

SEND Report to Governors 2021-2022



Summary of SEND

Please also see SEND Policy (2022) for further details

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In the academic year 2021- 22 we had a total of 17 pupils on the SEND register (12% of school, 12.2% being the national average), 15 boys and 2 girls. 4 pupils have an EHCP (2% of school, 3.7% being the national average) with 3 more children waiting the decision of Needs Assessments. 1 pupil is transitioning to a specialist high school. Throughout the year, the numbers on the register may change as a result of : pupil movement in and out of school, identification of SEN, and removal of pupil from SEN register due to progress made.

The children on our SEN register have needs in all of the four areas: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical. Some of our children have more complex needs and have difficulties in a mixture of these areas. We had identified that:

- 9 pupils had a need within Cognition and Learning
- 4 pupils had a need within Communication and Interaction
- 2pupils had a need within Social, Emotional and Mental Health
- 2 pupils had a need within the Physical need category.

Of these children, 4 pupils have an Education and Health Care Plan. 59% of our SEND children receive support from outside agencies such as the Educational Psychologists, Autism specialist etc or they may be involved with a Paediatrician/ Occupational Therapist. Five pupils within our SEND register were also in receipt of pupil premium funding.

In May 2021, Cheshire East SEND was inspected by OFSTED after a previously failed inspection. Inspectors found that, since their last visit, the timeliness, process and quality of EHC plans had been transformed, saying that by early 2020, almost every needs assessment was completed within the 20-week deadline, compared to less than one in six in 2018. They also found that from the beginning of the process, professionals worked closely with parents, children and young people to accurately reflect their needs, stating that 'co-production is at the heart of every EHC needs assessment'. In summary, inspectors heard from parents, carers, children and young people about the positive impact these plans have on their lives. Inspectors did not highlight any new weaknesses, but Cheshire East did recognise the need for more effective communication with parents and carers, as many who responded to the online survey were not yet convinced of service improvements.

The quality of teaching, learning and assessment for pupils with SEND

A notable proportion of our SEND children are recognised as those with significant and complex needs which require an EHCP. 41% of our SEND register either have an EHCP or a needs assessment has been requested for them. These pupils require a high level of support in the classroom and significant input from multiple supporting agencies such as Educational Psychologists and Autism specialists.

The deployment of TAs has been carefully considered, taking into account the needs of individual pupils. Wherever possible we encourage independence and as such aim to facilitate learning, giving the child ownership and a responsibility for their own learning. Assessments are undertaken well-particularly those from outside agencies. The SENCO regularly attends EP/ CEAT consultation meetings where the needs of children are identified/ discussed and supporting advice given this support is then implemented into teaching and learning and reviewed as part of the assess, plan, do review cycle of support plans. The cycle fits to the needs of the child, they will be reviewed at least once a term but, where a child has a need, these can be reviewed as often as needed. To support the teaching and learning the following courses have been completed;

Course	Attendee	Role
EEF Learning Behaviours (6 sessions)	R Charlesworth	SENCO/ Class Teacher
Managing Challenging Behaviours	L Turner	Class Teacher
	E Phoenix	Teaching Assistant
Making Sense of Autism by AET	S Clarke	Teaching Assistant
	S Knight	Teaching Assistant
Emotion coaching training	S Clarke	Teaching Assistant
	S Knight	Teaching Assistant
	C Wimpenny	Teaching Assistant
Sensory Processing in Schools (NHS)	S Knight	Teaching Assistant
SEND Conference (Cheshire East)	R Charlesworth	SENCO/ Class Teacher

The standard of personal welfare, behaviour and attendance of pupils with SEND

This element of our school was recognised as outstanding by Ofsted in January 2018; this is true for that of our SEND pupils. Our 'We all matter' ethos, leads this. Well-being lunch clubs support all our children. We look closely at behaviour asking; 'what is the behaviour saying?' no child is labelled and staff work exceptionally hard to understand our children, understand their behaviours, their anxieties and work with the child and their family to support them. Multi-agency support is used well to provide support for individuals and whole families where needed. The average attendance of pupils with an SSP was 92.4 % and those with an EHCP had an attendance of 96.4%.

Transition: Those pupils in Y6 with an identified SEN were supported by an extended transition to high school where this was offered. One pupil was not able to do this as the specialist school they were transitioning to had not yet completed a full build and therefore was unable to offer extended transition. EYFS children with SEND moved from our nursery provision to reception with a teaching assistant from Nursery to support their first term in reception. Where children were identified as requiring further transitional support (transitioning to a new year group with a new teacher/ classroom) a personalised package was offered eg: transition support packs sent home, photos of new classroom and class teacher sent, pupils invited in to school to see their new room prior to school opening for all pupils.

The quality of SEND leadership and management.

Every teacher is aware that pupils with SEN are their responsibility however they work closely with the SENCO to help to create support plans, to implement new strategies to support children – these may have been advised by outside agencies, the SENCo or the Cheshire East toolkit. Support plans and their implementation are checked and reviewed regularly, staff meetings are allocated to ensure that time is planned in for the completion of these and to ensure the SENCo is available to provide support and guidance. The SEND governor visits the school and meets with the SENCO at least termly, providing record of visits which help to ensure action plans are effective, adding to these if needed and supporting the SENCO to move SEND support forward in school.

Statutory Assessment Data for pupils with SEND:

No statutory assessments have been formally published this year.

SEND Policy and Action Plan

The SEND policy has been reviewed and only basic changes have been made. The action plan has been reviewed and a new action plan created.

Links to the Cheshire East Information and Advice service can be found on our school website, as can the school complaints procedure, the Cheshire East/ School Offer and our school SEND policy. [Wrenbury Primary School Home \(wrenburyschool.org.uk\)](http://wrenburyschool.org.uk)