



Claverley CE Primary

SEND Governor report – (2021-2022)

SEND Governor – Mrs Marcia Sandel-Massey

SEND profile of school

There are currently 108 children on roll at the school with 21 children on the SEND register making up 19% of the total number of students. All 21 children are SEN support (19% of the school).

In Reception there are currently no children on the SEND register and in Year 1 there are two children on the SEND register. In year 2, there are three children on the SEND register. In year 3, there are two children currently on the SEND register, in year 4, there are four children on the SEND register. In year 5, there are four children on the SEND register for SEND support. In year 6, there are five children who are on the register for SEND support.

Identification of SEND

How do we as a school identify SEND?

Analysing data each term to identify children who are not making expected progress or accelerated progress

Class teachers monitor the children in class

Adults discuss any concerns they have regarding a child at any time

Liaising with parents

A discussion takes place with the relevant staff and if it is felt appropriate then the child will be added to the school's SEND register. All SEND issues are discussed with the SENDCO and information is shared. Any child on the SEND register receives additional support to that which is received within the classroom through quality first teaching. Provision maps have been created for each class in the school and are costed according to the provisions provided. Children who are SEN support or who have an EHCP also have plan, do, reviews which have specific targets for the child to achieve and relevant adult support outlined on the plan. If it is deemed necessary, then a child may be referred to an outside agency for

additional support and advice which can then be used in school to enable the child to make progress.

Parents/carers are invited to termly meetings with the class teacher to review their child's progress, celebrate their successes and set new targets.

Provision

Quality first teaching (Wave 1) is used to target children's specific needs which include using detailed lesson plans with clear differentiation and the identification of any children with additional needs highlighted. Class provision maps outline additional (wave 2 and wave 3) provisions for individual children or groups. Provisions include: Social skills group, Power of 2, Toe by Toe, SNIP, Wordshark, writing support groups, reading support groups, mentoring sessions. In most instances, these provisions are carried out by the teaching assistants who have received specific training in order to carry out the provision. If external agencies are involved, then the class teacher and teaching assistant will discuss the child's progress and review the child's targets appropriately. After a discussion with the teaching assistants about the provisions provided in school all feedback was very positive and they felt that they were having an impact on the children's learning. The children were also very positive about the interventions such as Toe by Toe and Wordshark when they were asked how they felt it had impacted on their learning.

SEND funding

The annual budget for SEND for 2021-2022 is £55,550 and it is used to buy any necessary SEND resources and training courses for teachers and funding of teaching assistants. The budget also funds any additional support in school such as reading support groups, writing support groups and the use of outside agencies. The total budget for pupil premium for the year 2021-2022 is £21,669. This budget is used for: additional teaching assistant hours to support children for whom progress is slower to close the gap between pupil premium children and non-pupil premium children, payment for residential trips for pupil premium children, additional teacher hours for booster work with pupil premium children who are not making expected progress, curriculum visits and Learning Support assessments. The way in which the pupil premium budget is spent is monitored by the head teacher and the SENCO using intervention trackers and through discussions with other members of staff during staff meetings.

Inclusion of SEND children in extracurricular activities/clubs

All of the children in the school whether they are SEND or non SEND are actively encouraged to join all extracurricular activities and clubs. At present, 35% of the SEND children in the school attend an extra curricular club offered by the school. The children have a wide variety of extracurricular activities available to them and these vary each term so that the children encounter a range of different experiences. The school encourages the SEND

children to take part in a variety of different sporting events including events which are specifically organised for children who would not normally take part in team activities. This has a positive impact on the children's self-esteem and confidence.

Governor comments on SEND provision

Although statistics are an important monitoring tool, they cannot tell individual success stories or do justice to the amount of hard work that goes on in school to enable pupils on the SEND register to flourish. Claverley School is a small friendly community, where each child is known by every member of staff and where children are accepted and well supported by their peers. Support staff are well trained and there are regular reviews throughout the year to assess the success of individual interventions. Provision is certainly good, but nonetheless we strive each year to continue to improve the quality of teaching and learning. In the coming year, school will continue to focus on further refining the termly recording of individual provision, identification, target setting and tracking processes to ensure optimum responsiveness to each child's way specific needs.