



## Special Educational Needs Disability (SEND) report to parents/carers

*This report details information  
about SEND in school for the year 2019-20*

SENDCo: Stacey Hodson  
*During the 2020-21 academic year- Sharon White will be acting SENDCo*

SEND Governor: Nicola Pendleton

For more detailed information regarding SEND in school please see the school website for the SEND information report and policy.

### Number of pupils registered with SEND within school:

Key stage	SEND support	EHCP	Total
EYFS	5%	5%	10%
KS1	12%	2%	14%

*During  
the  
academic  
year  
2019-20*

*Alverstone Infant School had 19% of pupils on the SEND register.*

Number of pupils moving up from SEND support to EHC plan: 0

Number of pupils coming off the SEND register at the end of the year: 0

Number of pupils awaiting an EHC application: 0

### **Provision**

At Alverstone Infant school we currently support pupils with a wide range of needs across all four categories of SEND.

All Staff have regular training in SEND provision and have received outside agency support for specific children or groups of children. This enables staff to effectively support children with SEND in their class ensuring they are provided with Quality First teaching.

The SENDCo works closely with the following external agencies:

- Behaviour Support Team
- Educational Psychologist
- Speech and Language therapist
- Hearing impairment specialist
- School nursing team
- Paediatric occupational therapist

These agencies provide support and guidance on strategies, resources and, in addition to staff training, school resources are regularly audited and evaluated with new equipment being purchased if needed in order to support children with their everyday learning and any specific needs they may have.

All pupils have high quality teaching from all staff working in school that is appropriately differentiated for individuals or groups where needed. We adopt a graduated approach and ensure if a child requires additional support they receive provision in a variety of ways best matched to their needs. This could include 1:1 interventions from a key adult, small group interventions, short booster sessions focusing on a particular concept or area, support from outside agencies and the use of learning aids in class.

Intervention programmes that have been used during 2019-20 are:

- Emotional Literacy Support (ELSA)

- SIDNEY
- Precision teaching
- Speech programmes
- Better Reading Partnership (BRP)
- Small group numeracy and literacy support
- Fine and gross motor skills
- Nurture group
- OT specific programmes

Baseline data is collected for all interventions and is stored electronically to be closely monitored by the SENDCo. Following an intervention post assessment data is collected then analysed and the impact of the intervention is evaluated. This is regularly shared with governors during Full Governing Body meetings. Soft data is also collected in regards to children's attitudes and engagement in learning both in the intervention and in class.

### **Monitoring and Progress**

The progress of all children in school is carefully monitored by the Senior Leadership Team on a half termly basis. Progress is measured both in terms of academic progress and social/emotional development. This is carried out through data analysis, work scrutiny and pupil interviews.

During the year due to the global pandemic the progress of children at the end of the year was unable to be measured. However work scrutinises, data analysis and progress meeting prior to Covid-19 all demonstrated that children on the SEND register were making progress and their individual needs were being met.

The attendance of all pupils with SEND is monitored closely by Senior Leadership Team (SLT). When attendance drops below 90% parents are asked to attend a meeting to discuss the effect of this on their child's learning and progress. Due to Covid-19 attendance cannot be measured in the same way as usual. However all Year R and 1 children on the register attended school from June onwards and children with EHCPs attended school during lockdown and were supported with home learning and pastoral support from class teachers and SENDCo.

For parents who have a child with SEND there are termly opportunities for them to liaise with teachers to review and agree new targets that the child will work on to support their progress and development. Although these meetings are termly, the SENDCo will meet with parents in the interim if needed or requested.

The SENDCo carries out regular learning walks with a focus on SEND children in school both in lessons and at playtimes. The findings and subsequent actions are always reported to all staff and SLT to ensure actions are completed.

### **Priorities for 2020-21**

- To provide guidance, training and support so that the acting SENDCo has a clear understanding of the role and the strategic responsibilities for the year. This will ensure that children continue to progress despite a change in leadership.
- To raise progress and attainment of pupils on SEND register, increasing to be in line with national averages.
- Provision maps plan for the delivery of interventions which enable the achievement of pupils on the SEN register effectively in order for them to make rapid and sustained progress
- To ensure that SEND provision is good or better: in interventions and Quality First Classroom
- Teaching with all staff confident to support SEND pupils effectively
- SEND governor to play pivotal role in monitoring, evaluating and challenging support for SEND children in school.