
Total	228	13.3%	14.9%

Claycots School works within the SEND Code of Practice (2014) framework. The four areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Claycots School use these areas to identify children with SEND.

Below is an overview of the number and percentage of pupils with SEND Support or an EHCP in each year group.

	Nursery	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Britwell								
SEND Support	4	13	17	11	11	6	11	22
EHCP	0	3	3	2	0	5	2	3
Total Number of Pupils	4 (5%)	16 (14.4%)	20 (19.8%)	13 (11.1%)	11 (9.8%)	11 (9.8%)	13 (11.9%)	25 (21%)
Town Hall								
SEND Support	0	6	9	14	18	25	17	16
EHCP	0	3	2	4	1	1	1	1
Total Number of Pupils	0	9 (7.6%)	11 (9.2%)	18 (15.1%)	19 (16%)	26 (21.7%)	18 (20%)	17 (18.7%)
Whole School								
SEND Support	4	19	26	25	29	31	28	38
EHCP	0	6	5	6	1	6	3	4
Total Number of Pupils	4 (2.6%)	25 (10.9%)	31 (14%)	31 (13.2%)	30 (12.7%)	37 (15.9%)	31 (16.5%)	42 (20%)

There is a high number of SEND Support in Year 6. Both SENCOs work closely with families and secondary schools to ensure a smooth and thorough handover.

The profile below shows that Speech, Language and Communication and Mild Learning Difficulties are the greatest areas of need at Claycots School. This is reflected in our support staff structure; each campus has a Speech and Language Assistant who works across the school to work with individual pupils or groups. The school also has an external Speech and Language Therapist who visits each campus fortnightly to assess identified pupils and train staff. To support pupils with MLD, each year group has at least one TA and in EYFS and Year 1 they have one per class. The SENCOs support teachers with scaffolding and differentiation to ensure pupils of all abilities make expected progress.

Social, Emotional and Mental Health is also a high area of need. Claycots School currently buys in SEBDOS, which supports families and children individually. We are moving away from SEBDOS in the next academic year to provide equivalent support in-house. The Britwell Campus also has a member of staff who is ELSA trained.

Both SENCOs work closely without external professionals to ensure pupils get early and appropriate support. Teachers use professional recommendations to

inform planning and create specific and achievable targets for pupils as part of the IEP process. This helps the school to gather evidence for statutory assessment when required.

	MLD	SPLD	SEMH	SLCN	SPD	ASD	PD	HI	VI	Total
Nursery	2	0	0	0	1	0	0	0	0	3
Year R	7	1	4	5	0	4	4	0	0	25
Year 1	3	0	6	13	0	2	1	1	0	26
Year 2	7	1	3	17	1	2	0	0	0	31
Year 3	11	0	3	11	0	2	1	0	0	28
Year 4	8	0	12	7	0	0	0	1	2	30
Year 5	9	1	5	10	0	2	0	1	0	28
Year 6	6	2	16	10	0	4	1	0	0	39
Total	53	5	49	73	2	16	7	3	2	210

N.B. The number of 'needs' shown is a smaller number than those with SEND. This is because each child's greatest need has been recorded

4. Supporting SEND Pupils During Covid-19 School Closure

On 20th March 2020, the Government announced that there would be partial school closures in response to the COVID-19 outbreak. Parents were asked to keep their children at home wherever possible, but schools were required to remain open for vulnerable and children of key workers. Vulnerable children included those with a Social Worker, those with safeguarding and welfare needs, looked after children, young carers and those with an Education, Health Care Plan (EHCP).

The Inclusion Team offered support to the families in the above categories, and the SENCOs maintained continuous contact with families of EHCP children during the COVID-19 lockdown.

During school closure, the SEND Team have supported children with EHCPs, and their families, as follows:

- Partnership working with families, including a weekly phone call home from a member of the team, offering advice regarding children's emotional wellbeing, and home learning.
- Class teachers phoned home weekly to talk directly to the children

- Risk Assessments were completed using Slough Borough Council's template, these were also shared and agreed with parents. They were reviewed regularly.
- Annual Reviews were done over the phone, including parent and child voice
- Social stories were created to support understanding of the new expectations and routines, including social distancing and bubbles
- Personalised transition booklets were sent home for pupil, which included photos of their new teacher and classroom
- Liaised with the SEND Team at Slough Borough Council
- Signposted families to additional services
- Having a designated email address for parents to contact the SENCOs on
- Facilitated contact between families and secondary schools for pupils in Year 6
- Facilitated an online transition workshop based on transition to secondary school

For children on the SEN Support register, class teachers have supported by:

- Phoning home weekly
- Signposting parents/carers to alternative work packs on the website
- Offered a place on the online transition workshop based on transition to secondary school

The SENCOs have supported staff by:

- Creating resources to support pupils returning to school, including transition booklets
- Offering support when communicating with families
- Sending staff regular online CPD courses in relation to SEND
- Providing notice and support for virtual Annual Reviews
- Signposting staff to resources created by external professionals, for example presentations by the Educational Psychologist
- Reminding staff of the free Employee Support Assistance Program that the school buys into

Senior Leaders at each campus created a Recovery Curriculum in preparation for September 2020.

5. SEND Provision

Claycots School take pride in their approach to identifying and supporting SEND pupils. The school's aims are to:

- Ensure early identification, assessment and intervention are in place for SEND pupils
- Emphasis the importance of quality first teaching and how this contributes to pupil progress
- Ensure a process of Assess, Plan, Do, Review (APDR) is implemented and systematic
- Ensure that children with SEND can access all subjects in the curriculum. Where appropriate, work is differentiated
- Progress of SEND children is closely monitored and reviewed in termly meetings
- As part of the APDR process, where appropriate, staff use professional recommendations, strategies and targets to support children with SEND
- Involve all stakeholders to ensure partnership work, this includes the child's and parent's voice and professional. Social Care will be part of this process if appropriate
- Achievements of SEND pupils are recognised and shared with children and parents
- Create an environment where children are risk-takers and acknowledge that it is acceptable to make mistakes
- Have high aspirations for all children to ensure they make progress and become independent learners
- Support children who have barriers to learning outside of cognition and learning

6. Pupils with EHCPs

Children with EHCPs receive the above approach alongside:

- An individualised provision map which outlines provisions from their EHCP. These are then shared with the class teacher and support staff to ensure they are implemented
- Where necessary, a child with an EHCP might have additional adult support which is reflected in their EHCP funding. We strive to promote independent learning so pupils are prepared for the future, therefore additional adult support in the classroom can be used to work with groups

Children with an EHCP have an Annual Review where parents, the class teacher and SENCO meet to discuss their progress. This is monitored by the Local

Authority. On occasion, these are called early if the school and/or parents are concerned about a child's progress.

7. Individual Educational Plans (IEPs)

If a child requires additional support, an IEP will be implemented by the class teacher. The document has SMART (specific, significant, stretching, measurable, meaningful, motivational, agreed, achievable, action-orientated, realistic, relevant, results-orientated, time bound, tangible, trackable) targets for pupils to work towards. IEPs help teachers to plan, teach, monitor and evaluate student's progress. They are shared with parents and pupils.

IEPs can be used as evidence as part of a request for a statutory assessment if needed.

8. Staff Responsibilities

The SENCOs are responsible for overseeing the SEND provision at each campus.

Every child, regardless of SEND, are the class teachers' responsibility. Through quality first teaching, an inclusive environment and reasonable adjustments, most pupil's needs can be met. Where pupils continue to make limited progress, it is the class teachers' responsibility to complete an Inclusion Referral Form. From this, observations or assessments make be undertaken. Teachers are then expected to implement recommendations with support from the SENCOs.

9. 2019 – 2020 SEND Pupil Progress

Due to COVID-19, we are unable to report on SEND pupil progress.

10. Children with Medical Needs and SEND

There are 217 pupils across the school that have a medical condition (12.6%). Of these 217 pupils, 41 have SEND Support (18.9%) and 8 have an EHCP (3.7%).

Claycots School ensure there are asthma plans in place for the relevant pupils and the kitchen are aware of dietary requirements. They are also identifiable using a coloured system at lunchtimes.

For pupils with more complex medical needs, for example diabetes or epilepsy, there are medical plans in place and trained staff to support when needed.

11. Looked After Children and SEND

During the 2019/2020 academic year, Claycots School had 6 number of Looked After Children (LAC). Of these, 4 were on the SEND register (66.7%). 1 LAC was approved for an EHCP (16.7%).

12. Pupil Premium and SEND

There were 276 pupils eligible for the Pupil Premium Grant in 2019-2020. Of these, 87 (31.5%) had SEND Support and 5 (2%) had an EHCP.

13. Working with External Agencies

Claycots School work with a range of external agencies depending on the needs of the children. The school work alongside:

- SEBDOS (Social, Emotional and Behavioural Difficulties Outreach Service)
- Child Development Centre (CDC)
- Littledown School
- Slough Educational Psychology Service
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Slough Speech and Language
- Sensory Consortium (Hearing Impairment)
- School Nursing Team
- Independent Speech and Language Therapist

The school also has links with Daisy's Dream.

Claycots School work collaboratively with agencies to ensure the pupils can reach their full potential.

14. Evaluating the Impact of SEND Provision

Throughout the year, the SEND provision is monitored closely. This is through triangulating evidence from learning walks, observations, book looks, data and pupil voice. The SENCOs meet with staff regularly to discuss and review progress. We also speak with parents and gain their views on their child's progress.

15. Trained Staff

Miss Austin and Miss Squires both hold the National Award for SEND Co-Ordination.

Mrs Bryant (Britwell) and Mrs Pettit (Town Hall) are trained in Speech and Language through the provider Elklan. They support children individually and in small groups. The school would like to train more support staff in this area next year.

Mrs Twusami (Britwell) has a wide range of experience in supporting pupils with SEND and supports across the school with individuals and groups.

Ms Mason (Britwell) is ELSA trained and supports individuals and groups across the school.

Teaching staff are given regular training in a range of SEND areas.

16. Equality

Pupils with SEND are given equal opportunities to participate in extra curricular activities and undertake additional responsibilities in school, for example House Captains. All children, including those with SEND, are encouraged to attend residential trips.

At both campuses, there is suitable disabled access.

Claycots School follows the guidance of the Equality Act 2010 and ensures that staff, pupils are parents are treated equally.

17. Admissions

Our admission policy is on our website and a paper copy can be available upon request. Claycots School treats all pupils equally in relation to admissions.

Children with an EHCP will be considered as part of a consultation process. This is where Claycots School carefully reviews whether they can meet a child's needs and liaise with previous settings and professionals to ensure they are making an informed decision based on the child's best interests.

18. Next Steps for 2020-2021

- Develop in-house Speech and Language support through training for support staff

- Create a schedule of training for support staff so they are receiving relevant and consistent professional development
- Widen the school's social, emotional and mental health provision through ELSA support