



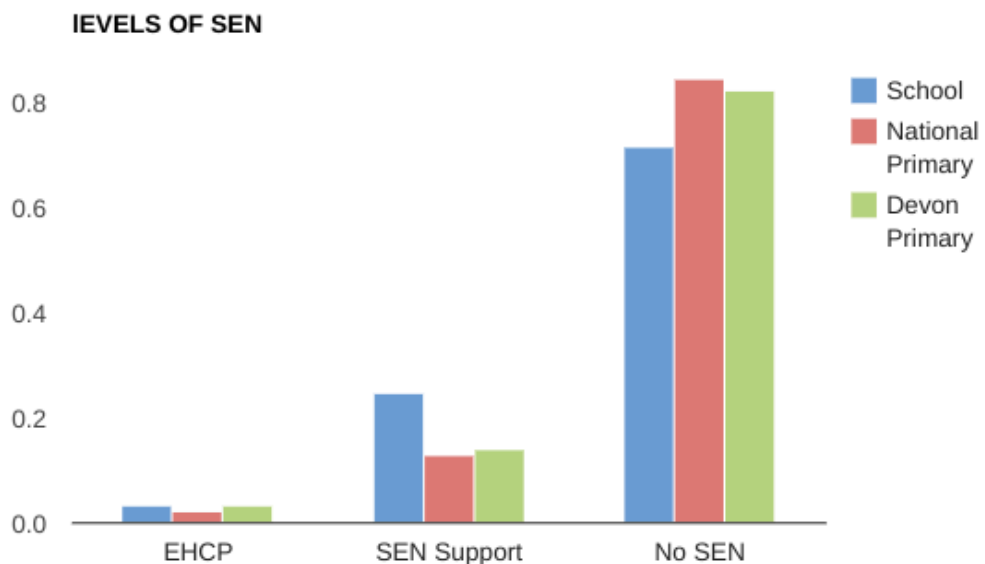
## South Molton Community Primary School SEN report for Governors 2023-24

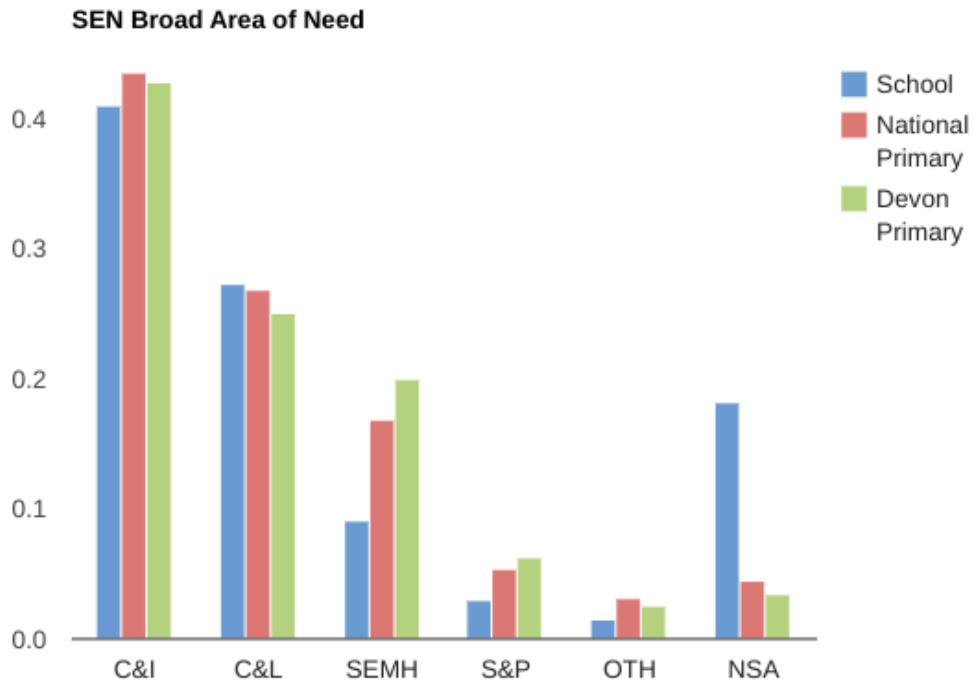
South Molton Community Primary School is a mainstream primary school with 9 classes, a mix of whole year groups and mixed year groups, with children aged from 4-11 years.

### Profile of pupils 2023-24

School role: approx. 235

<b>Level of Need</b>	<b>Number of pupils</b>
EHCP	8
SEN Support	62
Application for an EHCP i.e in draft, shared)	7 (1 declined, 6 accepted and at various stages)
In year transfer with EHCP	0
In year transfer with SEN Support	4





Phonics - % Year 1 Working at expecting standard

	All		SEN Support		EHCP	
	NCER National	School	NCER National	School	NCER National	School
2023-2024	80.2%	90.6%	51.6%	50.0%	20.3%	100.0%

Early Years Foundation Stage - % achieving Good Level of Development

	All		SEN Support		EHCP	
	NCER National	School	NCER National	School	NCER National	School
2023-2024	67.7%	67.9%	25.0%	33.3%	3.9%	0.0%

Areas of need:(some pupils may appear in more than one area of need)

Cognition & Learning, Social, Emotional Mental Health, Communication and Interaction and Physical/sensory disability.

All pupils identified as requiring SEND support, or with an EHCP are placed on our SEND Record of Need (RoN). This is a dynamic record as need and provision will change, with some pupils having a short period of intervention, whilst others will have on-going support.

Identifying Special Educational Needs:

The SEN Code of Practice states that a child has a learning difficulty or disability if he/she:

- Has greater difficulty in learning than the majority of children of his/her age. and/or
- Has a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

At South Molton Community Primary School all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. Close liaison is maintained with all members of staff by the SEND team to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have received appropriate interventions/adjustments and quality first teaching.

### Levels of Need

South Molton Community School's Graduated Response consists of three levels as follows:

#### **On-Alert**

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up i.e. be at risk of not meeting their targets, currently working at a standard below National expectations.

#### **SEN Support**

Pupils are placed on the Record Of Need (RON) at this level after assessment and consultation between the SEND team and Class Teacher when it is established that they have a significant learning difficulty and require provision that is additional and different to high quality universal provision. If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

#### **Education, Health and Care Plan**

Pupils who require more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment.

#### IEP reviews

Attainment and progress were also monitored through termly parent-teacher meetings to discuss pupils' Individual Education Plans (IEPs). Class teachers discussed the child's needs, targets and ways in which school is providing support and ways in which parents can provide support at home. Parent and pupil views were sought during these meetings.

#### EHCP Annual Reviews:

Eight annual reviews were completed throughout the year for those pupils with existing EHCPs. For those transitioning to secondary school, reviews were completed in the autumn

term, to allow outcomes to be amended for transition to Key Stage 3. Parent and pupil views were sought during these review meetings.

#### Early Help Team Around the Family (TAF) meetings:

12 families received support from the Early Help process in 2023-24. Early Help is a way of professionals working together to support a family who require support from services in addition to that offered by the school. Meetings were held regularly (every 6 weeks) and were led or attended by the SEND team. During meetings an assessment of family needs takes place, followed by identifying things that are going well, things that are not going well and things that need to change. A plan is then put in place, agreed by professionals and the family which is monitored during each meeting.

#### How pupils were supported:

Throughout the academic year 2023/24, each class had both a teacher and a teaching assistant (TA) to be deployed as appropriate. Interventions, based on the needs of the cohort, have been delivered by both adults as appropriate, or a specialist TA. Some children with a high level of need receive small group or 1:1 support.

We measure the quality and impact of provision through Individual Education Plan (IEP) reviews, regular assessments, discussion with pupils and parents/carers, EHCP annual reviews, parents' evening and end of year reports.

#### Classroom provision that was available

- Coloured overlays
- Visual aids
- Concrete resources
- Differentiated learning activities
- Small group support
- 1:1 reading
- Sensory toys
- Ear defenders
- Sensory breaks
- Sensory Circuits
- Social stories
- Personalised visual timetables
- Own work stations
- Safe space within or outside of the classroom
- Now/Next choice boards
- pre-teaching

#### In class interventions

- Little Wandle phonics reading and spelling programme
- Precision Teaching
- High Five fine motor skill interventions
- Phonics catch up intervention group
- Maths intervention groups

- Handwriting intervention groups

### Interventions delivered out of the classroom:

- Specialist Speech & Language intervention:

Daily or weekly interventions which are guided by speech and language therapist reports and programmes. The higher level teaching assistant (HLTA) who delivers this intervention uses the Speech Link program to assess and track progress of pupils. She works closely with class teachers to discuss pupil's needs, progress and support provided in the classroom. The teaching assistant has completed a range of training programmes in the areas of speech, language, communication and English as an Additional Language (EAL).

- Specialist Social, Emotional and Mental Health (SEMH) support:

1:1 or small group sessions are provided for pupils who have a need in the area of social, emotional and mental health or who have experienced trauma, grief or have complex attachment histories. Our most vulnerable children; including children in care, adopted children and those who are subject to Child in Need or Child Protection plans are given priority to receive this support, particularly if they also have SEN. The specialist teaching assistant uses relational practice, based on the Attachment Based Mentoring programme to develop positive relationships with pupils. The teaching assistant has completed a range of training programmes including attachment based mentoring, Lego Therapy, emotional resilience & wellbeing, Families in Grief (bereavement champion).

### External Agencies:

The SEND team worked closely with professionals from the following agencies. Referrals were made to these services for individual children and their families. Professionals worked with children in school, undertook assessments and provided information reports with suggested provisions to be made in school. Professionals attended multi-agency Team Around the Family (TAF) meetings as part of the Early Help process.

Communication & Interaction Team

Young Carers

Children and Adolescent Mental Health (CAMHS)

Speech & Language Therapy Team

Public Health Nursing Team

Children's Centre

Family Intervention Team

Educational Psychology Service

Social Care

NHS Bladder & Bowel Team

Housing

Social, Emotional and Mental Health Team

NHS Paediatrics

Families in Grief

### Staff Training/Support:

- SEMH Teaching assistant - training received from the Social Emotional Mental Health team
- Teaching staff received refresher training on creating and managing IEPs.
- Peer support - advice and guidance sought during weekly staff meetings.
- Relational support approach - Senco - delivered by Devon Education Services
- Relational support - all staff - delivered by Senco
- Safeguarding level 3 training - delivered by TLP - SEND Admin
- Early Help training & support - delivered by Early Help locality leads - SEND Admin
- BSL introductory programme - delivered by BSL teacher online - Dart teacher and TAs
- BSL level 1 underway - course delivered online - teaching assistant (JK)
- Ordinarily Available Inclusive Provision training - delivered by DCC - Senco, SEND Admin
- Head and deputy head teacher undertook good practice visits to Lampard Special School. Luke Austin, teacher at the school visited SMCPs and offered guidance for supporting children with a high level of need.