

# Bibury C of E Primary Academy

## Governor's SEND Report 2021- 2022

### 1. SCHOOL PROFILE

Bibury C of E Primary Academy is a small village school in a rural community with a socio- economically mixed population. A significant proportion of the school's intake have traditionally come from outside the catchment area and this trend continues.

In 2021-22, Bibury school was comprised of a mixed Reception, Y1, Y2 class, a Y3/4 class and a Y5/6 class. There were 28 pupils on role at the end of this period.

0 pupils had an EHCP, 7 pupils had My Plan Plus and 1 had a My Plan. (Total of 8 SEND)

National figures are based on Census data published by the DFE, dated June 2022.

2021 -22	
<b>Number on roll</b>	
<b>Bibury C of E</b>	<b>28</b>
National Average	274
<b>% of pupils with SEND Support</b>	
<b>Bibury C of E</b>	<b>29%</b>
National	12.6%
<b>% of pupils with EHCP</b>	
<b>Bibury C of E</b>	<b>0%</b>
National	4%

During the academic year 2021-2022 Bibury had a percentage of pupils with an EHCP, lower than the national primary average. However, the percentage of Bibury pupils receiving some level of SEND support, was more than double the national statistic.

High percentages of SEND pupils have been a historic feature of Bibury's intake in previous years as a significant number of new entrants continue to come from outside the catchment area. Parents are particularly attracted by the small class sizes and nurturing opportunities that this facilitates especially if their child has additional needs or has struggled in other larger settings.

### Areas of Need

For pupils requiring SEND support nationally, Speech, Language and Communication continues to be the most common area of need (23%). At Bibury, Social, Emotional and Mental Health, is the most identified area of need (44%) followed by Communication and Interaction (22%) and Cognition and Learning(22%) and Physical Impairment (12%).The school continues to be committed to seeking early referral to outside agencies such as the EP service, Paediatrics or SALT and supporting parents to attend appointments and interpret assessments. Advice is taken from professional reports and regularly incorporated into individual My Plans, which are reviewed half termly.

For many pupils, an early rigorous approach to SEND results in sufficient progress for them to be quickly removed from the SEND ladder.

## 1. SCHOOL PROFILE

### **Gender**

Nationally, boys have a higher likelihood of having SEND, with 5.6% having an EHCP compared with 2.2% of girls and 15.4% of boys having SEND support compared with 9.2% of girls. At Bibury 0% of boys have an EHCP and 0% of girls, 43% of boys have SEND support and 14% of girls.

These statistics continue to reflect National trends where traditionally boys have always shown higher levels of Special Needs.

### **Free School Meals**

Nationally, pupils with SEND (EHCP/support) are more likely to be eligible for free school meals (37.2%) At Bibury 62% of SEND pupils are eligible for free school meals.

## 2. IDENTIFYING PUPILS WITH SEND

Pupils with SEND continue to be identified initially by the class teacher, based on observation and assessment. In the case of EYFS, children will often be flagged as having SEND needs by their pre-school setting or parents at transition meetings.

Pupils are first identified through informal conversation with the SENDCO and/or Head Teacher and more formally pinpointed at regular pupil progress meetings. Concerns are shared with parents and the Graduated Pathway of response outlined. By mutual agreement, a My Plan is then drawn up with clear SMART targets and clear actions/interventions to focus on areas of concern for a 6 to 8 week block.

If improvement is not evident after 2 reviewed cycles of My Plans, the pupil is placed on a My Plan Plus. At this point the SENDCO will complete a My Assessment with parents, setting out the child's 'story' in some detail, including health needs, family composition and the details of any outside agencies, such as Paediatrics or Occupational Therapy, who may already have been involved.

(Parents find the My Assessment document extremely helpful, as it is designed to be added to throughout the child's schooling and provides a useful chronology and summary, which they can share at outside agency appointments. Eg A new GP)

The Headteacher, SENDCO and class teacher then decide which professionals to contact for additional advice/ assessment and referrals are made, with the agreement of parents and the signing of a Single Consent form to share information.

When the pupil has been seen by outside agencies and a report received (example: Advisory Teaching, Educational Psychology, Speech Therapist) a My Plan Plus is drawn up to incorporate professional advice regarding personalized interventions and approaches.

Again, at least two rigorously delivered and reviewed cycles of My Plan Plus, need to occur before a request for Statutory Assessment can be made and consideration for an EHCP and funding begin.

At all stages of the identification process, communication with parents is key, as SEND and its processes can be complicated and lengthy.

The County education department has regularly missed statutory time frames this year for EHCP consideration and provision, resulting in a lot of frustration for parents and schools. In many cases, it appears that any obtained funding is being backdated but figures involved are far from clear.

County is attempting to expedite the EHCP process by switching all communications to an online portal early in 2023. Again, stakeholders have been warned of delays until the system is fully established.

It should be noted that all outside agencies continue to report lengthy backlogs including the NHS, SALT, CAHMS, and Occupational Therapy etc. Bibury has continued to commission vital timely Educational

## 2. IDENTIFYING PUPILS WITH SEND

Psychology Assessment when necessary by using either County or private practitioners such as Dr Simon Connor, who is approved by DGAT.

In the face of up to two year waits to see NHS Paediatricians for ADHD or ASD assessments, parents are increasingly exploring costly private clinician options and choosing to self-fund. Mindful of delay, the NHS Gloucestershire ASD referral/diagnostic process is about to be permanently outsourced to a third party provider. Until this system is up and running smoothly and successfully, stakeholders have been warned of further delays.

## 3. PROGRESS MADE BY PUPILS WITH SEND

The use of Target Tracker software to create stepped pupil achievement data has been used throughout the year. The last data drop took place at the end of July 2022. The following summary has been based on a comparison of data from Summer 2 2021 and target tracker assessment for Summer 2 2022.

### **Year 6 SEND Pupil Progress 2021-22**

No SEND pupils in Y6

### **Year 5 SEND Pupil Progress 2021-22 (Support)**

	Very good progress (5 steps or more)	Good progress (3-4 steps)	Some Progress (1-2 steps)	Static/regressed
Reading	66%			
Writing	66%			
Math's	66%			

Please note missing data was a late arrival (Spring 2) who arrived without assessment data.

### **Year 4 SEND Pupil Progress 2021-22(Support)**

	Very good progress (5 steps or more)	Good progress (3-4 steps)	Some Progress (1-2 steps)	Static/regressed
Reading	100%			
Writing	100%			
Math's	100%			

### 3. PROGRESS MADE BY PUPILS WITH SEND

#### **Year 3 SEND Pupil Progress 2021 -22 (Support)**

No SEND pupils in Y3

#### **Year 2 SEND Pupil Progress 2021 -2022 (Support)**

	Very good progress (5 steps or more)	Good progress (3-4 steps)	Some Progress (1-2 steps)	Static/regressed
Reading	50%			
Writing	50%			
Math's	50%			

Please note missing data was a late arrival (Spring 2) who arrived without assessment data.

#### **Year 1 SEND Pupil Progress 2021 -22**

No SEND pupils in Y1

#### **Reception SEND Pupil Progress 2021 -22 (EHCP/Support)**

Please note only one SEND pupil in Reception who arrived in Spring 2 without assessment data.

### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

The SEND system at Bibury has continued to work well despite the ongoing agency backlogs that continue to be a legacy of the COVID epidemic. Experienced SENDCo Mrs Amanda Russell continues to work at both Bibury and North Cerney schools and 1 further DGAT school. She is currently allocated, a day weekly to cover both North Cerney and Bibury but is confident about asking for further time if necessary.

The Graduated Pathway continued to be used, with cycles of assess, plan, deliver, review taking place for all SEND pupils throughout the academic year.

Three pupils were identified as needing Statutory assessment and supporting assessment reports were sought from educational psychologist, Dr Rebecca Jerome and ASD specialist advisory teacher, Clare Tongue in readiness. It is expected that submission for EHCP consideration will take place in Autumn

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

2022.

Identification of EYFS pupils with possible SEND needs for the 2022-23 intake was carried out by staff in readiness for September but early indications confirm that the pupils did not fall into the SEND category.

#### 5. SEND FUNDING

No SEND funding through EHCP awards.

#### 6. STAFF DEVELOPMENT

Staff continued to access a comprehensive range of training opportunities throughout the academic year, making use of the many online provider's CPD courses.

These included:

Trauma Informed Schools

Adverse Childhood Experience Awareness

TIS-UK

Team Teach (Positive Handling)

NSPCC – Managing Sexualized Behaviour

Keeping Safe Online

Essential Letters and Sounds

#### **Priorities for the next academic year 2021/22 include:**

- Final County decision expected on 3 Statutory Assessment Requests. (At time of writing 2 agreed EHCPs and 1 pending)
- Monitor 2 other potential EHCP candidates
- Reading and Writing focus on the lowest 20% of attainers. Monitor interventions.
- Continuing regular and rigorous phonic assessment for SEND pupils and short, sharp Precision teaching activities to fill gaps in learning
- Continue to identify Priority Readers and ensure daily opportunities to practice.
- Continuing use of Number Stacks materials to assess and reinforce key math's skills.
- Familiarization with new County EHCP portal
- Familiarization with new Autism Assessment referral process
- Obtaining clear details of SEND funding awarded to EHCP recipients.
- Careful quality control checking of EHCP outcomes on new documents and calling of an early

## 6. STAFF DEVELOPMENT

review if necessary, so these can be challenged and rewritten.

- Checking and updating care plans
- Continue to chase Speech and Language referrals and secure materials for school use.
- Continue to make timely use of counsellors, when a child exhibits significant need.
- Continue to make use of the Neglect Toolkit, seeking the advice of the Community Social Worker where necessary.

## 7. WORK WITH EXTERNAL AGENCIES

Bibury continues to draw quickly and regularly on external agencies for additional professional support and advice to achieve the best outcomes for their pupils.

The School works with the LA, Education Psychology Service, Counsellors, The Advisory Teaching Service, Speech and Language Therapists, Occupational Therapists, Early Help, and any other relevant agencies such as Paediatrics.

It is highly likely that in the new academic year, there will continue to be substantial backlogs for appointments and treatment, especially with CAHMS, SALT and the NHS. Many private providers are emerging to offer solutions and these need to be carefully monitored and quality controlled as parents seek to find quicker solutions.