



## SEND Annual Report to Governors September 2024

Shepton Mallet Community Infants School is an inclusive school and offers a variety of provision to suit the needs to the children.  
**SEND School Profile 2024 – 2025**

	September 2023	September 2024
<b>SEN Support (in total)</b>	43	40*
<b>High Needs Funded</b>	1	5
<b>Education, Health Care Plan (EHCP)</b>	0	1 (+1 in Assessment Phase)

	Year R		Year 1		Year 2	
<b>SEN Support (in total)</b>	10*		12		18	
<b>High Needs Funded</b>	4		0		1	
<b>EHCP</b>	2 requests made, 1 refused, 1 awaiting a response		2 requests made, both refused 3 more requests		1 2 requests made, 1 in assessment process 1 refused.	
<b>Pupil Premium Details</b>	PP	Non-PP	PP	Non-PP	PP	Non-PP
	*	*	4	9	10	8
*Subject to change due to new allocations						

### Areas of Need

Communication and Interaction <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder</li> <li>• Speech, Language or communication Need</li> </ul>	31
Cognition and Learning <ul style="list-style-type: none"> <li>• Specific Learning Difficulty</li> <li>• Moderate Learning Difficulty</li> <li>• Severe Learning Difficulty</li> </ul>	27
Social, Emotional and Mental Health <ul style="list-style-type: none"> <li>• Social, Emotional and Mental Health</li> </ul>	10
Sensory and/or Physical <ul style="list-style-type: none"> <li>• Physical Disability</li> <li>• Medical Disability</li> <li>• Visual Disability</li> </ul> Physical and Medical needs <ul style="list-style-type: none"> <li>• Mobility</li> <li>• Physical impairment</li> <li>• Medical conditions</li> </ul>	9

### Effectiveness and Impact of Additional SEND Provision on Pupil's Outcomes for pupils in 2023-2024

Year Group	Number of Pupils	GLD	Expected in Prime Areas						
			Listening, Attention & Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor	Fine Motor
Reception	14	2/14 14%	71%	57%	78%	86%	71%	86%	71%

Expected in Specific Areas									
Comprehension	Word Reading	Writing	Number	Numerical Pattern	Past & Present	People, Culture and Community	The Natural World	Creative Materials	Being Imaginative
43%	21%	21%	28%	28%	43%	50%	43%	50%	64%

Year Group	Number of Pupils	Reading			Writing			Maths		
		% Below ARE	% At ARE	% Above ARE	% Below ARE	% At ARE	% Above ARE	% Below ARE	% At ARE	% Above ARE
1	16	94%	6%	0%	100%	0%	0%	88%	12%	0%
2	11	84%	8%	8%	92%	8%	0%	69%	33%	8%

### Attendance, Exclusions and Behaviour of SEND pupils

Attendance %	91%
Number of temporary fixed term or permanent exclusions	3

### Multi-agency Interventions and Support

1 meeting was held across the year to gather ideas and provide effective support to allow for the correct provision for SEND designated learners to be put in place. The meeting was held with the Autism and Communication team (ACT) the Access to Inclusion team advisory teacher in November. No other meetings or discussions were able to take place without cost to the school. The Educational Psychologist (EP) should also have attended but was on strike that day and the meeting could not be rearranged.

Discussions were held around 4 individual pupils and whole school training needs, particularly to support the Year 1 cohort who have a significant number of SEND Designated learners. Advice on pupils discussed led to 1 referral to ACT via Access to Inclusion and suggestions/resources that may support learners discussed were given. This information was used to support teachers in developing effective Support Plans. Sheppy Valleys SENCO's met informally on 2 occasions to provide peer support.

On September 5<sup>th</sup> the SENCO and Headteacher met with the Schools Relationship Partner, Access to Inclusion area lead and a member of the SEND Review Panel to discuss the level of SEND need across the school, the cost of this with regards to the budget deficit and to look at the school site with regards to meeting pupil need. Several suggestions regarding EHCP requests and school need were suggested as actions moving forward.

Referrals made:

1 referral made for support to ACT – Advisory teacher visited to observe 1 pupil and develop targets. Review meeting was also held.

1 referral made for support to Access to Inclusion Learning support – Request turned down.

4 new S&L- new referrals

1 OT/PT referral

School Nurse- 1 referrals

4 EHCP requests made from school (Supported Nursery SENCO to submit 3 EHCP requests as well) – 1 request for Assessment agreed, 3 refused.

8 Neurodiversity Pathway forms were completed and submitted. These are incredibly in-depth and time consuming and out of the 8, 2 pupils have been accepted on to the 2 year waiting list for an initial appoint to assess for ADS or ADHD.

### Educational Psychologist and Access to Inclusion

No external assessments or individual support visits by the EP were made as there are no longer any hours for this given to schools. 1 telephone conversation was held as the EP did not attend the Annual planning meeting. Advice on 1 pupil was received and targets developed in their Pupil passport. The cost of paying for any external assessments by EP means that this is no longer an option. 1 Barriers to Learning report and review was completed by ACT team advisory teacher and 2 assessments was made by the EP service as part of EHCP applications. One referral was also made to an AID meeting to discuss further support for 1 pupil.

For the academic year 2024-2025 the EP service and Access to Inclusion team will be offering an Annual SEND Planning Meeting of 2 hours in the Autumn term to discuss SEND designated learners who needs are not being met currently and who school need extra advice.

### Staff Training on Improving SEN Pupil's Outcomes

The SENCO attended 2 SENDCO area Network meetings but was unable to attend all due to school commitments. INSET was carried out internally on use of the revised SGRT and all teachers are now using the toolkit to support their planning for and support of SEND designated learners. Some of the interventions and suggestions within the updated tool still do not work and many are still costed so its use is limited within the school to the free items. Training on the tool highlighted that the school is using of all free, suitable tools within its provision to support SEND designated learners. Use of the Valuing SEND Document, Somerset Inclusion Tool is still unresolved as the SENCO cannot access the tools security without the use of a suitable smart device.

### SENCO Training

The SENCO attended a variety of information sharing/training meetings over the year linked closely to the needs exhibited by SEND designated learners. These included:

SENCO Conference

Area SENCO meetings (1 per term)

Continence training via the community nurse

Social story development training

### Staff Training

There was a range of staff training completed. This included:

Regular reviews with teaching staff via staff meetings on the use and development of SEND Pupil Passports.

A continuous review of the SEND register reorganising pupils in to SEN support and Cause for Concern groups (New registers produced September, April, May).

Individual training for support and teaching staff according to their Performance Management targets.

INSET on use of the updated Somerset Graduated Response Toolkit

### **Impact of SEN developments, projects or initiatives**

SEND data tracking has been completed for last year. Data shows very little instances of pupils making no progress towards their targets and around a 65% trend of pupils meeting their individual targets.

Costed plan submission and annual reviews have led to 1 of the pupils with an EHCP receiving additional funding over the allocated band to help support their needs. The additional funding still does not fully cover the cost of the support the pupil need and the school continues to subsidise the costs of full time 1:1 support. The school also continues to pay for full time support for another pupil who receives no funding, their EHCP assessment process is underway but any funding towards the cost of their support is still undecided.

All teachers have begun using the updated SGRT and referencing this within pupil passports.

### **View Point of Pupils**

Pupil responses are recorded on the Pupil Passport and pupil response proforma for Annual Review meetings. This means pupil's ideas, views and future aspirations are being included in all SEND documents in an age-appropriate format.

### **Future developments in SEND**

Continue to explore a range of new interventions that will best support learner's needs, with particular focus on SLN, ASD and SEMH.

Continue to use the ASD and ADHD pathways by the SENCO to support ASD and ADHD diagnosis.

Build up a bank of age appropriate assessment tools that will provide measurable data for the impact of interventions and adapted provision, including borrowing from jointly owned materials within the Sheppy Valley.

Continue to use and further develop and refine SEND tracking system that measures success against targets not national age appropriate data.

Maintain and review the use of the Somerset Graduated Response Tool.

Train Y2 staff in Supporting the teaching of Phonics for children with SEND and the Early Years.

Review EHCP applications written with Access to Inclusion team prior to submission to County.

Complete a mapping exercise on needed and interventions across the school.