



**Kington St Michael Primary School
Annual Report to Governors
July 2024**

As part of their statutory duties, governing bodies must publish information about and report on, the schools policy on Special Educational Needs and Disabilities (SEND)

At Kington St. Michael School, we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND Policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and describes the processes used within school to support these children. This SEN Information report provides answers to a variety of questions parents may have regarding the support KSM can provide for children with SEN and external support. Both policies are reviewed annually. The Wiltshire Local Offer is also on the website, this gives details of provision and support within the county. In addition, on the website there is information for parents regarding health and wellbeing, SEN online safety, supporting neurodiversity and our Emotional Literacy Support Assistant (ELSA provision).

The Special Educational Needs and Disabilities Coordinator (SENDCo) is Miss Nicola Waylen and the named Governor for SEND is Mrs Andrea Bridle. The Governor and SENDCo meet three times per year to discuss and evaluate progress of SEN Provision across the school.

School Profile June 2024

	KSM -June 2024	Wiltshire	National
SEND Concern	6.77%		
SEND Support total	9.77%	13%	14.7%
EHCP (Wiltshire My Plan)	3.01%	4.2%	4.3%
FSM with SEND	4.51%		
PP with SEND	2.26%		
EAL	4.51%		
Traveller Children	1.5%		
Previously Looked after (PLAC)	4.5%		

We currently have 17 children on the SEN Register which equates to 12.7% of the school population which is slightly lower than both Wiltshire and National percentages.

Out of the children on SEND support, 2 have My Support plans. All other children have a Kington St Michael School Support Plan outlining main areas of needs, strategies to support and specific, measurable, achievable and time relate targets. These are reviewed three times per year with parents, class teacher and SENDCo. The school are awaiting the outcome of a possible EHCP application made in December 2023 and there are three possible applications to be made in the next academic year.

Medical Needs

We have one child in school with a medical care plan. Mrs Kirkman is our named Paediatric First aider.

Our school Health Policy can be viewed on our school website.

SEND Profile by area of needs

The table below shows the number of children in each of the four broad areas of need set out in the SEND code of practice 2014. Some children have more than one area of need so will be represented more than once.

Area of need	Percentage of Pupils
Communication and Interaction to include ASD	35%
Cognition and Learning	17%
Social, Emotional and Mental Health	58%
Sensory and Physical to include Visual, Hearing, physical and Multi-Sensory Impairment	11.7%

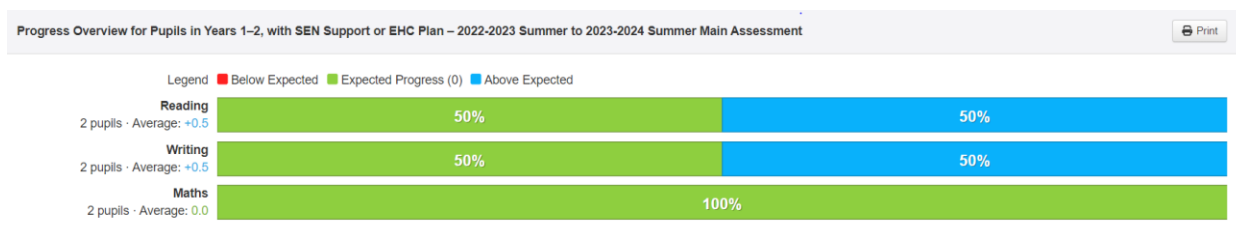
The SENDCo was appointed in January 2024 working one day a week until Easter 2024 and is now employed for two days per week. The SENDCo's main task is to oversee and coordinate SEND provision throughout the school. The SENDCo looks carefully at school data and in discussion with teachers, uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes.

The SENDCo meets with parents, liaises with outside agencies, works with children, assesses children, and completes paperwork ensuring the children receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEND. The SENDCo meets regularly with all staff to discuss pupil progress and the impact of intervention programmes. The SENDCo also regularly talks to pupils and collaboratively think about ways to support them further.

Summary of progress of pupils with SEND

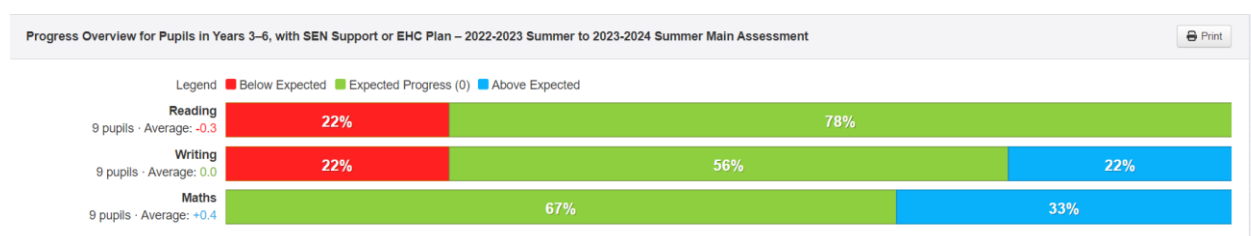
Key Stage 1

In Key stage one 50% of pupils with SEN made expected progress in reading and writing and 50% made more than expected progress. 100% made expected progress in Maths.



Key Stage 2

In key stage 2 78% of pupils with SEN made expected progress in Reading, 56% made expected progress in writing and 67% made expected progress in Maths. 22% of children made more than expected progress in writing and 33% more than expected progress in Maths.



All children on the SEN Register have a one page profile and either a school support plan, Wiltshire Support Plan or an EHCP. SEND Surgeries are held three times a year for parents to book time to talk to the SENDCo and the class teacher about their child's progress. These took place in October and February and were well attended. The next consultation day will be in July 2023. The SENDCo regularly meets with parents who have concerns or to review progress. All children with an EHCP have an additional annual review where the child, parents and a range of professionals come together to review the child's statutory plan.

The SENDCo also carries out learning walks and book looks to oversee practice and ensure that needs are being met. SEN is an agenda item at every staff meeting.

Provision for Pupils with SEN

All teachers are teachers of SEN, the SEN Code of Practice recognises that, 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN'. In addition, we support some SEN children with specific, highly individualised intervention programmes. Some pupils have taken part in more than one intervention. Any additional support is now recorded on our online provision mapping tool insight including pre and post intervention scores to evaluate effectiveness of interventions and plan next steps.

We have an Intervention Record card to track progress. The TA who is leading the intervention group fills this card in after each session. It states an explanation of the objectives of that week's intervention group lessons. This should inform parents and class teachers of what is being taught in the intervention and give ideas how the pupil could be further supported at home and in class. Some children are set targets following an assessment by a Speech and language Therapist (SALT), we use a traffic light system to monitor their progress in line with the SALT recommendations.

Attendance

SEN attendance is high. The attendance for those with an EHCP is 81.7%, those pupil with no send is 96.7% and for children on SEN Support is 91.8%.

Deployment of Staff and Resources.

We currently have 7 teaching assistants (TA) employed at KSM. One TA has a Diploma in therapeutic parenting, another is a qualified Emotional Literacy Support Assistant (ELSA) and runs our ELSA programme. All teaching assistants work with individual pupils or a small group of pupils, following a variety of in class support.

External Agencies

This year to date we have worked with 8 different agencies. This included; the Educational Psychologist, Behavioural Support Service, Speech and Language Services, Play Therapists, Specialist SEND Service (SSENS), Child and Family Support Practitioners, Wiltshire Virtual School and the Wiltshire EMTAS service.

We have been fortunate to be part of the Educational Psychologist cluster surgeries which involve meeting every term with three other local schools and an Educational Psychologist to share ideas and strategies to plan support for individuals.

We have also accessed support and advice through the Chippenham Multi-Agency Forum (MAF), a group which meets termly where schools can link with other agencies such as EWO, Social Care, SEND, CAMHs, Police and Behaviour Support.

Links to Secondary Schools and Nurseries.

The SENDCo and the Year 6 teacher usually attend transition meetings with the SENDCo from the local secondary schools. This is usually Hardenhuish School and Sheldon School. We also liaise with specialist schools should any of our pupils have a place there. The SENDCo organises additional transition support and visits for some pupils who have additional needs in preparation for their transition to secondary school.

Similarly, the SENDCo and the Reception class teacher work with SENDCo's from local nurseries and preschools and Wiltshire Early Years Inclusion Officers to ensure pupils, who will be starting KSM in the EYFS class, have any needs met and have a successful transition into KSM.

The SENDCo also liaises and visits SENDCo's from other primary schools when pupils who have additional needs join KSM. The SENDCo informs class teachers and ensures pupils records are transferred to KSM.

Staff Development and Courses

SENDCo, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources. SEND is always an agenda item at staff meetings. Teachers and TA's meet regularly to discuss the learning objectives and plans for the week.

Teachers and teaching assistants have had the opportunity to attend SEND courses and SEND focus staff meetings. Courses accessed this year include:

- Educational Psychologist Surgery
- ELSA supervision three times per year for qualified ELSA
- SSENS surgeries
- Behaviour Support Service discussion sessions
- Behaviour Support individualised training sessions to support individual pupils

- Safeguarding training
- Calmer classrooms training
- SEND PE training for teachers and TA's
- Participation in new ESA support scheme
- Maths TA training delivered by Maths subject lead.
- Improving outcomes with the SEND SEF –School effectiveness Team (SENDCo)

All training and courses attended have had a positive impact in supporting children's needs. Courses have developed staff understanding of the needs of some of our children and provided the school with valuable resources to support our SEN pupils. The courses and training of the SENDCo and SEND teaching assistants has helped to make SEND provision in school more effective and streamlined.

Key priorities identified for SEND provision for 2024/25 as identified in School Development Plan.

- Secure use of INSIGHT for recording all interventions
- Create a new format for KSM Support plans and one page profiles and the use of these within the classroom
- Update SEND Policy and Information Report
- Write clear guidance for staff on identifying SEN
- Re-write intervention booklet for parents
- Re-write ELSA paperwork and evaluation forms –completed June 2024
- Focus on Monitoring of SEN across the school to ensure all support plans are in line with provision
- SENDCo in collaboration with head teacher to create two year rolling plan for Staff training around SEND.
- SENDCo to deliver staff meetings around SMART targets and Wiltshire processes.
- Arrange links with parents regarding SEND through parent information sessions/coffee mornings.

Disability Duty- Accessibility and Future plans

Our Disability Equality Scheme can be viewed on our school website.

Nicola Waylen
SENDCo.