

Annual SEND Report to Governing Body 2021

School: Stimpson Academy	Date of report: 01.7.21
SENCO / leader completing report: Sue Neighbour	SEND Governor: SENCo

SEND Profile

SEN Stage	Number of pupils	% of whole school	National % (2020)
No SEN	404	93%	Total = 86.1% Pri = 85.4% Sec = 87.1%
SEN Support	31	8%	Total = 12.1% Pri = 12.8% Sec = 11.1%
Education, Health and Care Plan (EHCP)	2	0.5%	Total = 3.3% Pri = 1.8% Sec = 1.8%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? 3 EHCP's going forward 3 HNF continuations			
Any HNF applications or EHC needs assessments applied for but refused? None			
Any significant changes in the SEND profile since last year? More children currently being assessed and will be placed on the register in Nursery and Reception. Currently there are 5 children in Nursery and 12 children in Reception who will be moving onto the Register by September 21			

Area of Need	Number of pupils	% of SEN pupils	National %
Cognition and Learning	4	14%	Total = 35.1% Pri = 29.8% Sec = 41.4%
Communication and Interaction	16	52%	Total = 33.8% Pri = 39.9% Sec = 22.7%
Social, Emotional and Mental Health	6	19%	Total = 17.8% Pri = 16.8% Sec = 20.7%
Sensory and/or Physical	5	18%	Total = 6.0% Pri = 5.7% Sec = 6.5%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	Communication and Interaction with Autism being the main need by far with 52%		

Impact of Covid-19

How have leaders responded to the COVID-19 Pandemic in order to secure the continued learning, progress, wellbeing and safety of pupils with SEND?

Leaders have responded by being more focused on recognising any possible learning needs. This has been followed up a rise in the number of referrals to SENCo which in turn has been quickly turned around to bring in outside agencies should the need dictate.

Monthly meetings of support staff have taken place enabling them to have ownership in their own learning and development by requesting training in areas of need that will benefit the children. This has enabled support staff to become more confident when teaching children with needs. Support staff have also been given files that must contain important information about the children, resources and record sheets that enable progress to be discussed with the class teacher to enable teachers to plan effectively for SEN

SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role	Qualifications if relevant
Sue Neighbour	SENCo	NASENCO, Dyslexia Teacher,

Equality and accessibility arrangements

Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?	No
--	----

Progress and Achievement of SEND pupils

Please note any relevant data and show any SEND / Non-SEND comparisons e.g.	0% SEN achieving GLD at the end of EYFS (this is an unachievable realistic target for SEN children.		
% achieving GLD at end of EYFS		KS1	KS2
% achieving expected - Y1 phonics	Phonics Screening	60%	
% achieving expected - KS1	Reading	20%	17%
% achieving expected – KS2	Writing	20%	17%
KS2 combined progress score,	Maths	20%	28%
	SPAG	20%	17%

KS4 progress 8 score KS4 attainment 8 score In-school assessments Outcomes against any other in-school measure	KS2 Combined score 61%
---	------------------------

Attendance and exclusions of SEND pupils

	% - SEN support	% - EHCPs	% - Non SEND
100% attendance	91.9	67.9	96.3
Persistent absentees	1.76%		11.48%
Fixed term exclusions	5 Sessions Yr 5 JC	1 Session Yr 2 IR	0 Sessions
Permanent exclusions			
Impact of Covid? Any actions required? AC Yr 1 – part-time IR – part-time IA – Hospital – medical SS – EHA MU – wa on PCM SD – part-time GW – left school			

SEND Funding

Type of funding	Notional budget	Top up / HNF	Funding from EHCPs	Other (please specify)
Total received in last 12 months	74169.00	27000.00	10500.00	None
Any significant changes in funding in the last 12 months? (Include any changes as a result of HNF / EHCP funding ceasing, reducing or increasing) No changes in funding currently. However, the County Council have a shortfall and as such are looking to stop further funding in any areas that they are able. As such all HNF currently in place must be reapplied for before September. However, as the last meeting of panel is 25 th June, it would seem sensible to try and have all applications in before this date in order for there not to be any ceasing of funding. The County Council have said that funding should continue until March 22 but do not guarantee this.				
What impact has the funding have e.g. value for money? Being successful with the funding has led to employment of staff in specific areas of the school and allowed children to progress.				

Staff SEND CPD in the last 12 months

Staff	Date	CPD received	Provider	Impact
TA's encouraged to develop their interest and confidence by completing online courses.	Mar 20 – Sep 20	Online Courses: Autism, Dyslexia, ADHD, Emotional Health Well-being, Literacy skills, Maths skills	Open University and other Online providers	TA's showing renewed enthusiasm, confidence and independence in areas of strength.
Introduction to new Files for all TA's working with SEND children	15.4.21	TA's introduced to the new files we would like them to use when teaching SEN pupils.	Sue Neighbour	TA's now have ownership of files and are understanding what to record and how this helps with learning. They are also more aware of the children's needs and how they can help them.
All TA's working with SEND children	6.5.21	Edukey training	Sue Neighbour	Staff are now helping teachers to input information on the IEP's.
TA's Upcoming Training	15.7.21	Better Readers Training	Sue Neighbour	Children on the intervention will make accelerated progress.

SEND Provision

What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?	We have been offering more Emotional Health and Well-Being interventions. We also have a number of outside agencies coming in to work with children who have additional needs. Eg: Teacher of the Deaf working with a child with impaired hearing.
What has been the impact of the above in-school provision?	There has not been enough time for impact as we have only been back in school since the middle of March and have since had Easter holidays and the Summer term holiday.
What have been the most effective provision / interventions / resources and why?	Meet and Greet Interventions have worked extremely well as they help to calm the child and prepare them for the day. It gives children a chance to leave home behind and look forward to the day. 1:1 Interventions focusing on Writing, Spelling, Reading and Maths concepts. All these give the child a chance to develop knowledge in areas that they have been finding difficult. Pre-Post Teaching. These allow the child to be prepared for the upcoming lessons and make it easier for them to engage. The post

	<p>side helps children consolidate their learning which helps take learning from short-term/working memory to long term memory.</p> <p>Phonic sessions – These very short sessions focus on the sound that the children have learnt that day and consolidate it for them. It gives them a chance to be able to transfer the new knowledge into their classwork which in turn help them move forward with their learning.</p> <p>Chattaway. This is an intervention to encourage children who struggle with using language to become more able to converse in English. This has great results especially with EAL children.</p> <p>Social & Emotional. We have a number of social and emotional interventions that are individual and group based activities to enable children to cope with both the current situation and also with general well-being and emotional needs. These interventions have worked extremely well and the teacher that teaches these has had very good results in all areas.</p>
<p>Which external professionals have been involved in providing support? What has been the impact of external agency work?</p>	<p>We have had Outside agencies come in and assess children with possible ASD. This has helped with EHCP applications as without this, the County Council may not have been so favourable with moving forward on the applications.</p>

Complaints relating to SEND

<p>If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes.</p>	<p>None</p>
---	-------------

SEND Self-evaluation summary

<p>What are the key strengths of the SEND provision?</p>	<ul style="list-style-type: none"> • The school is proactive in ensuring that parents of pupils with SEN are well informed. They are made aware of local and national services that provide guidance and support to parents. • The school is outward facing and look to improve their practice and provision for pupils with SEND. • The school and parents work in partnership to achieve genuine co-production for pupils with EHC plans. Parents and pupils are fully involved at all stages of the statutory assessment process.
<p>What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?</p>	<ul style="list-style-type: none"> • SENCO to have an overview of the evaluations of all interventions to ensure impact and value for money and inform strategic planning. • The overall % of pupils identified with SEN (7%) is still significantly lower than the national average. Although this is likely to increase following observations and assessments of the 11 additional pupils currently causing concern, the % will still be low so this should be continually monitored. Consideration to make regarding SEN identification should include. • Recognise and understand the overall patterns of SEN identification

	<ul style="list-style-type: none">• Start to use SIMs as the master SEN register so information will transfer directly into the new EMAT SEND Dashboard and the school census will be accurate.
--	---

Please ensure this report is shared with the full governing body towards the end of the academic year and a copy is sent to the trust (please send to Chloe.Nelson@emat.uk)

Filename: EMAT Annual SEND Report 2021 SAA.docx
Directory: \\EMLC-VS1\documents\Paul.Osborne\Desktop\Hard and
Stim\2020-2021\7. 8th July
Template: C:\Users\paul.osborne\AppData\Roaming\Microsoft\Templates\No
rmal.dotm
Title: SEND Report to governors
Subject:
Author: Clare Waterhouse
Keywords:
Comments:
Creation Date: 21/06/2021 16:08:00
Change Number: 6
Last Saved On: 01/07/2021 14:10:00
Last Saved By: Sue Neighbour
Total Editing Time: 172 Minutes
Last Printed On: 08/07/2021 17:35:00
As of Last Complete Printing
Number of Pages: 6
Number of Words: 1,562 (approx.)
Number of Characters: 8,906 (approx.)