

CHIDHAM PAROCHIAL PRIMARY SCHOOL
SEND REPORT TO GOVERNORS DECEMBER 2021

School Profile

At Chidham Parochial Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with Special Educational Need and Disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum, in line with the SEND Code of Practice 2014.

Our aim is to provide all pupils with the best possible outcomes for life-long learning. We believe it is important that pupils acquire skills, knowledge and confidence that can be applied to future learning experiences, including social, physical and emotional development. We endeavour to raise aspirations and expectations for all pupils, including the pupils with SEND, by working in partnership with parents/carers, and listening to pupils.

SEND school Profile at present: There are thirty seven SEND pupils on the SEN register, from a school population of 192. Five of these pupils have an Education, Health and Care Plan (EHCP), four funded by West Sussex, one funded by Hampshire; a sixth pupil is currently waiting for a decision with regards to our request for an Education, Health and Care Plan Needs Assessment (EHCPNA). The number of EHCPs in locality primary schools (of a similar size to us) have fewer than three, some with zero; two schools are also waiting for responses to their EHCPNA applications. See attached SEND Register and Provision Map for analysis of SEND across the year groups.

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical needs
Number of pupils on SEND Register	0	36	1	0

Identifying Pupils with SEND

Identifying Special Educational Needs Pupils' needs may be categorised into four areas, these include: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical.

SEND Early Identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the well-being of all our pupils. To support us in our early intervention we:

- Carry out home visits for all Reception pupils.
- Liaise with preschools, and school settings, for incoming or transferring SEND pupils.
- Liaise with outside agencies who may already be supporting incoming or transferring SEND pupils e.g. Speech and Language Therapy

This liaison allows us to meet the parents/carers and gives the opportunity to discuss the pupil's strengths and needs. Additional resources, interventions or referrals can be established, and the appropriate interventions provided.

SEND Identification

Assessment of our pupils continues throughout their time with us. We do this by:

- Analysing termly assessment data to identify pupils who are not meeting age related expectations.
- Continual monitoring by teachers of pupils through observations, discussions, marking and feedback.
- Providing all school staff with the opportunity to discuss concerns at any time.
- Liaising with parents/carers, and outside agencies.

SEND Provision

Pupils identified on the SEND register receive additional support. Additional support is outlined on the SEN Register and Provision Map, as part of quality first teaching. In conjunction with the pupil, and parents/carers, the teacher writes an Individual Learning Plan (ILP), based on a cycle of 'Assess, Plan, Do, Review' (a cycle is usually eight to ten weeks). The ILP outlines the pupil's targets linked to their next steps in learning, and suggested activities to support their learning. Targets and next steps are closely monitored, and at the end of the cycle, the learning is reviewed, and the cycle of APDR begins again. Parents/Carers are invited to meet termly with the teacher, and when appropriate the SENCO, to review their pupil's learning, celebrate their successes, and discuss future targets.

Progress made by SEND pupils September 2021 to December 2021

Year group, number of pupils (and SEND pupils)	Attainment Of Non SEND Pupils Compared to SEND Pupils					
	Reading On Track		Writing On Track		Maths On Track	
	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND
Year R 28 (1)	20	0	10	0	19	0
Year 1 27 (7)	17	0	18	0	17	0
Year 2 28 (4)	13	0	14	0	12	0
Year 3 26 (6)	18	0	19	0	18	0
Year 4 26 (5)	18	1	16	0	18	0
Year 5 30 (7)	20	0	17	0	18	0 (1 WT)
Year 6 26 (7)	17	0	17	0	17	0

Budget

The school SEND budget includes money for supporting pupils with SEND. This money is spent on: TA hours to support SEND pupils; CPD for staff; resources for EHCP, or identified, pupils. Training needs of all staff are identified through: audit of staff strengths and areas for development; identification of special needs for individual pupils, with staff being trained to meet these needs e.g. Speech and Language therapy.

SEND Priorities for 2021-2022

- Maintain support from, and work in conjunction with, parents and carers, to support their SEND child or children.
- Ensure SEND pupils make progress in line with their targets and next steps.
- Ensure staff have the necessary knowledge and skills to teach and include all SEND pupils.
- Maintain support from, and work in conjunction with, outside agencies, to support SEND pupils.
- Monitor and support EHCP and EHCPNA pupils.
- Establish and embed the West Sussex Ordinarily Available Inclusive Practice project.
- Achieve the West Sussex County Council Autism Awareness Award.

Actively Involved Outside Agencies

Liaison with external agencies is ongoing with both virtual and face to face meetings. Actively involved outside agencies include Speech and Language Therapy (SALT), Occupational Therapy (OT), School Nursing Service (SNS), Learning and Behaviour Advisory Teacher (LBAT), Autism and Social Communication Advisory Teacher (ASCT), Educational Psychologist (EP), West Sussex Special Education Advisory Team (SENAT), Child Development Centre (CDC), Child and Adolescent Mental Health Services (CAMHS), Hampshire Special Education Team (Havant SEN).

Locality Senco Meetings

The SENCo participates in locality SENCo cluster meetings, which are held on a half termly basis.

West Sussex Inclusion Projects

West Sussex Ordinarily Available Inclusive Practice project (OAIP)

The OAIP had been developed by West Sussex and their stakeholders as part of the West Sussex SEND and Inclusion strategy 2019 – 2024. It outlines the commitment to and focus on inclusive practice. "A classroom guide to support teaching and learning staff. Includes prompts, strategies and examples of good practice to support children and young people".

<https://schools.local-offer.org/send-toolkit/ordinarily-available-inclusive-practice/>

West Sussex Inclusion Framework (IF)

The IF is a setting evaluation tool. "The framework should be used to facilitate discussions to inform whole school and education setting development. The Inclusion Framework can be used flexibly to best support and informs each school's / setting's development journey".

INSET CPD in Spring 2021 provided staff the opportunity to complete a self-evaluation of strengths and areas for growth in the four areas of inclusive practice. This reflection provides a baseline for further development of inclusive teaching and learning strategies, and outlines the areas of focus across the whole school community.

[Inclusion framework | Tools for schools \(local-offer.org\)](#)

West Sussex Autism Awareness Award

We were invited to participate in CPD for the West Sussex Autism Awareness Award, as part of the NHS England project to improve outcomes for autistic pupils. The Head and Senco attended CPD in Autumn 2021, and ongoing CDP will include a Sensory Audit and Planning meeting in Spring 2022.

Statutory Responsibilities

- ILPs for EHCP pupils are written on a termly basis.
- EHCP Annual Reviews are planned for and conducted within a twelve month cycle.

SENCO and Parent/Carer liaison

The SENCo is available for communication and meetings with parents/carers by email, telephone, or face to face – whichever is the preference for the parents/carers. Communication and meetings are held at the request of parents/carers, and school.

SEND Actions from September 2020

- Establishment of updated ILP format for all SEND pupils. The ILP format of EHCP pupils reflects their EHCP Section E SEN Outcomes.
- Senco learned how to complete requests for CDC, and Hampshire EHCP application.

SEN Interventions

Following teacher 'Assess, Plan, Do, Review' to identify need, SEN interventions included: Precision Teaching, Jump Ahead, Speech and Language programmes, Occupational Therapy programmes, NELI (Nuffield Early Language Intervention), Phonics, Talk Boost, Literacy Reinforcement, and Numeracy Reinforcement. Interventions are supported by teaching and support staff, who continue to use evidence-based programmes for maximum impact.