



SEN Information Report

September 2021

Updated September 2021 (in accordance with Section 65(3) of the Children and Families Act 2014) by Carrie Smith and Caroline Hallows.

Introduction

At Chetwynd Primary Academy (“the Academy”) our mission is ‘For all our children to be kind, courageous and curious citizens, helping them to shine for a bright and happy future in our diverse world.’ We aim to achieve our mission by being inclusive, maintaining a safe and stimulating learning environment, securing outstanding learning and teaching, delivering an Irresistible Curriculum (see the Academy’s Teaching and Learning Policy and Procedures), following a values-based approach (STARFISH), and working with parents, carers and the wider community.

The Academy is a mainstream primary school. We recognise the diverse and individual needs of all our children and always consider the additional support required by those children in the Academy with Special Education Needs and Disabilities (‘SEND’). It is the intention of our Special Educational Needs and Disabilities Policy and Procedures 2021 (‘our SEND Policy 2021’) to ensure that all our children, who have SEND, are identified and have their needs met within a nurturing and inclusive environment. We review our SEND Policy annually, asking parents and children what is working well and what they want to improve.

Purpose of this report

The purpose of this SEN Information Report is to inform parents and carers about:

- How we welcome into the Academy children with SEND;
- How we support these children in all aspects of school life and remove barriers to achievement;
- How we work in close partnership with parents/carers and our children; and
- How we make effective provision for all our children with SEND.

INCLUSION TEAM

INCLUSION MANAGERS: Caroline Hallows and Carrie Smith

Dedicated SEND time: 1 day per week



SEND GOVERNOR: Laura Richmond

Contact details: Chetwynd Primary Academy, Chetwynd Road, Toton Lane, Nottingham NG9 6FW

Email: office@chetwyndroad.notts.sch.uk

TEL: 0115 9177353

Local Offer Contribution:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=K TqXM27IcoU&newdirectorychannel=0>

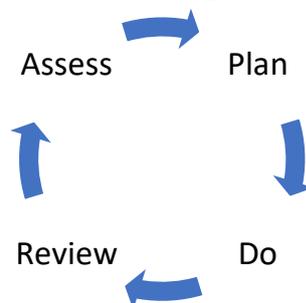
Whole School Approach

Despite the current Covid-19 pandemic (“Covid-19”), our whole school approach remains broadly the same in that we continue to monitor our children with Special Educational Needs and Disabilities (“SEND”). We have implemented all relevant Department of Education guidance relating to Covid-19 including that which relates to children with SEND. Consultation with parents has continued even if this has been over the telephone or online for example through Zoom or Microsoft when face-to-face meetings are not possible.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These discussions help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** The Academy’s Teaching & Learning Policy and Procedures Autumn 2021)

Underpinning ALL our provision in school is the **graduated approach** cycle of:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.



Assess: This involves analysing the child's needs using our Class Teachers', our Teaching Assistants' and/or our Learning Support Assistants' daily assessments and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the Academy's information and assessment data on how the child is progressing.

This will be regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan: This will involve consultation between our Class Teacher, Inclusion Managers and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including Support Staff, will be informed of a child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will occur either during the year by our Inclusion Managers (if a child is new to the Academy) or as part of the transition process at the end of each academic year.

Do: Each Class Teacher will remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main Class Teacher. They will work closely with their Key Stages' Teaching Assistants and Learning Support Assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the child's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by our Inclusion Managers.

Review: Reviews will be undertaken termly in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. Each Class Teacher, in conjunction with our Inclusion Managers, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the child.



Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

SEN Needs

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. **Communication and interaction** - Children have speech, language and communication difficulties that make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

At the Academy, extra to our quality first teaching, we will support these children through any one or more of the following:

- Specific Speech and Language programmes
- Professional Speech and Language support if required
- Schools and Families Support Services if required
- Autism Education Trust Progression Framework to monitor progress and set manageable targets
- Boxall Profiles to monitor progress and set manageable targets
- Autism Friendly Teaching
- Nurture
- Funfit
- Autism and Behavioural Parent Groups
- Sensory Audits

2. **Cognition and learning** – Children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, such as in literacy or numeracy.

At the Academy, extra to our quality first teaching, we will support these children through any one or more of the following:

- Dyslexia Friendly Teaching
- Dyscalculia Friendly Teaching
- Schools and Families Support Services if required
- Deliberate teaching – repetitive focused learning
- Pre-Key Stage Standards assessments
- PIVATS (Performance Indicators For Valued Assessment & Targeted Learning)
- Pre/Post learning tasks

3. **Social, emotional and mental health ('SEMH') difficulties** – Children have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children's learning or have an impact on their health and wellbeing.



At the Academy, we will support these children by using any one or more of the following:

- Consulting with Child and Adolescent Mental Health Services (CAMHS) if required
 - Personal, Social and Emotional Development Team if required
 - One to one sessions – externally through Casy Counselling or Women’s Aid services or internally
 - Strengths and Difficulties questionnaire
 - Boxall Profile to monitor progress and set manageable targets
 - Tempasaurus
 - Nurture
 - Sherlock – the school dog
 - Forest School
 - Personalised timetables
 - Values-Based education
 - Access to external Tutors
 - Emotion Coaching and Trauma Awareness (The Rainbow Pathway)
4. **Sensory and/or physical needs** – Children with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

At the Academy, we will support these children through any one or more of the following:

- Consultation with the Physical Disability Schools Services
- Personalised Provision and resources

(Reference: Our SEND Policy 2021)

As of July 2021, we had **44 (10.46% of school)** children receiving some form of SEND support. This is reviewed termly to take account of children leaving and joining us. This will be reviewed during Autumn Term One 2021 once the children have had time to settle down. As at the start of September 2021, we have **38 (8.92%)** receiving some form of SEND support.

Primary Area of Need	Number of Children	% of Children in school (421)	% of children with SEND (44)
Social, Emotional and Mental Health	10	2.38%	22.73%
Cognition and Learning	18	4.28%	40.91%
Communication and Interaction	11	2.61%	25%
Physical	5	1.19%	11.36%
TOTAL	44	10.46%	100%



Pupil need and progress for children with SEND is monitored on an individual basis at the Academy. Steps are taken to understand the needs of each child and progress is monitored through tracking not only academic achievements but also interpersonal and communication skills ('soft skills') and the SEMH needs of the individual. All staff are aware that sometimes these need to be addressed before any academic progress can be made.

SEN Provision

Our approach to identification and assessment of special educational needs is set out in our SEND Policy.

This Policy sets out our approach to:

- the evaluation of the effectiveness of our provision for pupils with SEND;
- our arrangements for assessing and reviewing the progress of pupils with SEND;
- our approach to teaching pupils with SEND;
- how we adapt the curriculum and learning environment for pupils with SEND;
- the availability of additional support for learning that is available to pupils with SEND;
- how we enable pupils with SEND to engage in the activities together with children who do not have special educational needs; and
- the support that is available for improving the emotional, mental and social development of pupils with SEND.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Termly Pupil Profile Meetings	<ul style="list-style-type: none"> ● Child ● Parents/Carers ● Any relevant and current outside agencies ● Class Teachers/support staff ● Inclusion managers 	Every Term if a child is not making progress. Parents are invited to attend either a full 30 minute session or a drop-in session at least twice a year.
Annual EHC Plan meetings	<ul style="list-style-type: none"> ● Child ● Parents/Carers ● Any relevant and current outside agencies ● Class Teachers/support staff ● Inclusion managers 	Annually or before if needed
Parents' evening	<ul style="list-style-type: none"> ● Parents/carers ● Teaching staff 	Twice yearly



Action/Event	Who's involved	Frequency
Learner Voice	<ul style="list-style-type: none"> ● Child ● Teaching/support staff ● Senior Leaders 	Every Term to add to discussion around progress. Informal discussions with Class Teacher and/or Support Staff: As often as can to ensure they are happy and thriving in the Academy
SEND surgeries	<ul style="list-style-type: none"> ● Parents/carers ● Inclusion Managers 	Weekly for Staff and Parents
Newsletters	<ul style="list-style-type: none"> ● Parents/Carers 	Termly
Annual new F2 intake	<ul style="list-style-type: none"> ● Inclusion Managers 	Annually
Autism and Behavioural Parents group	<ul style="list-style-type: none"> ● Parents/carers ● Autism Lead TA 	Monthly
Personal Education Plans (PEP) Reviews/Looked After Child (LAC) Meetings	<ul style="list-style-type: none"> ● Child ● Parents/Carers ● Social Care ● Any relevant and current outside agencies ● Class Teachers/support staff ● Inclusion Managers 	6 monthly or sooner if required
Team Around the Child (TAC)/Team Around the Family (TAF) meetings	<ul style="list-style-type: none"> ● Child ● Parents/Carers ● Any relevant and current outside agencies ● Class Teachers/support staff ● Inclusion Managers 	As and when support is needed from school or the family. A referral process usually needs to be followed.

There are external support services available for parents of children with SEND. The contact details for these services are set out below:

Name/Team	What they do	Contact
Zena Argent	Specialist teacher for Primary, Social and Emotional (PSED) Team. Family SENCo for the Spencer Academies Trust of schools.	zargent@george-spencer.notts.co.uk
Joanna Tilly	Educational Psychologist – offers a range of interventions and works with teachers or parents/carers for children who are experiencing difficulties in school	joanna.tilly@nottsc.gov.uk



Name/Team	What they do	Contact
Carol Ward SFSS Early Years and KS1	Schools and Family Services (SFSS) – a group of specialist teachers and learning support staff employed by Nottinghamshire County Council	0115 804 1232 carol.ward@nottsc.gov.uk
Wendy Kosakis and various members of SFSS Cognition and Learning Communication and Interaction or the Sensory Team	SFSS Cognition and Learning Communication and Interaction or the Sensory Team – focus on providing support for students on the autistic spectrum or those who have other communication and interaction difficulties	0115 854 6464 wendy.kosakis@nottsc.gov.uk
Small Steps Team	Small Steps is a service providing early support and evidence- based interventions to families of children displaying behaviours that cause concern or challenge.	NottinghamshireSmallSteps@family-action.org.uk Small Steps Team: 01623 672152 Support Line: 07966 528940
Kerry Hemsley	Healthy Family Team – support to families	kerry.hemsley@nottshcnhs.uk not-tr-BroxtoweSPOC@nhs.net Duty Office Number: 0115 8835500
Christine Marshall	SFSS Education Audiologist – qualified teachers of the deaf employed by the education support services. Provide guidance to schools.	christine.l.marshall@nottsc.gov.uk 07944466099
Ruth Hickling	Physiotherapist	Nottinghamshire Healthcare Children’s Centre, Nottinghamshire Healthcare City Hospital Campus, Hucknall Road NG5 1PB Telephone 0300 1233387
Keith Ball Natasha Sim	Fountaindale Physical Disability Specialist Service (FPDSS) – help and advice to school staff for students with physical difficulties	kball@fountaindale.notts.sch.uk nsim@fountaindale.notts.sch.uk Telephone: 01623 792671



Name/Team	What they do	Contact
Louise Higginson	Occupational Therapist – Physical disabilities	Children’s Centre, Nottinghamshire Healthcare City Hospital Campus, Hucknall Road NG5 1PB Telephone 0300 1233387
Gillian Flanagan	Speech and Language Therapist Team Leader	Children’s Development Centre City hospital Site Hucknall Road NG5 1BP Telephone: 0300 1233387
Catherine Ward (Derby) Sally Bateman (Staffordshire)	Virtual School for Looked After Children - education team who liaise with schools to meet the needs of LAC children. Can be extended to adopted children with parents’ permission.	catherine.ward@derby.gov.uk 01332 640346 sally.bateman@staffordshire.gov.uk <u>07814772079</u>
Single point of Access Team (SPA)	CAMHS – Broxtowe Emotional Health and Well-Being Team – form part of Child Adolescent Mental Health Services (CAMHS). Offer a range of interventions aimed at supporting children’s emotional health.	Single Point of Access Team (SPA) Pebble Bridge, Hopewood Foster Drive, Nottingham NG5 3FL not-tr.CAMHSreferrals@nhs.net
SEN officer for EHCP	Educational Health Care Plan (EHCP) assessment and review team	Nottinghamshire Sandra Welsh 0115 977 2682 Duty Line: 0115 804 1275 icds.duty@nottsc.gov.uk Derby City SENDadmin@derby.gov.uk 01332 643616



Name/Team	What they do	Contact
Casy Counselling – Karen Barnfield	CASY is an emotional health and wellbeing charity that helps children by providing a confidential counselling service aimed at increasing emotional wellbeing.	Donna Richmond Tel: 01636 704 620 Email: office@casy.org.uk
Women’s Aid	We’re a charity working with women, children and teens who have been affected by domestic abuse	General enquiries call - 0115 947 5257 Referrals and agency enquiries - 0115 947 6490 JUNO Women's Aid 30 Chaucer Street, Nottingham NG1 5LP
CAMHS support for further information: https://www.nottinghamshirehealthcare.nhs.uk/camhs		
Nottinghamshire County Council Local offer: https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=KTqXM27lcoU&newdirectorychannel=0		

N.B these do change due to organisational restructuring and funding, and this is by no means an exhaustive list and we liaise with a number of professionals from healthcare, police and social care depending on a child’s needs. The Academy works with the organisations in meeting the needs of our children. This could be through a multi-agency approach or individual meetings/consultations.

Staff contacts and development

The SEND provision within our school is co-ordinated by the Inclusion Managers. Our Inclusion Managers are Carrie Smith and Caroline Hallows who can be contacted at the school by telephone: 0115 9177353 or email: office@chetwyndroad.notts.sch.uk.

We are committed to developing the ongoing expertise of our staff. We have 1 new member of Teaching Support staff starting with us in the new academic year. We have current expertise in our school as follows:



2021-2022	
Initial of person	Area of expertise
HG	Speech and Language
MK	Phonics
GR	Personal Care – PEG feeding
TR	Personal Care – Downs’ Syndrome
SS	Speech and Language
NS	SEMH
GD	Play Therapy
GB	Nurture and Parent Support Group
AP	First Aid/After-school club Lead
HJ	Dyslexia
JS	Dyslexia
NA	Modern Foreign Languages
KD	SEMH/Attachment
TB	First Aid/Medical Needs/Health and Safety
MG	Behaviour Specialist/Army Lead
CW	TA Team Leader/SCR and CRB Administrator
AT	Forest Schools and Life Skills
VH	Army and Nurture
CI	Forest Schools and Life Skills
AB	DARE and Life Skills

In the last academic year and with the continued impact of Covid-19, we provided ongoing training into safeguarding and developing our staff and our pupils’ mental health well-being awareness.

The appraisal system for all teaching and learning support adults continues to cover performance management objectives and research-based projects that are directly linked to the Academy’s Development Plan and objectives (the ADP).

Attachment and Trauma Training continues to be offered to all our staff.

Emotional Coaching continues to be used and developed at the Academy.

Staff Deployment

Considerable thought, planning and preparation goes into utilising our Teaching and Learning Assistants and Learning Support Assistants to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.



Staffing is considered on the skillset of our Teaching Assistants and Learning Support Assistants in consideration with the cohort of children with SEND within each phase. Individual provision maps (which can be seen on our Pupil Profiles) are then drawn up and in turn class provision maps are created to ensure individual SEND need is accounted for as a top priority.

This academic year, the staffing structure will be:

Classes for 2021-2022				
	Year	Class	Teacher	Support Team
Foundation 2	F2	Puffins Blue	Mrs Mears/Mrs Smith	Mrs Gent Mrs Keetley
		Puffins Red	Miss Beatty Mrs Wraith*	
Key Stage 1	Year 1	Hedgehogs	Mrs Kitchin/Mrs Chambers	Mrs Fong* Mrs Rae Mrs Sherwood Mrs Shaw Miss Pendlebury Mrs Brough Mrs Rika
		Rabbits	Miss Beard	
	Year 2	Moles	Mr Horsley	
		Frogs	Miss Newton	
Lower Key Stage 2	Year 3	Foxes	Mrs Wisner	Mrs Barratt Miss Delfino Mrs Tooby Mrs Sawford Mrs Howard Mrs Jackson
		Buzzards	Mrs Desmond	
	Year 4	Badgers	Mr Challen	
		Seals	Mrs Digges /Mrs Whiley	



Classes for 2021-2022				
	Year	Class	Teacher	Support Team
Upper Key Stage 2	Year 5	Dragonflies	Mr Firth	Mrs Andrews Mrs Bolton Mrs Golding Mrs Ingram Mrs Dell
		Otters	Miss Bullied/Mrs Davenport	
	Year 6	Ospreys	Mrs Dunn	
		Polecats	Miss Davies	

*Mrs Wraith - Maternity leave to begin at the end of Autumn Term.

*Mrs Fong – Leaving at the end of September.

School Partnership and Transitions

The Academy works with a number of external partners including:

- School, families and Support Services (SFSS)
- Children and Adolescent Mental Health Services (CAMHs)
- Physical Disability Support Services (PDSS)
- Early Help Team;
- Personal, Social and Emotional Development Team (PSED)
- School Health; Speech and Language Therapists (SALT)
- Physiotherapists
- Occupational Therapists (OT)
- Paediatricians
- The Educational Psychologist (EPS)
- Paediatric Diabetes Specialist Nurse (QMC, Nottingham Children’s Hospital)
- School for the Deaf
- Healthy Family Team
- Small Steps Team
- South Broxtowe Behaviour and Attendance Partnership (SBAP)
- Casy Counselling
- Women’s Aid

In order for this to happen, parents will be asked to give permission for the Academy to refer their child to the specialist professional e.g. SALT or EPS. This will then be taken to ‘Springboard’ where it will be discussed and taken to a panel. From here, the chosen agency will decide on what support is needed and feedback. The specialist professionals will work



with the child to understand their needs and make recommendations as to the ways the child is given support. This will then lead to specific groups or individual work being carried out.

The Academy works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer.

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

During 2020-2021, we welcomed 3 children with SEND, 0 new LAC or POST-LAC and supported 7 children to the next phase in their education.

We recognise that transitions can be a challenging time for children with SEND especially in the current Covid-19 climate and we continue to take steps to ensure that any transition for new pupils, within school to the next year group or for any pupils leaving our Academy is as smooth as possible.

Complaints

An appointment can be made with our Inclusion Managers or the relevant Class Teacher, at any time, if a parent/carer wishes to discuss their child's needs. Wherever possible, a face-to-face (socially distanced) meeting will occur or a meeting will occur over the telephone or online (via Zoom for example).

If further discussions are needed, then the Principal or Senior Leaders may be included too. If a Parent/Carer feels uncomfortable speaking to a member of our staff, they should put their complaint or concern in writing and a member of the Senior Leadership Team will respond to them within the week.

All complaints are dealt with in accordance with the Academy's complaints procedure which can be found on the Academy's website.

2020-2021: We had 0 SEND complaints.

Challenges during 2019-2020 and into 2020-2021

This has been another very different year as the pandemic continues to impact life outside and within school.

We continued to adapt and develop a curriculum rich in learning regardless of whether our children were learning in school or at home.

We have continued to work hard to ensure the right decisions have been made for all children in our Academy with SEND.



Throughout the year, and working alongside other professionals, we were able to alter our provision to ensure all children can learn effectively.

Over the year, additional support has included:

- Working with a teacher for the Deaf/Speech and language/PDSS visits to make sure the unit is well equipped for pupils with SEND new to EYFS.
- Seeking support from School Family Support Services (SFSS) (for 2 children) and educational psychologist (EPS) for 1 child.
- SBAP meetings to support any children with behavioural needs attended and advice sought when required.
- Team around the Family meetings with outside agencies to support a child with significant needs who would be joining the school in September 2020. This involved assessing the school and facilities to ensure we could meet the child's needs, working with the gastronomy team to ensure that staff were adequately trained and liaising with the Higher Learning Needs (HLN) Panel
- Referrals continue to be made to the local Healthy Families team where a child's mental health and needs have been flagged up as requiring their support.
- An increasing number of referrals were also made to the local Small Steps team to support children with more complex behavioural needs.

We will continue to make referrals to these services to support parents and their children as required.

During the academic year 2020-2021

Pupils with Education Health Care Plan (EHCP): 2 children.

Pupils with SEND: between 39-43 children on the Register 9-10% of our roll

For a third year running and due to an increase in social, emotional and mental health (SEMH) issues, we continued to contract CASY counselling to support these children and in 2020-2021, we increased this provision from half a day to a full day a week. This included counselling support for our staff as required.

Our teaching and support staff continued to work hard to ensure that all children new to the school have felt part of the school as soon as possible.

Any children with SEND were identified and monitored in accordance with our SEND Policy and relevant support and interventions are then put in place to meet their needs.



Autumn 2020 and Summer 2021

Personnel changes and SEND monitoring

At the start of September 2020, Miss Hallows started working full time to support our children with SEND and also to support safeguarding within school.

Mrs Fong changed roles from Midday to LSA Personal Care for a named child and is doing a great job.

All staff appraisals completed for the Teaching Assistants/Learning Support Staff and pay recommendations submitted to, and approved by, the Trust.

SEND Policy 2020/21 updated beginning of Autumn 2020 term.

SEND Information Report updated September 2020.

SEND files updated and children's information transferred between classes. All files kept in lockable cupboards in new classes.

Monitoring our children with SEND

Whole school monitoring – Trust data analysis sheet continued to be used to monitor progress.

Meetings with the SEND governor.

EYFS English and Maths planning shared and delivered to pupils with SEND in Year One.

Termly Reviews for all children with SEND were completed by the end of Summer Term – for some parents it was possible to hold these sessions face-to-face during Summer Term, but most of these were held online (via Zoom) or over the phone. Some parents received phone calls as part of Parents' Evening during Autumn Term.

Throughout the year, support and advice was provided to the parents of our children with SEND whether via our Academy's Dojo system, over the telephone or online (via Zoom). Although we planned to see all of the parents of children with SEND during Spring Term too unfortunately events overtook the country once again and a further lockdown occurred so it was not until Summer Term that we were able to do this.

Pupil Profiles for all children with SEND were completed and issued to parents during Summer Term with an overview of the year provided to parents showing targets being worked on each term by their child. These documents were also shared at the end of year during transition from one year group to the next.



We continue to maintain strong links with any secondary schools that our Year Six children were moving to. Meetings with parents during Summer Term involved a member of staff from the secondary school to help ensure a smooth as possible transition between Key Stages.

As a Trust, we introduced a system called EduKey to help better monitor provision, and improve target setting for our children with SEND. Training for Carrie Smith and Caroline Hallows was held in January 2019. We intended to introduce the system to staff throughout Summer 2020 – beginning with pupils receiving Family funding (AFN pupils). However due to the ongoing impact of the pandemic, this rollout has been delayed further until 2021-2022.

Personal Education Plan (PEP) and Looked-After Child (LAC) meetings were held for all our LAC children.

Whilst children were identified to start Funfit sessions and sessions with PE specialist (Mr Newbold) had been hoped to commence during Spring 2021, due to a further lockdown and ongoing restrictions during Summer 2021, these sessions will now re-start in September 2021.

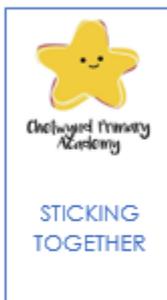
The funding process for additional funding (AFN) for 2021-2022 was delayed until Summer Term – it was rolled over for existing children (8 children) in receipt of AFN funding for 2020-2021.

New bids were submitted for 3 children during Autumn and Summer Term successfully obtaining AFN monies for all 3 children.

All nurseries contacted and visited to gather information about all new F2 children including those with SEND.

Spring 2021

From January 2021 when the whole country went into lockdown to March 2021. See our remote learning policy 2020 for our offer to all children. See below for our offer to our children with SEND during this time



In addition to our Remote Learning Policy 2020 for all children, we also provide additional support to all our vulnerable children including those with a social worker. This might be because they are on a Child Protection or Child In Need plan but because they are a looked-after child ("LAC").

We also provide additional support for those children with special educational needs and disabilities ("SEND"). Some but not all of these children may receive additional family needs ("AFN") funding and a child may also have an education, health and care ("EHC") plan.

As at the end of March *2021 Lockdown, we had:

EHCP: 2 (in school)

LAC: 3 (in school)

POST-LAC: 5 (in school) 1 (at home)

Children on the SEND Register Sept 2020: 32 of these 19 (at school) 13 (at home)

Children in receipt of AFN funding: 8 of these 7 (at school) 1 (at home)

For some of these children it was parental wish to keep these children at home.



Looking after our children at home

Looking after our children at school

- If the child has a social worker, we continue to monitor and support the family taking closely with the social worker and carer.
- We report to the Virtual School using their prescribed method of reporting.
- For each LAC, gPEPs and LAC meetings continue to happen virtually, usually by Microsoft Teams.
- For all children on a CP or CIN plan, these meetings still take place virtually, usually by Microsoft Teams.
- We also have children who have previously been CIN/CP plan but no longer have a social worker. We continue to monitor these children closely through CPOMS and also through the class closure records.
- For all children on the SEND Register who are in receipt of AFN funding, we look closely at what provision we should be providing, if the child were at school, and offer support to the family where possible. For example, this may be in the form of additional 1:1 Zoom sessions but we will prepare and send home tailored packages of support for each child.

- Once the child is in school, we are able to put in place some of the support that the child may have had prior to lockdown.
- These children are able to have 1:1 support from their class teacher or the teaching assistant in the class bubble.
- 2 children have a 1:1 key worker and are the subject of an EHCP and we are able to support that child with their targets in the usual way although all interventions take place within the bubble eg in class and not out of class.

Further development

Our Academy's Development Plan will broadly stay the same. There remains an increased emphasis on ensuring the good mental health of our community. As part of the staff development, we want to introduce whole school signing using programmes such as Makaton/Sign and Symbols to support our growing number of children with communication difficulties.

Wherever possible, we will continue to try to ensure that all our children with SEND are taught alongside their peers in their classrooms and are receiving Quality First Teaching from their class teacher. Some interventions, such as FUNFIT, will still take place outside of the classroom or for example where a child needs a 1:1 intervention, and a quieter area is required for the



task such as hearing a child read, this continues to take place in an area available to each class directly outside their class or in a zone available to the year group.

Personal development, behaviour and pupil and staff well-being will continue to be recognised as one of the priorities for development. The well-being team will continue to drive and promote these objectives.

Last year, we continued to see a raise in SEMH issues especially following lockdown. Now our children are no longer in 'bubbles' we will re-introduce 1) our weekly drop-in sessions run by our support staff and 2) our Well-Being Warriors (who act like a buddy system) to support children around school who may need a little help finding friends to play with at break times or signposting them to talk to a member of staff if they have a bigger worry.

We want our children to feel happy, healthy and safe in their lives, developing and sustaining healthy relationships and have a voice to air their views and opinions.

Mrs Tonks and Miss Hallows have received training for Rainbow Flag Status and will disseminate that amongst staff and move to implement the initiatives throughout school. This will encourage even better inclusive practice whole school. We will also be applying for the UNICEF rights Respecting Schools award – this award works to create schools that are safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The school ethos already encompasses much of what the award is about – including the inclusion of children's rights in the Year 5 topics of Freedom and Inspirational people. It will also link to the personal development section on the ADP, encompassing citizenship and raising the profile within school of Pupil Voice this year.

We know that attendance will continue to be impacted by the current environment. We will continue to monitor closely all children including looking into the reasons for absenteeism; if these are related to a child's mental well-being or health these will still be addressed immediately. However, with the increase in children across the county requiring access to mental health services, accessing counselling or support remains difficult.

To support our increased SEMH need, Casy Counselling continue to be in school for a full day and referrals will continue to be made as and when required. A newly appointed LSA is a trained Emotional Literacy Support Assistant (ELSA). The hope will be to utilise her skills in supporting children throughout the Academy.

We still have a member of our support staff experienced in delivery out of class nurture sessions for children who may have SEMH needs – these have started again and she is still able to offer advice and support to staff and parents. Another staff member is experienced in Theraplay and works with children in the year group that she works in. The intention would be for her to start to support a greater number of children, across the Academy, who may benefit from this intervention. We will be continuing our monthly parent support group to ensure support for the parents of our children with autism or behavioural needs continues.



SEND surgeries and review meetings will be done by telephone or over the internet if it is not possible to hold them face-to-face.

Outside agencies are still holding most meetings via Microsoft Teams or Zoom but coming into schools when necessary to observe children and offer guidance and support to staff and parents. This is a positive move forward to better support our children with SEND and the staff teaching them.

SFSS will deliver whole school training on Demand Avoidance behaviours.

We continue to have a teacher leading the army provision in school. In addition, two members of our support staff (both with an army background) support over 50 army families and their children from the local Chetwynd Army Barracks. They will continue to work together with these children throughout their stay at our school ensuring that their emotional needs and mental well-being are met during periods of transition (arriving and leaving) and if a parent is deployed abroad providing advice and support on a 1:1 or group basis if the children are within the year group that they are working and as soon as they can, across school. We continue to have strong links to the army base and as soon as possible, the army base will re-start the weekly homework club for our children who live on camp.

We are hopeful that things will continue to return to a greater sense of normality and by the end of the year, our vision of where we want to be will still be achievable.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy and Procedures 2021

Teaching and Learning Policy and Procedures 2021

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to the Governing Body: 29th September 2021

Date of next review: September 2022