



Annual SEND Report for Governors

Schools:	Goldsborough and Sicklinghall Federation
SENCO:	Dawn Johnson
Date of report:	July 2023
SEN Governor:	Jenny Mills

SEND profile 2022-2023

Goldsborough:

- 16 children on SEN register. 23% of school population.
- 3 children have an EHCP. A further 3 are in process.
- 18 children are on the 'Watch list' – teacher has raised minor concerns. Further monitoring and assessment. Reviewed termly.

Sicklinghall:

- 12 children on SEN register 23% of school population
- 3 children have an EHCP.
- 8 children are on the 'Watch list'

Goldsborough and Sicklinghall's SEND Strengths:

- GS Federation prides itself on setting **high expectations for ALL pupils**
- Staff **know the children** well as a smaller school operates as a 'school family', staff understand that it is **their responsibility** to know their children well.
- **Plan, Do, Assess, Review** – cycle is in place within the wider school curriculum, thus meaning the implementation of it within SEND should be smooth
- The **Graduated Approach (Plan, Do, Assess, Review)** to SEND has been historically in place
- The leadership and management within school is strong and promotes a culture of **inclusivity** across all subjects and experiences
- There is a **wide range of expertise** within school and a wealth of **experience** that our support staff can utilise
- Our **communication** avenues are very open and available; teachers accessible at the start/ end of every day. Request for parents to contribute to SEND support plans. Parents often referred to SENCO for phone call/ meeting.
- Our **collaborative working with external agencies** is positive and strong
- We **readily recognise the children's widely varying needs and starting points** and the **implementation of B-Squared and SNAP assessment** allows for more accurate measures of progress
- **All teachers understand the GS Federation – 5 elements of effective support in SEN:**
 - 1 Pre-teaching
 - 2 Scaffolding
 - 3 Additional vocabulary
 - 4 Visual supports



5 Breaking down learning activities

- Our simpler **SEN support plan** allows for a much more holistic overview of the child, the way they work best, and individualised support mapping in a truly **working document for all staff who support the child**.
- SEND pupil's **time away from their peers** and the whole-class and whole-school activities is kept to a **minimum**. Careful consideration is given to when interventions take place so children do not miss crucial teaching time in lessons.

Success Stories:

- *Through the creation of individualised provision maps, funding for 3 children's EHCPs has been increased to more reliably reflect the cost of support in place. (One still in process for increase).*
- *Successful mediation meeting with local authority to secure EHCP for KS2 child*
- *Child Therapeutic counsellor working across the federation to increase positive SEMH outcomes for children with SEMH*
- *High need KS2 child secured place in specialist provision*
- *Dyslexia/ Dyscalculia screenings in place have led to early identification of learning differences for a number of children*
- *Through continued communications with SEN/ admissions, a high need SEN child was appropriately placed in suitable school for Reception start*

SEN policy:

Reviewed September 2022. Due for review September 2023

Interventions:

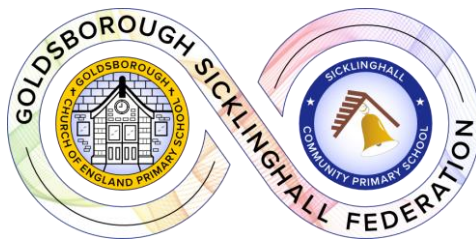
Alongside adjustments and adaptations that are used in the class room to ensure all children can access learning at their own level, interventions used across the federation include:

Precision Teaching, Write from the Start, Toe by Toes, Little Wandle SEND programme, Times Tables Rock Stars, The Power of Two, Black Sheep Narrative, Time to Talk, Socially Speaking, Lego therapy, the 5 point scale, Emotion Coaching, Emotions Wall, My turn, your turn, Dough Disco, Speed Up and Nelson handwriting support. Some children (those with EHCPs) may access a personalised and individualised curriculum.

Staff Meetings:

SENCO leads termly staff meeting to focus on the provision of high quality SEND provision and the writing of SEN support plans. Time is given for discussion with all teachers to talk about the children on the SEN registers and watch lists and to look at actions needed moving forward.

Pupil voice We continually seek pupils' views (Pupil Voice) so that teaching can be made relevant to the real lives of our children and assessed and adapted as their needs change. More formally, children are consulted termly regarding their feeling around school and SEN



support in place for them. This is included at the start and end of every term on their SEN Support Plan.

Parent/carer voice

Parents are encouraged to share their views with teachers regularly. This can be done both formally at parents' evenings and informally at any time (through email/ phone call to school). Parents/ SENCO are quick to respond to parents' request to meet so that their child's development and needs can be discussed. The termly SEN plan that is sent home to parents offers parents the opportunity to provide written feedback on the support that their child is receiving in school.

External agencies

The following external agencies have been involved in school during this academic year:

- Educational psychologist & Early Years Support Service
- School Nurse and Health Visitor Team
- Early Help team/ social worker
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- SEND hub – Communication and Interaction Team, Cognition and Learning Team, SEMH team, teacher of the deaf

We have good lines of communication with the external agencies and are able to request suitable, specialist help when needed. This individualised, specialist support has provided extra training for school staff and introduced additional resources to help support our children.

Next steps for provision for pupils with SEND:

- **EHCP funding.** We are still working towards making sure that the LA fulfil their duty to fully fund provision for children with SEN.
 - **Review staffing.** We need to make sure we have the right staff in place to support our children with SEND. Recruitment has been difficult and continues to be.
 - **Additional Interventions:** SENCO to set up and introduce to staff: Use of Clicker (for writing). Use of Verbo for speech and language support
 - **Staff Training:** SENCO to lead training in September on training day. Further training for staff to be considered following this.
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