



By Brook Valley SEND report to Governors July 2021

Vision Statement

At By Brook Valley CE Primary School we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This report should be read and understood from this perspective.

Introduction

The Special Needs Code of Practice lies at the heart of our school's SEN policy and its practical implementation at By Brook Valley CE Primary School. The policy outlines how, as a school, we identify children with SEN and their broad areas of need and explains how we support them and provide for their individual needs. The SEN policy is available on the school website and is updated each September.

The SENCO oversees the SEN policy, the SENCO is Mr Benjamin Summers and the SEN Governor is Mr David New.

School Context

- We have 26 SEN pupils on the SEN register, which is 13.6% of the school population. Of those 25 children 4 have an Education Health Care Plan
- We have submitted an application for an EHCP for an additional child. The outcome of this application is expected in Term 1 next year.
- The children on the SEND register are monitored regularly as part of the Access- Plan-Do-Review cycle and their inclusion on the register is altered in line with this.
- We also monitor children who might benefit from being included on the SEND register and add them if necessary. However, we also recognise that not all children making slow progress are children with SEN and they are monitored separately as part of our Pupil Progress conversations.

School Profile of SEN

	On SEN Register		Monitored for possible inclusion on the SEN Register
	SEN Support	EHCP	
Reception	3	0	1
Year 1	4	1	3
Year 2	4	0	2
Year 3	4	0	1

Year 4	2	1	2
Year 5	2	1	1
Year 6	3	0	2

Gender of SEN

Boys with SEN	Girls with SEN
16	10

Ethnicity of SEN

White	BME
24	2 (Mixed white and Asian)

Academic Attainment of SEN % at Age Related Expectation or above

Whole School *excluding FS2*	Groups	Number	Reading	Writing	Maths
	All	158	131 83%	107 68%	126 80%
SEN	21	8 38%	3 38%	8 38%	
KS1	Groups	Number	Reading	Writing	Maths
	All	54	43 80%	35 65%	43 80%
	SEN	8	1 13%	1 13%	3 38%
KS2	Groups	Number	Reading	Writing	Maths
	All	104	88 85%	72 69%	83 80%
	SEN	13	7 20%	2 15%	5 38%

Academic Progress of SEN *excluding FS2*

	Reading		
	Slower	Expected	Accelerated
SEN (18)	0 0%	12 67%	6 34%
	Writing		
	Slower	Expected	Accelerated
SEN (18)	1 6%	13 72%	4 22%
	Maths		
	Slower	Expected	Accelerated
SEN (18)	2 11%	10 56%	6 33%

Academic Attainment of SEN in FS2- Expected

Reading	Writing	Maths
33%	0%	66%

Data Analysis

- 38% of children with SEN achieved ARE in Reading Writing and maths across KS1 and KS2
- 100% of children with SEN made expected progress in Reading, 34% made accelerated progress.
- 94% of children with SEN made expected progress in Writing, 22% made accelerated progress.
- 89% of children with SEN made expected progress in Maths, 33% made accelerated progress. The 11% of children with SEN not making expected progress equates to 2 children, 1 of which is currently undergoing an assessment for an EHCP due to the growing complexity of his needs.

Attendance

68% of the SEN pupils have a good level of overall attendance this academic year (their attendance is at or above 95%) compared to 84% of non-SEN pupils

All SEN support pupils have 'My Support Plans' in place which were discussed and reviewed with pupils and parents in the early spring before the Covid 19 school closures. We have 6 pupils who have a Wiltshire 'My Support Plans'. The Wiltshire 'My Support Plan' is much more detailed and is registered with the county, this plan is meant for children whose needs may increase over time and may need additional support. Our other children have a shorter document in place, our By Brook Valley 'My Support Plan'.

Year Group Comparison Summer Term 2022

End of Summer Term – the table below shows percentage of pupils in Years 1-6 who are predicted to attain at or above end of year expectations (EYE), 'achieved' or above in their year group. Please note numbers of SEN pupils in all classes is very small so it is difficult to make direct comparisons.

Year 1	Groups	Number	Reading	Writing	Maths
	All	28	21 75%	21 75%	24 86%
SEN	4	1 25%	1 25%	3 75%	
Year 2	Groups	Number	Reading	Writing	Maths
	All	26	22 85%	14 54%	19 73%
SEN	4	1 25%	1 25%	3 75%	
Year 3	Groups	Number	Reading	Writing	Maths
	All	29	26 90%	19 66%	24 83%
SEN	5	3 60%	0 0%	2 40%	
Year 4	Groups	Number	Reading	Writing	Maths
	All	26	22 85%	16 62%	20 77%
SEN	3	1 33%	0 0%	0 0%	

Year 5	Groups	Number	Reading	Writing	Maths
	All	25	20 80%	17 68%	19 76%
	SEN	2	2 100%	1 50%	2 100%
Year 6	Groups	Number	Reading	Writing	Maths
	All	24	20 83%	20 83%	20 83%
	SEN	3	1 33%	1 33%	1 33%

*figures show total number of pupils in Yr1-Yr6, excludes EYFS

Interventions 2020- 21

Due to the Covid 19 and the associated school closure and disruption, the impact of interventions has been impacted in a negative manner. Many external support mechanisms also ceased or were run online, thus degrading there impact.

Intervention	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Speech & language therapy from C&D speech and language therapy	September 2019– ...	Every fortnight 1:1 with therapist then 3-5 times per x week with class TA	£4338	<p>We received 3 levels of support from therapist:</p> <ol style="list-style-type: none"> 1. Universal Individual staff support with lesson planning and differentiation to support pupils with language impairment Classroom strategies highlighted in her reports 2. Targeted 1:1 LSA training provided for carrying out structured, evidence-based speech/language interventions Pupils identified with reduced vocabulary knowledge and word finding difficulties referred for pre-teaching vocabulary work Pupil identified with working memory difficulties referred to a group targeting memory strategies 3. Specialist 1:1 therapy for pupils identified with difficulties that require specialist input such as speech/language delay/disorder As a result 1 x YR PP pupil who had intervention with therapist made better than expected progress and achieved a good level of development (GLD) 2 x Year 1 pupils (SEN 	This was an extremely beneficial intervention which has ensured that our youngest pupils who have language difficulties are identified early and have the appropriate specialist intervention in place from the beginning, allowing them to access learning in English and make good progress. EYFS data shows that 77% achieving age appropriate speech and language skills, at the beginning of the year only 46% demonstrated age appropriate speech and language skills when tested using WELCOMM screening tool.

				and PP) who had interventions with therapist passed phonic screening. The therapist has had 7 new referrals and carried out 4 review assessments this year. 72% of pupils seen achieved all 3 of their speech and language targets during the academic year. All pupils seen had partially met their targets.	We will be continuing to buy in this service in 2021-22
Project X Code	20 weeks	3 times per week for 20 minutes	£1,110.60 TA time to run intervention	4 pupils in years 3 and 4 have had interventions using Project X Code resources. In year 3, all pupils made expected or accelerated progress from their starting points, but did not achieve EYE in reading at the end of the academic year. In year 4, all pupil made expected progress from their starting point and 25% of pupils achieved EYE.	The children really enjoy this intervention, they frequent ask the TA leading the intervention if they can read Project X Code books. All pupils made progress and it contributed to these pupils achieving EYE in reading We will continue with this intervention in 2021-2022 focusing on year 2, 3 and 4.
Phonics Yr 1 & 2 additional literacy support in class	Term 1, 2 and 3	Daily phonics session 20 mins Daily in class support.	£2,827.70	Group of 5 pupils including 3 PP pupils. 50% passed the phonics screening. Group of 5 pupils including 2 x PP pupils in year 2. 100% of these pupils passed the resist phonic screening in year 2.	Additional support in phonics for pupils who are having difficulties has been successful. Next year we will continue to target PP and SEN pupils who need additional support in year 1.
ELSA Emotional Literacy Support	All year – each individuals session last 7 weeks	Weekly session of 45 mins per individual- 3.5 hours of TA time a week	£2,041	12 children including 6 PP pupils access 1:1 ELSA sessions with ELSA TAs to support their emotional development and attainment.	All results indicate the validity of this interventions with all participants indicating an increase in their emotional literacy skills- improvements ranges from 12-48 points increase in self-assessment.
Play Therapy-provided by Jackdaw Play therapy.	Periods vary according to pupil need. Each pupil has had a minimum of 24 sessions	1 x 45 minute session per week per pupil	£5225	4 X PP pupils are working with the therapist for 1 weekly session of 45 minutes. Pupils enjoy sessions and mental and health issues are being addressed and supported. Therapist has met with parents regularly to review sessions at 8 week intervals. We have used this approach for pupils who are not realising their full potential academically, or socially or suffer from anxiety, stress or phobias. Reports from the therapist on these pupils show that there has been an increase in the scores in Strengths and difficulties questionnaires (SDQ's) completed by parents and staff prior to sessions beginning and after	Staff, pupils and parents report that this intervention has been extremely successful prior to lockdown. The therapist also maintained contact during lockdown remotely. As a result we have seen improvements in the children's presentation and subsequence academic attainment and progress.
Total interventions			£14,793.30	Costs based on highest TA grade salary/ or cost per hour for play therapist and speech and language therapist.	

			Costs up to July 2021	
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SEN update

Referrals to outside agencies

This year has been severely affected by the Covid 19 pandemic and subsequent lockdown, school closures and social distancing measures. Referrals to outside agencies have also be effected.

- 2 referrals to Wiltshire SSENs Team for further advice and support for pupils with cognition and learning/ social communication needs.
- 1 referrals to Child and Adolescent Mental Health (CAMHs)
- 1 referrals to the Occupational Therapy team

EHCPs

- 1 additional EHCP was gained this year
- 1 child with an EHCP transitioned to a specialist unit in term 3
- 1 application for an EHCP has been made and the outcome is expected in the next academic year

Staff development in 2020-2021

- Inclusion Manager Mr Ben Summers. Mr Summers has completed the NASENCo Award and completed the Wiltshire Five to Thrive training.
- All teaching assistants are continuing to use IDL literacy programme. All TA's have all carried out assessment tests to ascertain pupil progress.

Written by Benjamin Summers- Inclusion Leader July 2021