

## **Annual Report to Governors on the Implementation of the Special Educational Needs Policy and Disability Equality Scheme (SEND) July 2022**

Waycroft Multi Academy Trust is committed to the process of removing barriers to achievement for children who may require additional provision and resources to support their learning. We aim to be an inclusive MAT and believe that all children, including those identified as having special educational needs or a disability, have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and fully include them in all aspects of school life. Children with special educational needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age may. These children may need extra or different help from that given to other children of the same age.

The special needs and disability (SEND) code of practice 2014 describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. SEN support is the category for additional support for children with special educational needs. Currently, if further support is needed for a child the school, or parent, may request a statutory assessment of special needs.

### **The MAT process:**

- ❑ Member of staff or parent have concerns about a child's progress and have brought these concerns to the SENDCO.
- ❑ Possible actions are to monitor closely, or to identify a child as requiring additional provision, which can be seen on the SEND Provision grid.
- ❑ If it was felt that the child required the involvement of an external agency or had significant learning needs then the child was registered at SEN support and given a pupil-learning passport and an SEN learning support plan.
- ❑ If a child had highly significant needs then the school would consider whether the child fulfilled the criteria to apply for an Education, Health and Care Plan

### **Policies**

The school SEN policy was ratified by Trustees in November 2020 the full policy can be viewed on the MAT website.

The SENDCO in each academy are:-

- ❑ Waycroft – Amanda Finch (Killa)
- ❑ Woodlands – Mike Rylands
- ❑ Wicklea – Amy Lucas

SEND Link Trustees – Pat Slee, Lance Mason and Kay Harrison

## Number of pupils with SEN for the academic year 2021-2022

### Waycroft

- ☐ At the end of the academic year 2021-22 there are 64 children on the SEN register.
- ☐ The number of children on the Special needs register was 14 % of the school roll.

### Wicklea

- ☐ At the end of the academic year 2021-22 there are 44 children on the SEN register.
- ☐ The number of children on the Special needs register was 17% of the school roll.

### Woodlands

- ☐ At the end of the academic year 2021-22 there are 27 children on the SEN register.
- ☐ The number of children on the Special needs register was 13% of the school roll.

### The four areas of need are as follows:

- ☐ Cognition and Learning
- ☐ Communication and Interaction
- ☐ Social, emotional and mental health
- ☐ Physical/ Sensory

### Profile of pupils with SEN

#### a) Number of pupils on school's SEN record

|             | Way                        | Woo       | Wic       | Way                    | Woo     | Wic | MAT |
|-------------|----------------------------|-----------|-----------|------------------------|---------|-----|-----|
|             | SEN support (SEN register) |           |           | EHCP (on SEN register) |         |     |     |
| 2 Year olds |                            |           |           |                        |         |     |     |
| Nursery     | 5(1PP)                     | 1         |           |                        |         |     |     |
| Reception   | 4(4PP)                     | 2 (1PP)   |           |                        |         |     |     |
| Year 1      | 3                          | 1 (PP)    |           | 1                      |         |     |     |
| Year 2      | 13(1PP)                    | 3 (3PP)   |           | 1                      | 1 (PP)  |     |     |
| Year 3      | 9(4PP)                     | 4 (2PP)   | 15 (3 PP) | 1                      | 1       |     |     |
| Year 4      | 9(6PP)                     | 6 (5PP)   | 11 (4 PP) | 1                      | 1 (PP)  |     |     |
| Year 5      | 10(5PP)                    | 4 (2PP)   | 10 (4 PP) | 1                      |         |     |     |
| Year 6      | 7(2PP)                     | 3 (3PP)   | 7 (3 PP)  |                        |         | 1   |     |
| Total       | 60(23PP)                   | 24 (17PP) | 43        | 5                      | 3 (2PP) | 1   |     |

#### b) Areas of need (SEN register)

| Number of pupils | Cognition and Learning | Communication and Interaction | Social emotional and mental health | Physical and Sensory |
|------------------|------------------------|-------------------------------|------------------------------------|----------------------|
| Wicklea          | 15                     | 16                            | 13                                 | 0                    |
| Woodlands        | 11                     | 10                            | 5                                  | 1                    |
| Waycroft         | 26                     | 26                            | 12                                 | 1                    |
| Totals           | 52                     | 52                            | 30                                 | 2                    |

**c) Gender of pupils on academy SEN register**

| Number of pupils | Male | Female |
|------------------|------|--------|
| Wicklea          | 30   | 14     |
| Woodlands        | 19   | 8      |
| Waycroft         | 38   | 27     |

**d) Ethnicity of pupils on academy SEN register**

| Number of pupils | White British | White and Black Caribbean | White and Black African | White Eastern European | White Western European | White and Asian | White Other |
|------------------|---------------|---------------------------|-------------------------|------------------------|------------------------|-----------------|-------------|
| Wicklea          | 32            | 1                         | 0                       | 3                      | 1                      | 1               | 2           |
| Woodlands        | 16            | 2                         | 1                       | 0                      | 0                      | 1               | 1           |
| Waycroft         | 57            | 1                         | 1                       | 1                      | 1                      | 0               | 1           |

| Number of pupils | Any other mixed background | Any other ethnic group | Indian | Other black African | Gypsy Roma | Any other black background |
|------------------|----------------------------|------------------------|--------|---------------------|------------|----------------------------|
| Wicklea          | 3                          | 0                      | 0      | 0                   | 0          | 1                          |
| Woodlands        | 1                          | 0                      | 0      | 2                   | 3          | 0                          |
| Waycroft         | 0                          | 1                      | 1      | 0                   | 0          | 1                          |

**Progress of pupils with SEN 2021-2022**

See data analysis sheet from Term 6 for each academy available on Governor Hub.

**SEND funding: notional funding =**

**Wicklea:** £ 245,972.19

**Woodlands:** £171,155.80

**Waycroft:** £ £297,402.70

**Staff, resources and training 2021-2022**

**Wicklea:** For the academic year 2021-22 we employed 4 full time and 4 part time teaching assistants. Their role continues to be varied and within their role, they support our pupils with special educational needs in the classroom, working with small groups or on a one to one basis. Sometimes their role incorporates support at break and at lunchtimes. Additionally, there are 3 HLTAs.

**Waycroft:** For the academic year 2021-22 we employed 4 full time and 8 part time teaching assistants for R – Year 6 as well as 1 full time and 4 part time nursery assistants. These staff provide general classroom support, leading both specific and more reactive intervention groups including pre and post teaching opportunities. We also have 4 full time and 2 part time teaching assistants who provide specific 1:1 support for those children that have funding. Sometimes their role incorporates support at break and at lunchtimes. Additionally, there are 5 HLTAs (3 FT and 2 PT).

**Woodlands:** For the academic year 2021-22 we employed 5 full time, 4 part time teaching assistants and 1 part time HTLA's for YR – Year 6. These staff provide general classroom support, leading both specific and more reactive intervention groups including pre and post teaching opportunities. 1 part time TA works 1:1 with a child and another part time TA was utilised to solely support SEN children.

### **Interventions**

Refer to the provision grid for SEND pupils from each academy if required, available on request.

## **External Agencies**

We sought advice from a number of outside agencies in order to support all children with needs to the best of our abilities.

- ☐ SENDCO cluster meetings 6 times each year where the latest government updates are delivered (these only took place 2 times due to ongoing COVID 19 restrictions and staffing difficulties).
- ☐ The SENDCOs from Wicklea and Woodlands attended the annual SENCO conference – virtually during the month of March.
- ☐ The SENDCOs from Wicklea and Woodlands have completed the NA SENCO training course with Bath Spa University and have gained the qualification.
- ☐ Visits and communication from various outreach services including Speech and Language, Occupational Therapist, Physiotherapist, Ups and Downs (a Down Syndrome Support Charity), Sensory Support Service, NAOS, Leading Lights, Lansdown ALP, Play Therapist, Inclusion and Portage Team, Urban Pursuits, Horsecworld and Bristol Autism Team to improve the knowledge of how best to support children with specific needs. These were limited due to ongoing restrictions and some services not coming in to schools but support was sought through video calls and emails when in school support was not available.

## **Liaison with Secondary School Partners**

- ☐ To ensure smooth transition for current Y6 children with SEND, additional transfer arrangements are implemented during the summer terms, when required and possible.
- ☐ Children on the SEN register or who may have an identified need in transition may have the opportunity for extra visits to their secondary school. Extra liaison calls took place to share information between the SENDCOs where in person meetings were limited.
- ☐ Strong links exist with all our partner secondary schools.
- ☐ Close liaison between teachers and SENDCOs takes place to ensure accurate and efficient transfer of records and information to minimise the disruption of support levels for pupils transferring to the secondary sector.
- ☐ Separate transition arrangements and induction visits were set up for SEN pupils where required. Extra liaison calls took place to share information between the SENDCOs where in person meetings were limited.
- ☐ For pupils moving into our school who had an identified Special Educational Need, similar liaison meetings were held prior to starting to ensure appropriate levels of support were put in place

## **Numbers of children/young people with disabilities and medical needs within the school**

For the year 2021-22 Wicklea had 37 health care plans of which 14 were for asthma. The medical needs across the school are varied. All staff receive training annually from the school nurse or a specialist nurse to deal with specific needs beyond what would be expected in schools and covered through first aid or administration of medicines training and key staff who come into regular contact with the child are listed on the Care Plan.

For the year 2021-22 Waycroft had 59 health care plans of which 25 were for asthma. The medical needs across the school are varied. All staff receive training annually from the school nurse or a specialist nurse to deal with specific needs beyond what would be expected in schools and covered through first aid or administration of medicines training and key staff who come into regular contact with the child are listed on the Care Plan.

For the year 2021-22 Woodlands had 31 health care plans of which 14 were for asthma. The medical needs across the school are varied. All staff receive training annually from the school nurse or a specialist nurse to deal with specific needs beyond what would be expected in schools

and covered through first aid or administration of medicines training and key staff who come into regular contact with the child are listed on the Care Plan.

### **Inclusion for Disabled Pupils:**

All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments. All pupils are enabled to go on residential trips through reasonable adjustments, ensuring that trained staff accompany them on the residential trips.

### **Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.**

- ☐ Parents/Carers are invited to attend (where possible) and contribute to all review meetings.
- ☐ Information about the complaints procedure and how to access this procedure is available in the policy section and can be requested from the school office.
- ☐ The SEN policy is available to parents on the school website.

### **Pupil and parental involvement in annual review meetings**

| Academy   | Percentage of pupils attending/involved in their annual review meeting         | Percentage of parents/carers attending/ involved in their child's annual review meeting |
|-----------|--|---|
| Wicklea   | 100% of the pupils contributed to their annual review through a written record | 100%  |
| Woodlands | 100% of the pupils contributed to their annual review through a written record | 100%  |
| Waycroft  | 100% of the pupils contributed to their annual review through a written record | 100%  |

### **Actions for 2022-23**

- ☐ To evaluate the current processes and procedures in place for early identification and make the necessary changes so that children with special educational needs and disabilities are identified effectively and the appropriate provision implemented in a timely manner.
- ☐ To ensure that regular SEND specific CPD training is provided and that new members of staff have the knowledge and understanding to best support their SEND learners.
- ☐ To promote the positive engagement of families in the whole SEND process from identification through to ongoing review of support plans and provision (the graduated response).