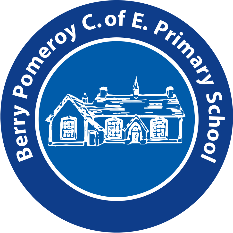
**Berry Pomeroy Primary School**

**SEND Annual Report – FEBRUARY 24-FEBRUARY 25**

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| **SCHOOL POLICY AND PROCEDURE** | |
| When was the SEN policy last reviewed and when will it be reviewed next?   * Who is involved in reviewing the policy? * Does the policy reflect and meet needs of pupils? | The ACE SEND policy was reviewed and approved by Directors in February 24 and will next be reviewed in February 2026. The SEND strategic lead (KBurns) edited the policy so that in now includes our ACE curriculum strategy. This now includes our underpinning ACE principles.  SENDcos, the ACE inclusion team along with the LAB will be responsible for reviewing the policy every two years. This is a comprehensive document that covers all aspects of the 2015 Code of Practice. It also references the DFE’s latest guidance -**https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-sendd/**    The policy includes our principles and vison for our SEND pupils, key duties of the school in regard to the 2015 code of practise and the requirements schools must undertake for all SEND pupils.    Schools also have to write a local offer describing their provision for pupils, how they will ensure progress, the school’s accessibility and how they will also include parents in their education. This is separate to the SEND policy but must also be available on the school website. Our local offer has recently been amended to ensure it reflects our ACE approach.  The ACE SEND policy also includes a glossary which governors may find useful.  The SENDco along with the headteacher creates a SEND action plan that aligns with the policy and the annual school improvement plan.  In addition our ‘SEND in a nutshell’ document provides a quick glances and key outcomes and data for the school |
| Describe the progress on any parts of the School Improvement Plan relating to SEN | **Key actions 23/24-Impact for SEND pupils**   * Development of ACE curriculum for SEND learners to ensure bespoke Review of assessment systems for pupils that are working below ARE * Improved intervention sessions (RWInc additional sessions and pre teaching) * Developing metacognitive strategies for struggling leaners * SEND action plan outlining termly actions to ensure all SEND pupils make more timely progress and are having their needs met * Ongoing Staff training for teachers and TAS around the Provision Mapping tool * SENDco closely monitoring ILP targets through the online tool, separate parent phone calls for parents with additional needs to ensure joined up approach * SEND Trust improvement groups meeting termly to share best practise and further improve subject knowledge through ongoing training. * SEND reviews Spring term and SEND audit Summer term   • Strong relational approach to supporting children with SEND – understanding of this developed with all staff  **Key Lines of Enquiry for 24/25 (see SEND action plan)** |
| How does the school identify children with special educational needs? | The identification of children with special educational needs will include one or several of the following:   * Outcomes (identified in progress Meetings and ongoing assessments) * Class teacher’s assessments and observations * Concerns expressed by the parent * Children with significant social and emotional challenges that are disrupting or preventing children from learning * School and national assessments including whole class language link assessments in EYFS * Liaison with the child’s previous setting, other school or agencies involved * Referrals from other agencies |
| How many children in the school have special educational needs? How many EHCPs are in place? | 10 children with SEND (including 4 EHCPs)  YR – 1  Y1 – 0  Y2 – 2  Y3 – 1  Y4 – 0  Y5 – 3  Y6 – 3  1 PP  9 boys  1 girl  SEMH – 10%  Cognition and Learning – 40%  Communication and Interaction – 30%  Sensory/physical – 20% |
| How many children have met the exit criteria and no longer need that support? | The Current Picture-There are 10 pupils (11.49%) on our current SEND register including 4 pupils (4.59%) with Education Health Care Plans . Overall SEND register has decreased by 4 pupils from last year.  • The decrease in children on the SEND register is due to Y6 leavers and children who had speech and language pronunciation difficulties that after an intensive speech and language program made such significant progress they no longer needed to be on the SEND register. |
| **ONGOING AND DAILY SUPPORT FOR PUPILS** | |
| How are pupils with SEN ensured access to the curriculum? | * Quality First teaching * Daily reading sessions and additional phonic sessions * Individualised plans that identify small steps for progress * Individual timetables (often visual) * Scaffolded/supported learning in class * Additional learning sessions eg pre-teaching * Interventions such as Read, Write inc and Fresh Start * Pastoral/Nurture support – a strong relational approach * Wellbeing warriors –one of our mental health strategies * Use of additional adults to provide bespoke and individual plans * Enrichment programmes * Physical support eg adapted chairs/dyslexia coloured acetates * Multi-sensory learning * Speech programmes-Language link * Memory programmes |
| What are the targets for children with special education needs ? | Targets are set on an individual basis. This takes into account the child’s needs and may involve parents and outside agencies such as the educational psychologists. Plans are reviewed half-termly and shared with parents and parents discuss progress towards the targets at parents evening. |
| How are interventions timetabled so that children are receiving additional support? | Many children on our register receive early morning interventions beginning as soon as the children come into school. We run a breakfast club for some of our most vulnerable children on the register to ensure they have a more positive start to the day. Teachers begin pre teaching sessions and one to one interventions at these times too. Our phonics, reading sessions and other reading interventions are timetabled so that the whole school participates in daily reading sessions. Pastoral programmes mostly take place in the afternoons with additional interventions including Snip, Toe-by-toe, The Power of One (Maths) and Power of 2, Read, write inc one to one sessions also happening after children have finished their Maths and English lessons. |
| How are staff deployed to ensure progress for SEND pupils? | Where we can, we avoid assigning children a one to one TA. Research shows that often these are the children who make the slowest progress. We try hard to ensure children do not become dependent and over reliant on TA support. We continually look for opportunities to share best practise through our 1:1 SENDCo TA meetings that happen once every half term. Other teaching assistants support children in class for Maths and English and then begin interventions for the remaining of the day. |
| **PROVISION, INCLUDING STAFFING FOR SEND PUPILS** | |
| Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans) | All children are on a school provision map stating their prime area of need and the support that is in place for them. Our intervention plan enables us to provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed.  ILPs are reviewed half termly and shared with the child and parents who have an input into the plan.  The SEND register is reviewed half termly by the SEND lead (JB (SENDco) Where children are not responding well to a plan or intervention we adapt the provision. |
| How are school resources deployed?   * How many LSAs * Any external support * Equipment and any adaptations | Resources are deployed dependent on the individual needs of the children. Some children at Galmpton require 1:2 or 1:1 support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.  We currently have 1 HLTA and 5 LSA’s (some LSAs are part time) who work alongside the class teachers and SENDCo to provide support for the children.  External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such at Occupational Therapists, Speech and Language support, the School Nurse Team, Portage, Family Support, Medical support and Local Authority support. The school works closely with both parents and outside agencies to ensure a child’s needs are fully met and any advice given taken on board. |
| Are there any budget/resource issues in terms of SEN provision? | Funding never covers the actual costing of TA support. The school is required to make up the difference from Element 3 from it’s delegated budget. This is proving to be an increasing challenge for the school. In February 24 our element 3 funding is £37,500 to be for our 8 EHCP pupils (we’re awaiting exact funding for one pupil. Funding for LSA support, additional teaching support, interventions for these children is at least £20,000 more than the amount received. In addition we are waiting for an RSA to be agreed and an EHCP issued for a child with complex needs. We are having to use our school’s 1 HLTA to 1:1 the child at a very significant cost to the school while we wait for additional funding. |
| **PROGRESS FOR SEND PUPILS** | |
| How is SEND progress monitored? | * Ongoing assessments by class teachers and TA supports * Use of entry/exit data for specialist programmes and interventions * Regular review of provisions and use of the online provision mapping tool * Book looks and provision reviews * Use of Insight tracking facility to look at progress * Standardised tests -PIRA and PUMA * Class flight paths and teacher mark books * On going Monitoring and observation plan/peer reviews * Observations by external agencies and ed.psych * Termly review meetings with parents |
| How is progress for SEND pupils measured? | Teachers at Berry Pomeroy continuously monitor the progress of all children and this will be reviewed on at least a half termly basis. If a child is having universal provision the child’s progress will be reviewed and reported back to parents each half term through parents evening and other forms of communication. If a child is having targeted or specialist provision then the child’s progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher and through meetings if appropriate. If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed. Any parent is able to speak to their child’s teacher at any point through this process and they are also able to contact the SENDCo to find out any information on their child’s progress. The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the TA’s leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need. |
| What Progress are SEND children making? |  |
| **STAFF TRAINING AND OTHER AGENCIES** | |
| Has the SENCO undertaken the necessary training? What training has the SENDco taken part in the last year? | The SENDCo attends all forums and LA meetings. SEND trust improvement TIGs are held termly where best practise is shared and training needs covered.  . Training includes:   * LA SEND courses including SEND updates and the graduated response * Wellbeing/mental health for pupils * Devon SEND briefings * Ongoing provision mapping training * Graduated Approach training * Emotion coaching * Subject lead support with Dr Adam Mc Cartney, Educational Psychologist * ASD/behaviour support with Mayfield |
| Have the relevant staff members received appropriate training? What training have they undertaken over the last year? | The SENDco has then disseminated the above training to all staff. The SENDco regularly trains all staff as part of her role. Our SENDco also responsibility for Pastoral support and well being. The Headteacher is also the SENDCo and as such has a profound knowledge of all children within the school. In addition (until this year) she was also the R/1 teacher and so has been the Class teacher for every child in the school for their first two years. JB has continued to carry out behaviour management training with all staff (focussing on our positive value-led system and relational approach) has led two SEND PDMs for all staff on ensuring provision and interventions align with our ACE curriculum.  Courses completed by staff include:   * Positive behaviour management * Ensuring impactful interventions for SEND learners * Equality and Diversity * Supporting challenging behaviours (All LSAs January 2025) * Listening skills * Mental Health Awareness * SMART target setting |
| Which external agencies and support agencies are the school working with and how well is this working? | We work with a number of outside agencies and all refer to others when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists and other medical services. These relationships are generally very positive and work well to support the children.  We also work in collaboration with Educational Psychologists to ensure the best provision for our pupils. |
| **WORKING WITH FAMILIES** | |
| What communication strategies are in place for parents/carers of children with SEN? | We continue to work closely with our parents and our SEND support group for families meets regularly and contributes to our monitoring and improvement work. Feedback continues to be very positive, the group continues to meet and share their experiences, the challenges and many successes. As part of our ethos, we have an ‘open door’ policy in which parents are able to discuss any issues / concern or have questions answered as the occur. Our parentview feedback from the ***April 2024 questionnaire*** noted 100% of parents would recommend our school. The inspector noted that this was unheard of and something the school should be very proud of.  Alongside this we have official meeting times, these are as follows;   * Termly meetings to discuss ILP’s * EHCP annual review meetings * Parents evening meetings * Meetings arranged by appointment when necessary * Parent / Educational Psychologist / Class Teacher meetings   We have a wealth of information of on our website, a link that our parents of children with SEND say has been invaluable for them, both in terms of signposting, but also for resources to use at home. The SENDco collated a huge amount of SEND support groups and websites and made available a number of downloadable resources. Feedback from SEND parents has been very supportive and appreciative. See: <https://www.galmptonprimary.org/send-home-learning> |
| What do parents say about the provision offered by the school? | See parent view and SEND parent forum feedbackFeedback from parents continues to be very positive.      This was evident in our most recent questionnaire to parents. See results above |
| **REVIEWING SEND ACROSS THE YEAR** | |
| What is going well? | * Quality first teaching for children with additional needs * The rapid progress made for many of our SEND pupils * The character and metacognition strands of our curriculum that are impacting positively on curriculum progression. * Our relational approach that underpins our behaviour policy. * A well-qualified and knowledgeable SENDco who knows our SEND children’s needs * Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants * Reading support sessions * Pre teaching interventions including phonics catch up * Language link interventions for pupils with communication needs * Implementation of the graduated response |
| What is going less well and needs to be part of a SEND action plan? | * We are looking at assessment systems to track our SEND pupils so we can better measure the impact of our work * COVID has left a legacy of increased need and additional supports * Additional staffing would allow for further support and interventions |
| How has the school continued to secure more rapid progress for SEND learners? | We continue to prioritise our SEND pupils in terms of offering school places. Teachers carefully adapt learning and this continues to be timely and challenging. A recently adapted TA timetable is ensuring that our most vulnerable learners have impactful interventions that are short and frequent. This ensures that our pupils with SEND have access to both a broad and balanced curriculum alongside their bespoke interventions.. The SEND link on our website is helping parents find additional support and we continue to make referrals and requests for support where we feel this is necessary. |