

**Bridport Primary School** (part of the Minerva Learning Trust)

**Special Educational Needs, Disability (SEND) and Inclusion**

**Information Report 2019-20 (September 2020) (November 2020)**

A child with **SEND** is defined as one with a learning difficulty and/or disability which should be addressed by making special educational provision. If a child has a learning difficulty, it means that she or he ***falls outside the expected level of learning of most children of the same age***. It may be the result of a disability which needs different educational facilities from those generally provided by schools.

**References**

Please refer to the *SEND/ INCLUSION /LOCAL OFFER POLICY* document which gives a comprehensive description of all aspects of SEND at BPS and is underpinned by the SEN Code of Practice, and documents below. This policy can be found on the school website. It has a different appearance as it contains a parent friendly version of the Local Offer hosted on the Dorset for You website.

The information meets the Statutory requirements laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulation 51 (2014)

The Local Offer was updated in January 2020, and aims to provide a clear guide to our provision at Bridport Primary School.

**SEND Register September 2020 (green= November update)**

| Year Group   | Total on Register      | EHCP  | SEN Support            |
|--------------|------------------------|---|------------------------|
| Reception    | 8<br>9                 | 0<br>0 (plus 1 pending)   | 8<br>9                 |
| 1            | 6<br>5                 | 1<br>1 (plus 1 pending)   | 5<br>4                 |
| 2            | 7<br>9                 | 2 (plus one pending)<br>3<br><i>Plus 1 child with additional funding for medical needs</i>                        | 5<br>6                 |
| 3            | 10<br>10               | 4 (plus 2 pending)<br>6   | 6<br>4                 |
| 4            | 13<br>11               | 3<br>3  | 10<br>8                |
| 5            | 6<br>10                | 0<br>0 (plus 1 pending)<br><i>Plus 1 child with additional funding for medical needs</i>                          | 6<br>10                |
| 6            | 16<br>19               | 3<br>3 (plus 1 pending)   | 13<br>16               |
| <b>Total</b> | <b>67</b><br><b>73</b> | <b>13 (plus 3 pending)</b><br><b>16 (plus 4 pending)</b><br><i>Plus 2 children with funding for medical needs</i> | <b>53</b><br><b>57</b> |

**Tipping point:**

Due to the current number of children on our school roll, we require more than 13 EHCPs to qualify for tipping point funding.

At the beginning of the Autumn Term, we had 13 EHCPs so did not meet the threshold for the additional funding. However, we have since had 3 more EHCPs approved and therefore now qualify for the tipping point funding which equates to  $3 \times \text{£}4800 = \text{£}14,400$

**End of Key Stage attainment and progress data Summer 2020**

| <b><u>Overview of areas of SEND across the school</u></b>          |   |
|--|---|
| Total on Register and % of school population                       | 67 (21%)<br>73  |
| Total % EHCP/Statement   | 13<br>(4% of total school population and 21% of pupils on SEND register)<br>16  |
| Total % SEN support  | 53<br>(16% of total school population and 79% of pupils on SEND register)<br>57 |
| % of SEN children whose main need is Cognition and Learning        | 19 (28%)<br>19  |
| % of SEN children whose main need is Communication and Interaction | 25 (5 ASD) (37%)<br>21  |
| % of SEN children whose main need is SEMH                          | 17 (25%)<br>25  |
| % of SEN children whose main need is SENSORY and/or Physical       | 4 (6%)<br>3   |

Due to the COVID outbreak, end of Key Stage data for 2019-20 was based on teacher assessment, which used teachers' knowledge of where children were prior to lockdown to estimate where they would be at the end of the academic year.

As a school, we have found that internal tracking has provided a much more accurate and informative picture of the attainment and progress of our SEND pupils. Tracking in this way has also helped us to understand the impact of school closures on our pupils with SEND and has enabled us to build a picture of what happened for these children between March and September. This has informed the way in which we have identified focus areas, targeted support and next steps (including catch up interventions) for pupils across the school.

| <b>SEND support attendance during lockdown</b> |                                 |
|--|---------------------------------|
| <b>In school</b>                               | <b>At alternative provision</b> |
| 38 pupils out of 80 with EHCPs                 | 0 pupils                        |

Overall, 48% of pupils at SEND support level were in school during the lockdown period.

| <b>EHCP attendance during lockdown</b>                             |  |
|--|--|
| <b>In school (full and part time attendance depending on need)</b> | <b>At alternative provision</b>                                    |
| 15 pupils out of 22 with EHCPs                                     | 3 pupils (with 2 attending alternative provision alongside school) |

Overall, 68% of pupils with an EHCP were in school on either a full or reduced timetable during the lockdown period. 73% of pupils with an EHCP were in either alternative provision or at school during the lockdown period (or benefitted from a combination of the two).

### **Support for pupils on the SEND register during the lockdown period**

- In addition to the daily contact from class teachers, the SENDCo contacted all children with EHCPs or pending EHCPs (and their families) at least weekly.
- Children in the Nurture Group were emailed/written to by the Nurture Team to keep up the positive relationships that had been built previously and to ensure the children knew they were being 'kept in mind', and to encourage them to engage in personalised learning tasks.
- Differentiated learning activities and packs were offered to all children on the SEND register (virtual and hard copies depending on needs).
- Social stories were provided to all families to support their understanding of the situation at the start of lockdown. Social stories and transition books were also provided to support the return to school for key worker children; specified year groups from 1<sup>st</sup> June and all children ready for September. In addition, staff provided virtual tours and virtual 'meet and greets' for parents to use to prepare children over the summer.
- Additional alternative provision was secured for one child with an EHCP during lockdown where the child and parents were struggling to cope at home.
- Lots of referrals were made to the emergency EP helpline set up to support families during COVID times.
- The SENDCo worked virtually with the SENSS Team and EP to support families and provide learning activities tailored to the needs and learning styles of children with particularly complex needs.
- Planned and emergency annual reviews were held virtually so that provision could be reviewed and adapted where needed. This also provided a valuable opportunity to support the transition back to school for several children.
- The ELSA and Year 6 Team delivered enhanced virtual secondary transition sessions. Secondary transition sessions and resources were also provided by receiving schools. For those children for which the secondary transition would prove particularly challenging, socially distanced visits and tours were arranged within the COVID guidelines.
- The SENDCo created a CPD programme for the TLAs to complete when they weren't in school.
- Weekly safeguarding meetings and risk assessments were carried out to ensure all children with SEND were safe at home. Consequently, several children on the SEN register were offered school places and tailored support in school to ensure their needs were being met.
- Resources were shared with staff to use with the children on their return to school in order to promote mental wellbeing. Lots of these resources came from the Dorset EP service

### **Current support and provision in place in addition to quality first teaching for September 2020:**

- 6 of our children with EHCPs and 1 child at SEND support level (with an EHCP assessment pending) require individualised timetables with 1:1 support throughout the day.
- 11 of our children with SEMH needs (some of which also have an EHCP) have a designated 'safe space' in school where they can go if they need to calm/ need support with self-regulation strategies.
- 2 children with EHCPs currently attend alternative provision 1 day per week. We are also currently awaiting confirmation from the Dorset SEND Panel for funding for alternative provision for 1 day a week for two other children with EHCPs.
- 2 children with EHCPs have started weekly Play Therapy sessions during the Autumn Term (1 hour per week in school). Two other children are due to start this additional support shortly.
- 1 of the children with additional funding for medical needs requires an allocated 1:1 throughout the day. The other child with additional funding for medical needs has daily ELSA support from our Learning Mentor as well as support from a designated TLA, who is 'on call' across the day.
- All children with identified SEMH needs have timetabled support from the ELSA or Learning Mentor at least once a week.
- All children with an identified speech, language and communication need have a designated adult assigned to them, who works with the Dorset SALT Team to ensure that their programme is delivered effectively. If a child has SALT needs as well as an EHCP, they have an additional SALT session once a week. We also have 1 child (with an EHCP) who has a bespoke language package and block therapy delivered by a member of the Dorset SALT Team and a teaching assistant across the week.
- 6 children with identified 'working memory' needs (3 of which have an EHCP) have additional support sessions once a week with a designated teaching assistant.
- 6 children with EHCPs are receiving support from the Specialist Teachers from the West Dorset Locality Team.
- 4 children with EHCPs are due to receive additional support from TADSS (Outreach support) in the Autumn Term once normal services resume.

## COVID 'catch-up' interventions overview (inc funding and plans) October 2020:

- Baseline assessments used to identify pupils in need of 'catch-up' support. Focus pupils identified for this term.
- English/literacy focus across whole school for this term (apart from Y6).
- Appropriate interventions (adults trained in delivering these) identified to meet the needs of the focus pupils.
- Interventions started week commencing 12<sup>th</sup> October.
- Interventions will be reviewed during the week commencing 9<sup>th</sup> November to measure impact so far.
- SLT to monitor consistent delivery of interventions through observations and discussions with pupils, class teachers and TLAs.
- Interventions will be reviewed again at the end of the Autumn Term using exit date, along with discussions with pupils, class teachers and TLAs to evaluate impact.
- Maths focus from Spring Term 2021.

## Catch up intervention plan for the Autumn Term 2020

| Year Group | Intervention(s)  | Costings  | Aim  | Baseline used   |
|------------|--|---|--|---|
| Reception  | School Start (small group with teacher)                                | 1x 1 hour per week<br><br>Autumn Term total cost:<br>$£40.24 \times 9 = £362.16$<br>*   | -To develop speech, language and communication skills<br>-Early identification of children in need of further support in this area | Intervention entry assessment   |
| Year 1     | 1:1 RWI tutoring targeting specific area of need (x6 children)         | 2x20 minute sessions per week (x 6 children)<br><br>Autumn Term total cost:<br>$(4 \times £12.43) \times 9 = £447.48$<br>*              | -To develop recognition of single sounds<br>-To develop blending skills  | RWI initial assessment and tracking   |
|            | Additional reading x 2 sessions per week (1:1)                         | Volunteer readers/TLA<br><br>Autumn Term total cost:<br>Free  | To develop fluency in reading and decoding skills  | -Reading age (Schonell)<br>- RWI initial assessment and tracking            |
| Year 2     | 1:1 RWI tutoring targeting specific area of need x 4 sessions per week | 4 sessions per week x 9 weeks<br><br>Autumn Term total cost:<br>$((2 \times £24) \times 4) \times 9 = £1728$                            | -To develop recognition of single sounds<br>-To develop blending skills  | RWI initial assessment and tracking   |
|            | First class @ Writing x4 sessions per week (small group x 2)           | 4x 45 minute sessions per week<br><br>Autumn Term total cost:<br>$(4 \times £14.55) \times 9 = £523.80$                                 | To improve spelling and to develop independent writing skills  | -Spelling age (Schonell)<br>-NMM writing assessment (with teacher analysis) |
|            | Additional reading x 2 sessions per week (1:1)                         | Volunteer readers/TLA<br><br>Autumn Term total cost:<br>Free  | To develop fluency in reading and decoding skills  | -Reading age (Schonell)<br>- RWI initial assessment and tracking            |
| Year 3     | First class @ Writing x4 sessions per week (small group)               | 4 sessions per week x 9 weeks (x 2 groups)<br><br>Autumn Term total cost:<br>$((2 \times £24) \times 4) \times 9 = £1728 + £35 = £1763$ | To improve spelling and to develop independent writing skills  | -Spelling age (Schonell)<br>-NMM writing assessment (with teacher analysis) |
|            | Additional reading x 2 sessions per week (1:1)                         | Volunteer readers/TLA<br><br>Autumn Term total cost:<br>Free  | To develop fluency in reading and decoding skills  | -Reading age (Schonell)<br>-PIRA assessment                                 |

|        |  |  |   |  |
|--------|--|--|---|--|
|        | Phonics- Sheila Stratton 'Blue Folder' (daily-small group)         | 5 x 20 minutes daily x 12 weeks<br><br>Autumn Term total cost:<br>(5 x £12.43)x 12= £745.80<br>*             | To develop phonological awareness<br><br>To develop independent application of phonological awareness when reading and spelling | -Spelling age (Schonell)<br>-Reading age (Schonell)                                  |
| Year 4 | Inference x 3 sessions per week (small group)                      | 3x 1 hour sessions x 9 weeks<br><br>Autumn Term total cost:<br>(3x£12.43)x9= £335.61                         | To develop inference and comprehension skills   | Sandwell reading assessment  |
|        | Additional reading x 2 sessions per week (1:1)                     | Volunteer readers/TLA<br><br>Autumn Term total cost:<br>Free   | To develop fluency in reading and decoding skills   | -Reading age (Schonell)<br>-PIRA assessment  |
|        | Phonics- Sheila Stratton 'Blue Folder' (daily-small group)         | 5 x 20 minutes daily x 12 weeks<br><br>Autumn Term total cost:<br>(5 x £12.43)x 12= £745.80<br>*             | To develop phonological awareness<br><br>To develop independent application of phonological awareness when reading and spelling | -Spelling age (Schonell)<br>-Reading age (Schonell)                                  |
| Year 5 | Additional reading x 2 sessions per week (1:1)                     | Volunteer readers/TLA<br><br>Autumn Term total cost:<br>Free   | To develop fluency in reading and decoding skills   | -Reading age (Schonell)<br>-PIRA assessment  |
|        | Phonics- Sheila Stratton 'Blue Folder' (3 x per week- small group) | 5 x 20 minutes daily x 12 weeks<br><br>Autumn Term total cost:<br>(5 x £12.43)x 12= £745.80                  | To develop phonological awareness<br><br>To develop independent application of phonological awareness when reading and spelling | -Spelling age (Schonell)<br>-Reading age (Schonell)                                  |
| Year 6 | Socially Speaking (2 x per week- small group)                      | 2 x 30 minute sessions per week (x12 weeks)<br><br>Autumn Term total cost:<br>(1 x £14.55)x 12= £174.60<br>* | To develop social, communication skills   | Baseline assessment statement reviews  |
|        | Success @ Arithmetic (3 x per week-small group)                    | 3 x 30 minute sessions per week (x 9 weeks)<br><br>Autumn Term total cost:<br>(£6.22 x 3) x 9= £167.94<br>*  | To develop arithmetical fluency   | -Intervention baseline assessment (with linked maths age and QLA)<br>-Mock Maths SAT |
|        | Reading booster group (2 x per week- small group)                  | 2x 1 hour sessions per week (x 12 weeks)<br><br>Autumn Term total cost:<br>(2 x £12.43) x 12= £298.32<br>*   | To develop inference and comprehension skills   | -Reading age<br>-Mock reading SAT data and QLA                                       |
|        | Arithmetic booster (2 x per week- small group)                     | 2x 1 hour sessions per week (x 9 weeks)<br><br>Autumn Term total cost:<br>(2 x £12.43) x 9= £223.74          | To develop arithmetical fluency   | -Mock arithmetic SAT data and QLA  |

## Staff Training 2019-2020

| What?   | When?                                    | Who?  |
|---|--|---|
| <b>2019-2020</b>  |  |   |
| Ongoing SENSS support for key children  | 2019 onwards                             | Nurture TLAs, SENDCo and teachers with focus chn in classes     |
| Sensory diet- SENSS   | Summer 2019 and ongoing                  | Nurture TLAs, Learning Mentor and SENDco                        |
| Becoming First Class  | Autumn Term                              | Y1 TLA  |
| First Class 2   | Autumn Term                              | Y2 TLA  |
| Thrive staff meeting  | Autumn 1                                 | All members of staff invited                                    |
| POMs staff meeting with introduction of SEND toolkits and strategy checklists   | Autumn 2                                 | Teachers  |
| Social Stories- SENSS   | Autumn 2                                 | Nurture TLA and SENDCo before disseminating to all Nurture TLAs |
| Jeremy Side (Ed Psych) fortnightly visits   | Commenced at start of Spring 1 (ongoing) | Teachers and TLAs of focus chn                                  |
| Attachment training (Jeremy Side)   | Spring 1                                 | 2x Nurture TLAs who hadn't had this training before             |
| Mosaic bereavement training   | Spring 1                                 | Teachers and TLAs invited                                       |
| Birmingham Toolkits   | Spring 2                                 | Teachers  |
| POMs learning walk feedback session (staff meeting)   | Spring 2                                 | Teachers  |
| EHCP focus learning walk feedback session   | Spring 2                                 | All staff   |
| Meeting the needs of children with a dyslexic profile (including processing and working memory needs)- Jeremy Side  | Spring 2                                 | All staff invited   |
| First Class 1   | Summer Term                              | Y1 TLA <b>Postponed due to lockdown</b>                         |
| CPD in lockdown with SEND focus   | April 2020 onwards                       | All TLAs  |
| Regular contact with Annette Williams (educational psychologist) and Lucy Brookes (specialist teacher) to advise the best ways to support key children and families during lockdown | April 2020 onwards                       | SENDCo  |
| Online First Aid Training   | Summer 2                                 | All staff   |
| Virtual Diabetic Training   | Summer 2                                 | Future Year 2 Team, Future Year 5 Team and Learning Mentor      |
| Virtual Medical Training (Gastrostomy & Enplug)   | Summer 2                                 | Future Year 6 Team and Learning Mentor                          |
| Staff meeting on preparing children for return to school after lockdown (including social stories, visuals, virtual tours of classroom, routes to safe spaces etc)                  | Summer 2                                 | All teachers  |

## **Finance**

Costings for interventions remained broadly the same as last year, although many were cut short due to COVID-19, so we are unable to accurately evaluate their impact. The SEN budget has continued to provide support in each classroom through the deployment of TLAs alongside the delivery of quality assured targeted interventions and quality first teaching strategies.

The Learning Mentor has continued to provide effective support for children with SEND, particularly those with needs linked to SEMH, ASC and ADHD. This support has included helping children manage transitions, 'meet and greet' sessions each morning, alternative lunch time provision, recognising and labelling emotions, self-regulation work, as well as targeted 1:1 and group interventions.

In September 2019, we introduced a Nurture Team to work alongside the SENCo, Learning Mentor and ELSA to support some of our pupils with more complex needs. This new approach enabled the children to benefit from the broad range of skills and experience different TLAs possess across the school. As a result, we were able to deliver more individualised timetables to support children's specific needs, which incorporated the strategies and provision recommended by external professionals.

The Nurture Team also worked alongside the SENDCo during lockdown to provide additional support for children with complex needs. This included supporting children on their return to school as well as maintaining regular contact and creating individualised learning opportunities for those children who remained at home.

### Review of the key priorities for 2019-20

- We continued to make use of external professionals including SENSS, Outreach specialists and educational psychologists in enabling us to best support our pupils with more complex and challenging needs. This was particularly important during the lockdown period, as the regular liaison between external professionals and agencies enabled us to ensure we were providing the most effective support for children and families at this difficult time. We were also able to work alongside external professionals and agencies to carefully plan and implement effective provision to support the transition back to school for all children.
- We continued to communicate and liaise regularly with external providers in order to best support and safeguard our pupils, who were attending alternative provision. This provided an invaluable opportunity to secure a consistent approach to supporting our pupils both in and out of school and enabled us to draw upon the additional expertise of the staff members providing the alternative provision. For some of our children, we were able to secure the continuation of alternative provision throughout the lockdown period, which helped to maintain a sense of normality for our children and helped us to continue to deliver the support and provision that these children require in order to meet their complex needs.
- In the Autumn and Spring Terms we made effective use of 'in-house', MLT and external CPD in order to support all staff in meeting the needs of pupils with SEND through quality first teaching and quality assured interventions (please see the table above). Unfortunately, due to lockdown, we were unable to continue this CPD in the same format during the Summer Term, but instead asked external professionals to recommend effective CPD resources for our teaching and learning assistants to access based on their experience of working with us as a school. The feedback from our teaching and learning assistants (TLAs) has been really positive, and they have all identified strategies that they will now implement in September to best support the pupils they will be working with. It also enabled the TLAs to identify areas where they feel they require further support and CPD. This feedback will inform the CPD and training programme for the new academic year (2020-21).
- Monitoring from the senior leadership team, including lesson observations, book scrutinies, pupil questionnaires and parent questionnaires, showed improvements in the use of quality first teaching strategies to meet the needs of all pupils across the school. However, ensuring we use quality first teaching strategies consistently across the whole of the school to meet the needs of pupils identified as having SEND remains an area of focus for the Autumn Term 2020, particularly as many of our pupils have spent such a long period of time out of school and we want to prevent the gap between their attainment and age-related expectations from further widening.
- The whole school focus on Maths Mastery teaching continued in the Autumn and Spring Term, with lots of the TLA training being focused on the delivery of quality assured maths interventions. Unfortunately, due to lockdown, we were not able to run all of the interventions for the recommended period of time and thus are unable to accurately evaluate the impact of these interventions. This will therefore remain an area of focus from Autumn 2020 onwards.
- In September 2019, we introduced a Nurture Team to work alongside the SENDCo, Learning Mentor and ELSA to support some of our pupils with more complex needs. This new approach enabled the children to benefit from the broad range of skills and experience different TLAs possess across the school. As a result, we were able to deliver more individualised timetables to support children's specific needs, which incorporated the strategies and provision recommended by external professionals.
- The Nurture Team also worked alongside the SENDCo during lockdown to provide additional support for children with complex needs. This included supporting children on their return to school as well as maintaining regular contact and creating individualised learning opportunities for those children who remained at home. A focus for the Autumn Term 2020 will be on transition and increasing the amount of time the children within the nurture group spend engage in whole class learning.
- The SEND peer review was carried out with another MAT school in the Autumn Term 2019 under the supervision and guidance of a Lead SEN advisor from Dorset Council. This review used a new Dorset SEND self-evaluation framework tool for primary schools to identify areas to develop and actions needed. The peer review allowed for reflection between the schools and provided opportunities for shared practice. It was a really useful experience and has helped me to identify key priorities for 2020-21.

### **Key Priorities identified for 2020-21**

- To develop whole school understanding and use of the graduated response. The SENDCo will be part of the Dorset Council graduated response working party in Autumn 1 and will then feedback to staff through a staff meeting in the Autumn Term. Resources will be shared to support staff in understanding the importance of the graduated response approach to supporting all pupils.
- To further develop all staff's understanding and use of quality first teaching (QFT) strategies to support children with Dyslexia and SpLD. The SENDCo will work with Elizabeth Monaghan (specialist teacher- Dorset Council) to identify areas of development linked to QFT and SpLD across the school. Staff training will be delivered accordingly and then monitoring by the senior leadership team (SLT) will focus on this area. This will be reviewed throughout the year through the planning meetings with the specialist teacher and educational psychologist for the West Locality.
- The SLT will work with Chris Wardle to develop the whole school approach to behaviour management and social, emotional, mental health needs (SEMH). A large focus will be on using QFT strategies to promote good mental health and to support children with SEMH needs across the school. This will include targeted interventions and support for those children with more complex SEMH needs. Alongside this, the Family Support Worker and SENDCo will meet twice a half term to review the impact of the ELSA support being delivered across the school. This will include identifying next steps.
- Targeted interventions and 'catch up' support will be delivered across the school for all children (including those identified as having special educational needs) who are in need of this after lockdown. This will be reviewed regularly to ensure that effective strategies are being implemented to help close the gap between current attainment and age-related expectations.