

# SEND Report

## Mansfield Primary School

Autumn 2022

### The school's SEND profile

Children with SEND are included in all aspects of school life. Appropriate interventions are implemented with individual children and groups of children; these are delivered both within the classroom and in designated areas. During a typical day or week, a pupil with SEND will mainly have support within the main class or within a small, focussed group. Additional, small group or one-to-one interventions are implemented if it is appropriate and are allocated depending on need. Strengths are identified for each pupil with additional needs so that support is targeted. There are currently 221 children on role. The SEND register has 36 pupils on. The percentage of pupils with SEND support is 13.7% (29) with an additional 3.3% (7) of pupils having an EHCP. 16 pupils receive either AFN High or HLN funding to support provision in school. The percentage of SEND in school is higher than the national average, 13% SEND support and 2.3% EHCP. At School, 19.4% (42) of the children have EAL. The needs of pupils with EAL are being addressed first in order to accurately identify SEND needs as pupils move through school.

	SEMH	C & I	C & L	SPM
Foundation Stage	0	3	0	0
KS1	4	3	2	0
KS2	7	8	9	0

### Parental Views

Parents are liaised with through APDR meetings during which we discuss parental views and aspirations for their child and progress towards meeting current targets. This is designed to be a positive experience through which strong partnership links are formed between all agencies and parents. Parent are given an opportunity to contribute to their child's education. Throughout the year parents meet with staff members both formally and informally to discuss pupils needs. Parents can arrange meetings with the school SENDCo at any time through contacting the school office or completing an online form available on the school website.

In addition to the review meetings views are sought on a termly basis through a range of review processes. These include;

- Multi agency meetings including EHAFs.
- Additional time given at parent evening with sharing of ADPRs for the children who are currently on the school's SEND register.

## **Planning for the Future**

An action plan for SEND is active through the Termly Working Plan. The whole school is actively engaged in the development of SEND and staff are supported through this process by attending training offered within school and family level. This training has included but is not limited to; CRB (Coping with Risky Behaviour), Boxall Profile, Nessy, precision teaching plus the opportunity for staff to attend any personalised LA training opportunities. There are 2 ELSA trained staff: Mrs Brealey and Mrs Egginton. The school has 2 MELSA trained staff: Miss Yeomans and Mrs Hebden. Mansfield Primary Academic has a multisensory room with tailored resources in for individual needs. This academic year, Forest school provision has been implemented an outdoor area has been identified and equipped for use. The school have employed a full time Forest school and science teacher to lead whole class sessions alongside tailored interventions to meet the needs of pupils. The Forest school provision will be continued to be developed throughout the year. Year one have developed continuous provision to support linked learning from the foundation stage to promote independent learning and engagement, this will gradually reduced as independence, respect, responsibility and resilience is developed in preparation for Y2.

## **Consolidation of Learning through SEND Provision**

TAs encourage the transfer of new skills acquired through interventions when pupils are back in the classroom. Wherever possible, the same person is allocated to both pre and post teaching and the classroom support in each year group. This is to ensure continuity and further development/ application of what has been taught.

The school's values are, Respect Responsibility and Resilience. Our priority is to increase attainment through encouraging independent, enthusiastic, and resilient learners. Our curriculum intent is to Generate all children to engage in a curriculum that allows them to flourish, Aspire children to aim high and achieve, Enquire children to develop curiosity in learning and to work Together to become good all rounded citizens. The skills children learn and develop help to prepare them for adulthood.

The school is constantly reviewing and evaluating the SEND processes and provision. Covid-19 has impacted on the SEMH levels of need of the pupils in school.

## **Use of SEND resources**

SEND funding is allocated across the school, according to need.

TAs are allocated according to the need of each year group and where possible TAs are allocated to specific year groups for continuity. Where pupil-specific funding is allocated, additional staff are allocated in line with AFN/ HLN funding thresholds.

The school's core offer includes but is not limited:

- Quality first teaching and scaffolding, where needed, is expected in all classrooms.
- Use of visual aids and working walls

- Writing frames and planning sheets
- iPads and technology are used to enable engagement and access to the curriculum
- Visual timetables are in all classrooms and learning groups
- Whole school reward systems are in place and implemented successfully which includes Class Dojo

### **Features of successful SEND High Needs provision**

Individual needs of SEND pupils are met by close monitoring of progress through meetings which are held on a termly basis with the SENCO, class teacher and Head Teacher. Children who may be falling behind or struggling in any way are identified with solutions agreed and implemented. The progress made by each child, on each intervention, is monitored to ensure that the process is fit for purpose.

ADPRs are created for all children on the register so that anyone coming into the classroom to work with each child has a snapshot of their needs. School have also recently engaged with the LA SEF process.

Named TAs have been allocated areas of responsibility within SEND provision at School Primary. This is detailed as follows:

- ELSA TAs providing nurture group support and work around managing anxiety, bereavement and understanding emotions.
- EHAFs are led by the Attendance and Attainment Officer, for our most vulnerable and complex families with regular reviews.
- All TAs work with groups or individual children to develop reading skills.
- School plan to have a designated TAs to carry out the dyslexia screener with individual pupils and are trained in using Boxall and SDQ to assess the SEMH needs of individual children.

### **Features of successful SEND High Needs provision**

ADPRs, TA timetables, AFN/HLN bids, investigation trails and observations indicate correct and appropriate allocation and use of funding. A commitment to inclusion and providing for all is evident through frequent reviews, meetings, monitoring and evaluation of provision. There are high expectations set. Inclusion and a highly appropriate, completely individualised programme has enabled a number of children with severe complex needs to remain in mainstream school and make progress albeit very small steps. Data / information is thoroughly analysed, in order to identify which pupils, underachieve, and why.

The standard and quality of teaching is monitored termly by the Senior Management Team and reflected on through the appraisal process. There is a significant investment in whole school training (see above). The SENCO has a thorough overview of the allocation of funding, across the school and shares this on a regular basis with the staff. There is a whole school SharePoint system for gathering information about SEND children (also uploaded onto

CPOMS), highlighting all children with additional needs and/or funding and what is helpful to meet their needs is clearly communicated. Each funded child also has a scrap book system to record achievements against progress. Actions and outcomes are evident in minutes of review meetings. The effectiveness of additional support is monitored through outcomes via TAs reports, observations, and work produced.

### **Evidence trail**

There is much evidence within school, documented, filed and available. Individual files have records of any agency involvements, letters etc. Whole school records are also available. All is established and in place.

A clear evidence trail includes:

- Requests made for additional funding
- Decision letters regarding the school's requests for HLN funding
- Dates on which further requests are required
- SEND information reports
- Pupil observations
- Learning walks
- Provision maps (annotated where appropriate)
- Photographs
- Pupil Profiles
- Behaviour Plans/Contracts
- Behaviour/Incident Logs
- Minutes from meetings
- SEND Support Plans
- Progress Meetings
- Small Steps Trackers
- Software for Whole School Data Collections (Power BI)
- Teachers' notes/files

### **The Inclusion Team at Mansfield Primary Academy are-**

- SENCO- Jemma Cotton
- Attendance and Welfare Officer- Jessica Yeomans
- Designated Safeguarding Lead: David Jane
- Deputy Designated Safeguarding Leads: Amanda Laity, Jessica Yeomans, Jemma Cotton, James Derry, Lewis Dean

