



Report to governors on SEND – 2021.22

1. SCHOOL PROFILE

Abbreviations used in this report:

- Sacred Heart - SH
- Educational, Health and Care Plan – EHCP.
- Education, Health and Care Assessment Request – EHCA
- Executive Head Teacher – EHT
- Assistant Head Teacher - AHT
- English as an Additional Language – EAL
- Special Educational Needs and/or Disability – SEND
- Special Educational Needs and/or Disability Coordinator - SENDCo
- National Leader in Education – NLE
- Bishop Wheeler Catholic Academy Trust – BWCAT
- Assess, Plan, Do, Review – APDR
- Teaching Assistant – TA
- Working Towards Standard – WTS
- Age Related Expectation – ARE
- Greater Depth Standard – GDS
- Educational Psychologist – EP
- Speech and Language Therapist – SALT
- Child and Adult Mental Health Service – CAHMS

Sacred Heart Catholic Primary School is an average sized school that is part of the Bishop Wheeler Catholic Academy Trust located in Ilkley, West Yorkshire. We converted to voluntary academy status in April 2013.

There are 143 currently on role with 74% identified as Catholic. The majority of pupils 88% are white British, 11% EAL, 5.6% Disadvantaged, 8.4% SEND. 3 pupils have an EHCP.

The leadership structure consists of Executive Head teacher, and 2 Assistant Headteachers. Both AHTs are class based.

One of the AHT is currently taking leading SENCO in school.

1. SCHOOL PROFILE

The school received a S48 Diocesan inspection in March 2018 and was graded as Outstanding in all areas. The school has had three Trust Internal Reviews since its conversion. Head teachers/senior leaders within the Trust under set protocols. At this point in time, school would most likely be judged as Good.

There are no ECT teachers at Sacred heart this year. The school works in partnership with the 2 Valleys Collaborative in which schools across the Aire Valley and Wharfe Valley sharing good practice and training in all areas of school improvement. Due to a fall in pupil numbers, for the second year, we have 3 mixed age classes and 3 single form classes: YR, Y1/ Y2, Y2/ Y3, Y3/4, Y5 and Y6

2. IDENTIFYING PUPILS WITH SEND

SEND Overview at Sacred Heart :

	<u>Rec</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>	<u>Total</u>
SEN Support	0	0	2	2	2	2	3	12
EHCP/Stat	1	0	0	0	0	1	1	3
No. in year	17	17	26	19	20	24	22	145
Total SEND	1	0	2	2	2	3	4	14
	<u>% in FS</u>	<u>% SEND at KS1</u>		<u>% SEND at Key Stage 2</u>				<u>Total</u>
	7%	14%		79%				8.9%

2. IDENTIFYING PUPILS WITH SEND

How does school identify pupils with SEND?

Identification & Assessment of SEND

At Sacred Heart we promote early identification of need – **Assess, Plan, Do, Review**. Class teachers identify potential barriers to learning and begin the **APDR** process which aims to identify needs at an early point.

We operate a graduated approach to identifying SEND with paperwork that supports this (see below).



Sacred Heart Catholic Primary - Assess, Plan, Do, Review form Autumn

Pupil's name: Date of meeting:

Class: Date of review:

<p>Assess</p> <p>What are the young person's needs/barriers to learning? What is their level of attainment and progress? What is the priority for this cycle and why? What do they need to achieve?</p>	<p>Plan</p> <p>What small steps can we put in place to support this young person? What outcomes do we want to achieve? Who might be able to do this?</p>																								
<p>Review</p> <p>What has the impact been? What is current level of attainment and progress? What is the effectiveness of the intervention/strategies? Does it need to be repeated? Or are other interventions/strategies needed?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">What actions</th> <th style="width: 50%;">Outcome</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	What actions	Outcome							<p>Do</p> <p>How will you action the small steps? Who will implement it, when and how often?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">What actions?</th> <th style="width: 12.5%;">When will they take place?</th> <th style="width: 12.5%;">How often?</th> <th style="width: 12.5%;">By who?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	What actions?	When will they take place?	How often?	By who?												
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Pupil progress is discussed at pupil progress meeting every 6 weeks at which the Headteacher attends. Notes from these meetings are shared with the SENCO.

Middle leaders, as well as the SENCO, keep a check on whole school data to ensure all pupils make optimum progress.

Teachers are responsible for delivering high quality teaching that addresses pupils' needs. However, where a concern for a pupil's learning, communication, social and emotional or sensory needs are becoming apparent, teachers involve parents from the outset and ensure that they are fully involved in understanding their child's needs. In this way they are able to participate in supporting their child's learning and planning how to help them achieve the desirable outcomes.

2. IDENTIFYING PUPILS WITH SEND

If a class teacher has an ongoing concern for a pupil they will bring them to the attention of the SENDCo.

We follow the guidance within the Code of Practice, promoted by Bradford through their 'Matrix of Need' guidance, for putting pupils on the SEND register. A range of factors are considered; if additional and different provision is required, identified and diagnosed need, long term SEN, progress well below age expected.

Pupils' who have been identified as having a long term, significant SEND may be referred to outside agencies. These include EP, SALT, CAHMS, OT, Behaviour Support, Physiotherapy or the School Nursing Team.

A request for a statutory assessment may be made to the Local Authority for such pupils.

3. PROGRESS MADE BY PUPILS WITH SEND

Information on the progress and attainment of individuals with SEND is rigorously monitored by the SENDCo, the Class Teachers and the Executive Headteacher through pupil progress meetings, learning walks, assessment cycles and weekly monitoring focusses.

Measures of wider outcomes are vital for all pupils and especially those learners with SEND. These include levels of confidence, self-esteem, attendance, participation in outside activities and social confidence

Parent and pupil voice is a key element of this measurement of wider outcomes. At Sacred Heart School this is carried out as part of the Assessment Cycle in Half Term 4.

As part of gathering evidence of achievement for pupils with SEND:

- The SENDCo carries out SEND learning walks along with the SEN governor (where appropriate); *these did not take place in academic year 20/21 due to Covid restrictions. We look forward to recommencing with these as restrictions lift.*
- TAs and teachers are regularly observed delivering **interventions/catch-up** sessions;
- TAs monitor and record the support work they conduct in their intervention folders – this evidence looks different for different groups of children as the level and type of support varies between individual children.
- Class teachers and TAs complete and analyse progress on interventions using 'Bsquared'. 'Bsquared' is updated the week following assessment week (3 times a year). This allows for all to see progress being made for those working at the current academic expectation and lower than their current academic age phase and where needed allows teachers to see whether or not sufficient progress is being made. Planning and interventions are then reviewed, evaluated and amended according to the latest assessments.

3. PROGRESS MADE BY PUPILS WITH SEND

- Book scrutinies are carried out as part of the monitoring cycle. In line with the assessment cycle books for children with SEND in all curriculum areas are looked at. These books are looked at and scrutinised looking at differentiation of tasks, support given during sessions, level of challenge within sessions and progress being made.
- Assessments are completed every ten weeks (to allow distance from learning) in reading, writing, maths, SPAG and Phonics (where appropriate). These are analysed to provide clear targets for **all** pupils;
- Parents are consulted during termly target meetings;
- Pupil voice is heard when monitoring and through pupil questionnaires.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

	Reading			Writing			Maths			Combined		
	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
Pupils with SEND	11	1	1	11	2	0	11	2	0	11	2	0
	11/14 79%	1/14 7%	1/14 7%	11/14 79%	2/14 14%	0/14 0%	11/14 79%	2/14 14%	0/14 0%	79%	14% %	0%
Pupils without SEND	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
	28	85	37	44	69	12	28	85	26	28	85	37
	28/113 25%	85/113 75%	37/113 32%	44/113 38%	69/113 61%	12/113 10%	28/113 24%	85/113 75%	26/113 23%	28/113 25%	85/113 75%	37/113 32%
Attainment gap		- 68%	- 25%		- 47%	- 10%		- 61%	- 23%		- 61%	- 32%

Table updated following each assessment week – three times a year.

Autumn Term – Otrack Data

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Here at Sacred Heart we:

- are committed to improving the outcomes for all pupils including those with SEND;
- deliver Quality First Teaching with inclusive approaches;
- hold high aspirations for all our pupils;
- recognise that pupils and parents are at the heart of the process and actively involve them in our practice;
- provide a curriculum that offers a combination of entitlement and choice;
- can develop flexible learning pathways for pupils;
- aim to have all children working within the classroom environment where possible – children may work outside of the classroom for parts of sessions to increase impact of instruction (teaching).
- deploy teachers and vary the TAs who work with our children with SEND – we do not believe in 'velcroing' pupils to a single member of staff.
- carry out same day interventions on a regular basis. These are identified by 'catch-up' in books. There are cases where same day intervention is not recorded as manipulatives are used to bridge gaps in learning e.g. phonics;
- ensure that children with EHCPs have interventions that are in line with provision in documents – these are reviewed at mid and annual review meetings along with the SENDCOs provision impact document;
- we screen for dyslexia in children who show dyslexic tendencies. We recognise that this is not a diagnosis, but do take on board intervention recommendations for these e.g. overlay screener.

Our attitude towards supporting those with a SEND:

- All teachers are teachers of pupils with SEND
- High Quality First Teaching must be in place consistently
- Graduated approach is in place to ensure appropriate interventions are in place
- All staff have appropriate training
- Policy is reflective of the Code of Practice
- Inclusive curriculum



4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

- High aspirations for **all** children
- Commitment to improving standards for **all** children
- Promoting independence
- Involving parents at all points
- Giving pupils a voice

The SENDCo meets with the SEN governor three times a year.

Headlines from meetings between the SEND coordinator (SENCO) and the SEND governor:

24.11.21

SENCO has detailed and thorough knowledge of the needs of children on the SEND register, their attainment and progress, as well as any barriers to learning that they experience.

The evidence from the observations of SEND pupils during the recent Trust review showed that this approach is effective.

Staff take ownership of and responsibility for the attainment and progress of children in their class with SEND, although they are encouraged to tap into the expertise that is available in the school when they need it. There is a great emphasis on meeting the needs of children with SEND in the school and feedback from parents shows that this inclusive approach is very much appreciated.

The Assess – plan- do –review approach is well embedded into school systems and used effectively to support learning. I was shown unambiguous evidence of this.

The use of this approach meant that teachers could 'hit the ground running' planning for children's learning in September.

Children with SEND generally make good progress and the effective use of Bsquared means that SMART targets can be set which are, of course, shared with parents.

There are regular meetings with parents and teachers which is good practice.

The attendance of SEND pupils is generally excellent apart from two families. The school is very well aware of this and trying its best to support these two families.

5. STAFF DEVELOPMENT

Staff deployment across school –

St. Francis- EYFS – Mrs C Gilhooly (AHT, SENCO & EY lead), Mrs C Mutton (TA), Miss H Cheetham (TA)

St. Bernadette - Year 1.2 – Mrs Ali/Mrs Robinson, Mrs Hall (TA)

St. Clare – Year 2.3 – Miss Li/ Mrs Robinson, Mrs Carslaw (TA)

St. Peter – Year 4 – Mr Donizetti, Mrs Beckwith (HLTA)

St. Vincent – Year 5 – Mrs Rhodes (AHT)/Mrs Wray, Mrs Allanson (HLTA)

St. Oscar - Year 6 - Mrs K Eccles, Mr Gibson (TA), Mrs Horsfall (HLTA)

6. WORK WITH EXTERNAL AGENCIES

School works with a range of external services. These include:

- Educational Psychologists
- Speech and Language Therapy (NHS)
- SCIL (Social Communication Interaction and Learning team)
- Physio Therapy (NHS)
- Child and Adult Mental Health Service (CAMHS)
- Behaviour Support Team
- Bradford Local Authority – Visually impaired team, Hearing impaired team
- 2VLC – SENCO Network