

Luckington Community School

SEND Annual Information Report

July 2021



Name of SENDCo: David Cook (support from Christina Palmer)

Dedicated time weekly: 3 hours - Tuesday afternoon

Contact email: head@luckington.wilts.sch.uk

Contact Phone Number: 01666 840297

Name of SEND Governor: Jen Hodges

School Offer link:

<https://www.luckingtonschool.co.uk/send-and-equality-statement/>

During the Covid-19 pandemic we kept our children with SEND safe by:

- Social distancing measures including
 - o Class bubbles
 - o Staggered starts
 - o Staggered lunchtime

- o Staggered breaks/playtimes
- All adults and visiting professionals wearing masks in the school building
- Self testing twice weekly for all staff
- Virtual meetings whenever possible
- Face-to-face teaching for vulnerable pupils
- Virtual teaching for pupils self-isolating
- Children who are on our Record of Need but weren't in school had extra one to one online sessions each week

Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning - All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children/young people that require support to catch up by using the Wiltshire Graduated Response to SEND document (WGRS)
- Termly meetings for families
- Identification of children/young people requiring SEND Support and initiation of "assess, plan, do, review" cycle
- Consideration of application for Education, Health and Care Plan
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need

How we identify children/young people that need additional or different provision:

- Class teacher refers to SENCO if: a child is displaying slow progress over time, despite quality first teaching; adaptations to learning having already been made; child displays signs of difficulties that prevent them from making academic or personal progress
- Ongoing curriculum assessments

- Tracking progress using data
- Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	x2 evenings x1 report
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	Termly
Pupil Council	Representatives from all Class	Half termly
Questionnaires	All pupils and parents	Annually
General SEND Meeting	All parents	Not held this year due to Covid-19 pandemic.
EHCP Review	Families	Yearly Once a year

NB During the COVID-19 Pandemic, all APDR / TAC(F) meetings and Parent Evenings have been held virtually.

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

Communication and Interaction

- Flexible teaching arrangements
- Structured school and classroom routines
- Warning of change
- Differentiated curriculum delivery e.g. simplified language
- Makaton
- Increased visual aids/modelling etc.
- Visual timetables
- Use of symbols; PECs

- ICT programmes to support language
- Repetition/clarification of instructions
- Opportunities to work with younger/older pupils
- 'Show and tell' / speaking opportunities

Cognition and Learning

- Differentiated tasks
- Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording
- Repetition/clarification of instructions
- Differentiated output or outcome e.g. use of ICT, fewer sentences
- Increased visual aids/modelling etc.
- Visual timetables
- Alphabet, word and number charts, mats, banks etc.
- Use of writing frames
- Weekly spelling lists (phonics led)
- Structured Synthetic phonics approach - Bug Club
- Multi-sensory phonics approach - Bug Club
- Pastel backgrounds on Interactive Whiteboards
- Individual white boards
- Makaton

Social, Emotional and Mental Health

- Flexible seating arrangements
- Handwriting/fine motor control programme
- Specialist resources - pencil grips, triangular pencils, variety of types of scissors
- Multi-sensory equipment
- Tools and Materials e.g. brushes/pencils, collage
- Range of equipment & opportunities for balancing, exploring etc.
- Sand and water play
- Provision of left handed equipment
- Written signs for class labels in classes
- Sporting activities - enrichment and extension
- ELSA

Sensory and/or Physical Needs

- Whole school behaviour policy
- Golden Rules
- Positive behaviour strategies
- Structured school and classroom routines
- Positive reward systems
- Consistent and progressive sanction system for when rules broken
- School Council
- Teaching listening through circle time games
- Use of puzzles and games
- Involvement in after school clubs
- Individual job and responsibility
- Support of lunchtime supervisors at lunchtime
- PSHE/RSE curriculum

- Visual timetables
- Use of symbols
- Use of first hand experiences to stimulate learning
- 'Worry Boxes'

During the 2020/2021 academic year, we had 8 children receiving SEN Support and 1 child with an Education, Health and Care Plan.

Of those pupils on our Record of Need, 1 child with an EHCP, and 2 on SEN Support continued to attend school throughout the Covid-pandemic restrictions.

The rest of the children were taught through online learning. Teachers spoke to parents regularly and most children on our Record of Need received additional one-to-one online sessions each week. Post closures, each of the children on our Record of Need received additional support from a teacher through our catch up funding.

We monitored the quality of SEND face-to-face provision by following our usual assessment methods and we monitored the quality of SEND virtual provision by having weekly one-to-one checks in with the children. We measured the impact of provision on the return to school using our usual assessment methods.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- Support in Classroom
- Virtual support
- 1 : 1 Provision
- Small group intervention
- Playground support
- Lunchtime support
- Supporting at Afterschool Clubs
- Running Afterschool Clubs
- Breakfast Club
- First Aid
- Support for medical needs:.

We monitored the quality and impact of this support by...

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Well-Being Provision (ELSA)
- Staff training

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
SEN Code of Practice Workshop	SENDCo/Head	SEN Services Southwest
SENDCo Cluster Meetings (various)	SENDCo/Head	Wiltshire Council
Speech and Language Mapping Referral Tool	SENDCo/Head	Wiltshire Children's Community Services
Disadvantaged Learners - Making it Happen	SENDCo/Head	Wiltshire Council
SENDCo Surgeries (various)	SENDCo/Head	Wiltshire Educational Psychology Service
Engagement Model	EYFS Lead Teacher	Wiltshire Council
ELSA Supervision (ongoing)	ELSA	Wiltshire Council
SEND Link Governor Training	Link Governor	Wiltshire Council

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking cpd</u>	<u>Training Received from</u>
Solutions Surgeries (various)	Teachers	Wiltshire Educational Psychology Service
Effective Practice for TAs	Teaching Assistants	Wiltshire Council

We monitored the impact of this training by:

- Performance management targets
- Use of skills and knowledge displayed in lesson observations
- Regular meetings with SEND link governor

Partnerships with other schools and how we manage transitions:

We have worked with schools in the area in the following ways:

- carrying out transition meetings with secondary school SENDCos
- online moderation of work with local cluster schools
- developing maths mastery to support children with SEND with Mobius Maths Hub

This year, no children/young people requiring SEN Support and no children/young people with Education, Health and Care Plans joined us from other schools.

One child on our Record of Need in 2019/2020 made a successful move to another school; this was a secondary school transition.

We helped children to make the move from the Early Years Foundation Stage to KS1 by using the older children in Class 1 to support them. They work very closely together and this helps with the transition. We also gradually build towards Year 1 throughout the later part of the reception year.

We also support the transition from KS1 to KS2 with 'moving up' sessions in the summer term with the KS2 teacher. Those children who we feel need extra support have extra visits and do transition work with our ELSA.

The transition from year 6 to secondary school has been supported through online visits to their new settings. Those children we deemed as being vulnerable or with SEND were able to make visits in person. We ran a transition unit of work for those moving to secondary school, ensuring that they were ready for some of the challenges they would face.

Parents were included in this process through discussing the move with the headteacher/SENDCo.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan and our SEND Development/Action Plan. These can be found here:

<https://www.luckingtonschool.co.uk/aims-vision-and-school-development/>

<https://www.luckingtonschool.co.uk/send-and-equality-statement/>

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should follow our complaints procedure:

<https://www.luckingtonschool.co.uk/policies-and-notices/>

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is David Cook.

The Designated Children in Care person in our school is David Cook.

The Local Authority's Offer can be found at: <https://www.wiltshire.gov.uk/local-offer>

Our Accessibility Plan can be found on our website:

<https://www.luckingtonschool.co.uk/send-and-equality-statement/>

The School Development plan can be found on our website:

<https://www.luckingtonschool.co.uk/aims-vision-and-school-development/>

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website and in our curriculum policy.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report on 20th August 2021.