

Mickle Trafford Village School 2020/2021

Annual Report to parents on the implementation of the Special Educational Needs and Disability (SEND) Policy

Schools have a duty to report to parents on the provision for SEND and the implementation of their disability equality scheme. This booklet contains information about the support that Mickle Trafford Village School provides families in order for them and their children to access the correct support. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different support from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of the children. The code describes a graduated approach of 'plan, do, review' which recognises that children learn in different ways and can have different kinds of SEN and step-by-step support can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request additional funding or make an application for an Educational Health Care Plan.

Mickle Trafford Village School is a school where every child is important. All of our staff ensure that all pupils are happy, safe and secure. The staff work their hardest in order to ensure that all children make the best possible progress to achieve their full potential. All pupils in school receive consistently quality first teaching from their class teacher, which may consist of differentiated learning and different approaches to help meet the needs of all pupils. We may also offer different forms of additional support in order to help children out of the classroom in groups or on a 1:1 basis. Children may also benefit from support from outside agencies. These provisions are overseen by the school's SENDCO in liaison with class teachers and teaching assistants in school.

SENDCo - Mr Mat Hutchinson

SEND Governor - Mr Johnny Williamson

The SENDCO provides advice for other staff about practice and works closely with parents and children. The SENDCO has regular contact with external agencies who provide the school with specialist advice. The SENDCO is also responsible for

monitoring progress and achievements of children with Special Educational Needs and Disabilities. Additionally, the SENDCO is responsible for the management and deployment of other support staff in school, including the timetabling of interventions led by teaching assistants. If you would like to meet the SENDCO, please contact the school office to make an appointment which can easily be arranged.

Policies

As part of an annual cycle, the school's SEND Policy was updated and ratified by Governors in Autumn 2020 and will be reviewed again in Autumn 2021 and more information can be found in the School's SEND Local Offer.

External Agencies

The following agencies have supported SEND pupils throughout the year:

Family Support Worker

Behaviour Consultant

Educational Psychology

Speech and Language (SALT)

Occupational Therapist

CAMHS

Autism Team

Continence Nurse

Physiotherapy Team

ADHD Foundation

CWAC SEND Team

Liaison with School Partners

Strong links exist with our local primary and secondary schools. Meetings take place between SENDCOs to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to secondary schools. Separate transition and induction visits are organised for pupils with SEND where required. The SENDCO also attends meetings and training to ensure that good practice is shared.

Number of pupils with SEND

September 2020 - We currently have 29 pupils on our SEND register.

The percentage of children with SEND is 14.1% of the school population which means school is slightly below national figures (15.4%).

KS1 SEND 2019-2020 Assessment Data

At the end of KS1 all children had made progress, some in line with their peers. Assessments were carried out through teacher assessment from March 2020 due to the Covid-19 outbreak. From this report, 33% of SEND children achieved the expected standard in reading, 33% of SEND children achieved the expected standard in mathematics and in writing 33% of children with SEND achieved the expected standard.

KS2 SEND 2019-2020 Assessment Data

All children made progress from their starting points by the end of KS2. Assessments were carried out through teacher assessment from March 2020 due to the Covid-19 outbreak. From this report, 50% of SEND children achieved the expected standard in reading, 50% of SEND children achieved the expected standard in mathematics and in writing 50% of children with SEND achieved the expected standard.

Parent Communication

Parents and carers are updated regularly on their children's progress. The SENDCo is available for parent consultations on request.

Budget Allocation

SEND funding (which comes from 2 sources, a general allocation within our school budget and top- up funding for eligible pupils) is channeled into Teaching Assistant support and additional resources. TAs attend regular training and are involved with running specific interventions and personalised programmes.

In addition, we have trained a teaching assistant as an ELSA (Emotional Literacy Support Assistant), who runs one to one emotional literacy sessions. We also purchased sensory resources and Sensory Circuits to support children's sensory diet and bought resources for children for home learning over the Covid-19 Lockdown.

SEND children's progress is tracked and evaluated regularly to show impact of interventions and as our results show our SEND children perform above national comparators, there is a clear positive impact of the support we provide.

Please also refer to our SEND Local Offer which can be found on our school website or by contacting the school.