



Charlton Primary School
Charlton Village Road, Wantage, Oxon, OX12 7HG



SEND report for Governors

2020-21

June 2021
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SEN Register and school context

The headline national statistics dated January 2021 (latest government information) are the following:

- 3.7% of all pupils in schools in England have an Education, health and care (EHC) plan, a rise from 3.3% in 2020
- A further 12.2% of all pupils have SEN support, without an EHC plan, up from 12.1% in 2020.
- The most common type of need for pupils with an EHC plan is autistic spectrum disorders and for pupils with SEN support is speech, communication and language needs
- SEN is more prevalent in boys than girls, with boys representing 73.1% of all pupils with an EHC plan and 64.2% of pupils with SEN support

At Charlton we have 47 children on the register, 11.3% which is below average nationally and below average for Oxfordshire, which was at 13.1% (2020).

SEN profile by year group

	SEN support	EHCP
Reception	3	0
Year 1	4	1
Year 2	5	0
Year 3	8	3
Year 4	7	1
Year 5	8	1
Year 6	5	1

Sex of pupils on the SEND register

Total number of boys	Total number of girls
30	17

Primary area of needs (reason they are on the SEND register)

	Communication and Interaction difficulties (Inc. Speech and language)	Cognition and Learning	Sensory, physical, medical	Social, emotional, mental health
Foundation	1			2
Year 1	4	1		
Year 2	1	3		1
Year 3	5	3	1	2
Year 4	5	2		1
Year 5	3	5		1
Year 6	2	3	1	

Identification of SEND needs at Charlton Primary School:

At Charlton Primary School, we work together with teachers and parents to identify pupils who may have additional needs. We use a variety of ways to gather evidence in order to make a decision. We moderate using the Identifying pupils with SEND document, and discuss the outcome with parents. If they meet the criteria, then a child will be added to the register (with parent's permission). They will then have a meeting with their teacher, parent and SENCo and plan appropriate support.

This year:

33 children were on the register at the start of September 2020.

16 pupils were moderated and added to the SEND register and 1 child joined us listed as having SEND needs from previous school

2 pupils were removed from the register as they no longer meet the criteria and 1 moved schools.

1 child moved from SEN support to EHCP

Transition to secondary

We work closely with the local secondary schools to ensure a smooth transition.

HT had a remote meeting with the SENCo from KAs. A member of the Inclusion Team from KAs, visited and met each child with SEND.

HT had a remote meeting with the SENCo from Aureus. HT visited Aureus with a child after school so that he could experience the school without the pressure of other children being there. His support TA then accompanied him to Aureus on an EHCP transition day.

School files will be sent over to the receiving schools. We aim to reduce anxieties for those moving up, and give the receiving school all of the information they need to plan the support for the pupils.

The ELSA has completed whole class transition meetings and spent time with children who have still felt anxious or who have had extra questions.

Plan do review process:

Provision mapping

The SENCo works with the class teacher to plan additional and different support for those children with SEND. This might involve dyslexia resources including coloured overlays, coloured paper, different sized books, Dyslexia friendly texts. ELSA support for a pupil with emotional needs, Phonics intervention, additional reading sessions or reading recovery.

A baseline assessment is used for Interventions that are happening for individual or small groups in order to track impact.

Pupil profiles

HT introduced a new pupil profile this year.

All, pupils who are on the SEND register have an individual pupil profile which is shared with the parent at a meeting 3 times a year. This profile gives a snapshot of the pupils' strengths, areas of difficulty, any formal diagnosis, advice from external agencies and 2-3 targets to work on in a short term. It is the responsibility of the class teacher to maintain the profile, and evaluate the impact of interventions and reasonable adjustments. The SENCo reviews these termly and advises on support and resourcing.

We will be moving over to a VAT pupil profile in 21/22

Record keeping

Each child has an individual file on the SENCo Teams Channel where all reports and paperwork are stored. Teachers are always informed of any information they need to know about their pupils.

The channel contains profiles, relevant reports from external agencies and provision maps.

SEND parent meetings

Three times a year parents are invited to a parent meetings. In these meetings teachers talk through any difficulties the pupil is having in school, and work together with the parent to plan support in the form of targets. This is an opportunity to discuss individual. Due to school closures this year, most parents had 2 parent teacher meetings. HT has attended many of these meetings.

Outside agencies/ referrals

We use a number of outside agencies for a variety of reasons:

Outside agency used	No pupils received support this year
<p>Educational Psychology- we bought in 3 days of support helping to apply for 1 EHCP plans. EP services suspended trading services due to a backlog of EHCP outcomes meetings and visits to school have been restricted.</p>	<p>4 pupils in total received EP support (including 1 for EHCP purposes and 1 for EHCP Annual Review)</p>
<p>Communication and Interaction team are a Local Authority team that are for us to use, they are able to support staff for pupils who have ASD needs or struggle to communicate.</p> <p>The communication and interaction team have changed the way the work, with a tiered-system and fewer individual children are reported on and some observations (under universal offer) are observed on a no names and no reports are written.</p> <p>There were no in school visits this year.</p>	<p>3 Individual pupils (1 for EHCP purposes) were supported. C&I attended 2 EHCP Annual Reviews</p> <p>1 Child given remote Zones of Regulation work for anxiety 3 Year 6s having transition work for preparation to secondary school</p> <p>Staff training: Zones of Regulation training (planned for Term 6) Autism Level 1 training (Term 3)</p>
<p>Speech and language team- they work directly with pupils to assess difficulties with speech sounds, stutters etc. Service was suspended from end of Term 2 except for children with EHCPs.</p>	<p>5 pupils were seen this year.</p>
<p>Camhs referrals for pupils who need a formal assessment and diagnosis, and mental health support.</p>	<p>7 referrals completed this year. 2 pupils received a diagnosis</p>
<p>School health nurse is used for a variety of reasons, sleep issues, hygiene, healthy eating, puberty/ sexual curiosity.</p>	<p>1 referral</p>
<p>EYSENIT supporting pupils in Nursery and Foundation.</p>	<p>0 pupils supported.</p>
<p>Bounce Back 4 Kids (For children who have experienced DV)</p>	<p>2 children had 6 sessions 2 further referrals in place</p>

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Attendance for SEND pupils Terms 1-5

Not SEND	SEND
97%	96%

Interventions at Charlton Primary School

Intervention	Focus
Play therapy	Anxiety, SEMH
Draw and Talk	SEMH needs
Toe by Toe	Dyslexia support- overlearning for quicker recall and recognition
Precision Teaching	Quick recall in Reading/Phonics and key number skills
'Reading Recovery' style sessions	Children finding reading extremely tricky in KS2.
Catch up Readers	Low ability/high interest KS2
First Class at Number	Children with basic number difficulties
Plus 1 and Power of 2	Basic number skills recall
Spirals- language support Talk Time	Foundation and Year 1
Friendship Formula	Year 3-6 Communication needs
ELSA	All ages for a variety of needs.

CPD staff training

	Focus / Impact
Communication and Interaction Team training for staff	ASD Level 1 Zones of Regulation
Dyslexia Screener	HT training 1 member of staff to carry these out.
Draw and Talk	1 member of staff trained
Remote meetings training during lockdown	All TAs offered training to set up remote meetings and basic skills for using Teams.

TA goal setting

TAs have all had goal setting meetings. This included a discussion about strengths, expertise, and a target to work towards for their own job satisfaction. CPD/arrangements then tailored accordingly.

Actions for next year

- Communication with parents needs to be tighter and more meaningful (been very restricted due to Covid).
- Further work on differentiation and personalisation of the curriculum esp. those with EHCPs
- Move over to new VAT pupil profiles
- Effective Intervention program (with catch up funding TA work ending.)