



SEN Impact Report 2020/21

The academic year 2020/21 has been another unprecedented year with children shielding, isolating or accessing education through remote learning due to national lockdowns related to the COVID-19 pandemic. This disruption has had a significant impact on the education of all children and as a result national data is not available for this year. Children where possible remained in their class bubble and were unable to mix in groups, move through school freely or share resources to prevent the spread of the virus, this reduced schools ability to deliver small group interventions. Meetings were held virtually where possible and school worked with SEN support services to ensure observations and visits were conducted as regularly as possible.

Identification of SEND

SENDCo: Miss A Bustard

39/327 (12%) children are identified as having special educational needs at Ackton Pastures.

Children on Register:

26 SEND Support (Supporting Me to Learn Plan)

5 My Support Plans

8 EHC Plans

Children are categorised as having a primary and secondary need of SEND. Some children on the register have more than one need as outlined below.

Needs in school:

17 Moderate Learning Difficulty

8 Autistic Spectrum Disorder

17 Speech, Language and Communication Needs

0 Specific Learning Difficulties

11 Social Emotional Mental Health

3 Hearing Impairment

Growth of Needs:

1. Moderate Learning Difficulties. (Wave 1 – 3 support)

Children who struggle to retain and are working well below age related expectations. These children have Supporting Me to Learn Plans and in some cases they have been referred to specialist services where advice and SMART targets are provided.

2. Autistic Spectrum Disorder. (Wave 3 support)

Children are being diagnosed more frequently with ASD needs. The range of needs vary from child to child as does their level of support through Quality First Teaching and Intervention. More children are awaiting the assessment and new referrals are being pushed back in light of the high demand. We have involved other external agencies for support and reports for children that we consider to have a high need.

3. Speech, Language and Communication Needs. (Wave 3 support)

This is being addressed by employing an external Speech and Language Therapist who accesses children and delivers programmes of therapy in school. They are followed through until they have met requirements from the therapist who will notify the Headteacher, SENDCO and parents of these changes. External referrals still take place where required. Children are now receiving an ECHP based on communication needs. We also screen all children as they enter Foundation Stage through the NELI project.

4. Rise in SEND for boys. (Wave 1 – 3 support)

More boys are being added to the SEND register. 79% of the SEND register are boys compared to girls at 21%. Gender issues are raised at each cohort's pupil progress meeting and curriculum areas are designed with boys in mind. Staff are beginning to use more multi-sensory approaches to encourage all children to retain more knowledge through a know more, remember more approach.

Overview of SEND at Ackton Pastures Primary Academy

SEND support in the Classroom and Quality First teaching

At Ackton Pastures Primary Academy we adopt a Quality First Teaching approach for all children, inclusive of their needs. Teacher's plan the differentiated curriculum tasks around the individual needs of the children in their cohort to scaffold and challenge their learning to meet the learning outcomes that they are working towards. All classes have access to additional adult support during core lessons, adults lead guided groups to help children achieve a high success rate in all lessons. Every class makes use of visual timetables, practical resources, movement and brain breaks as a school we recognise the benefit of these strategies for all children.

Lessons observed throughout the year by senior leaders and external consultants saw that all SEND children are supported in class by their teacher and classroom professionals. All teachers plan weekly interventions to support the development of the basic skills as well as planning specific programmes as advised by external support agencies. The children are given detailed feedback; verbally and written to help them reflect on their work as well as having the opportunity to improve it. Advice given by the SENCO and Headteacher are followed alongside the additional advice from external support agencies. These are reflected in the child's Supporting Me To Learn Plan.

In January 2020 OFSED said:

"The school supports pupils with special educational needs and/or disabilities (SEND) well. All pupils with SEND have access to the good-quality curriculum. Work is adapted so that it meets pupils' individual needs. Staff make sure that activities and resources match pupils' abilities. This helps pupils with SEND to achieve more over time."

[Ofsted-report.pdf \(ipmat.co.uk\)](https://www.ipmat.co.uk/Ofsted-report.pdf)

How do we identify the impact of basic skills interventions?

- Pupil progress in core subjects through their daily work books. We look for evidence of the level of support provided to the child, the steps of progress made within a term and that the work is appropriately challenging for these pupils.
- Forms of feedback and next steps provided. This is usually provided within the lesson verbally or as a next step to address a misconception or to move learning on.
- Observations of the pupils to note the level of engagement and practical learning to enable them to succeed in their learning.
- Through the changes in targets on the Supporting Me to Learn Plan and the termly review with parents.
- Pupils may come off of the SEND register when they meet Age Related Expectations and have no physical needs such as visually impaired which impact on their learning for the future.

Evidence of Impact

- School invest part of their budget into adult support in the classroom. Early Years and KS1 children have access to a full time support daily and in KS2 each class has access to an additional adult during core learning.
- Children across school accessed differentiated work that enabled them to make appropriate progress. This progress is evidenced in their books.
- The EY statutory data for 2020/21 was 70% of children achieved a good level of development (GLD). In EY 1 child with SEND made progress against their baseline and achieved their targets as set out in their SMTLP.
- The KS1 statutory data for 2020/21 was 63% in Reading, 59% in Writing and 65% in Mathematics. In KS1 all 6 children with SEND made progress against their baselines and achieved their targets as set out in their SMTLPs.
- The Yr1 Phonics statutory data for 2020/21 was 77%.
- The KS2 statutory data for 2020/21 was 68% in Reading, 61% in Writing and 65% in Mathematics. In KS2 9 children with SEND made progress against their baselines achieved their targets as set out in their SMTLP/EHCPs.

- The Yr4 Time Table Check statutory data for 2020/21 was 75%.

Supporting Me To Learn Plans

All SEND children with a Supporting Me to Learn Plan have had reasonable and time effective SMART targets to work on. These targets were reviewed termly and shared with the child's parents and SENDCo. The progress is measured on the child's Supporting Me to Learn Plan, where new or amended targets are set. The majority of targets were met consistently during the year. External agencies have been involved with the pupils moving towards a My Support Plan in preparation for a Statutory assessment, setting clear advice and targets to support the pupil and family moving forward within their learning and addressing concerns.

My Support Plans

All SEND children with a My Support Plans have had reasonable and time effective SMART targets to work on. These targets were reviewed termly with parents and advice sought from various SEN professionals. Professionals conducted several visits and observations throughout the year to gather evidence for their reports which all fed together to inform the My Support Plan. 5 My Support Plans were submitted to the local authority for statutory assessment and 5 Educational Health Care Plans were issued.

Educational Health Care Plans

All SEND children with an EHCP had annual reviews which were held with various SEN professionals in attendance. During this process progress against outcomes were reviewed as well as short term targets and provision. Views of parents and children were updated and reports of professionals were discussed. 3 children with EHCPs moved to attend specialist provisions in order to better meet their SEN needs.