

Annual Report to Parents on the Implementation of the Special Educational Needs and/or Disabilities (SEND) Policy 2021/22

At The John Moore Primary School we work hard with families, children and a range of outside agencies to ensure that the needs of children with SEND are fully met and that they reach their full potential.

Key Staff:

- Inclusion Manager- Mrs Heather Philcox
- Special Educational Needs and/or Disabilities (SEND) Governor - Mrs Pip Woods
- Headteacher- Mrs Ruth Laing

Policies:

The SEND Policy was reviewed in September 2021 and is in line with the Special Educational Needs and Disabilities (SEND) Code of Practice (August 2014), which was created as a direct result of changes in the Law (i.e. Section 3 of the Children and Families Act March 2014). This was completed in consultation with staff, parents and Governors. The Send policy is reviewed every 3 years. The school also updated its School Local Offer which forms part of Gloucestershire's Local Offer and is a document that highlights to parents the provision and procedures for children with Special Educational Needs and/or Disabilities at our school. This document was written in consultation with staff, Governors and a working party of parents.

Number of pupils with SEND (2021/22):

SEN Support	10
EHCP	11
Percentage of school population	8%

All pupils without an EHCP are classified as 'SEN Support'. All pupils with an EHCP were allocated over 10 hours of support.

Numbers of children/young people with a Health Support Plan

In 2021/22 we had two children in school with Health Support Plans. These plans are used when there is a medical need but no educational need as the children are working within year group expectations. These plans are reviewed annually with parents.

Standards 2021/22:

***End of Key Stage 2 (Year 6)**

There were four pupils with SEND. Three of these children had an EHCP.

	% SEND children achieving expected standard
Reading	50%
Writing	75%
GPS	25%
Maths	75%
Reading, Writing and Maths	50%

***End of Key Stage 1 (Year 2)**

There was one pupil with an EHCP.

	% SEND children achieving expected standard
Reading	0%
Writing	0%
Maths	0%
Science	0%

This child had not passed the Year 1 Phonics screening test in Year 1 but passed it in Year 2 which highlights the progress made.

***Phonics Screening result (Year 1) 2022**

There were two pupils with EHCPs in this cohort.

% SEND children achieving expected standard	50%
---	-----

Whilst not all children achieved the expected level in all areas, the individual tracking sheets used by the school highlight the good progress made by all the SEND children from their starting points.

Ofsted (January 2015) stated:

Disabled pupils and those with special educational needs make good progress. This is as a result of effective guidance in class from additional adults and other support, all of which is carefully monitored by the special educational needs leader.

Transition for Pupils with SEND:

The School liaises closely regarding assessment information of pupils to ensure that transfer from Pre-school to KS1, and KS2-3 is made as easy as possible for pupils with Special Educational Needs and/or Disabilities.

In 2021/22 we had 4 children with SEND transferring to Secondary School.

All pupil records were handed over in advance of pupils commencing KS3. The transition lead for Tewkesbury school attended a meeting at the school with the Inclusion Manager to discuss children's needs, to talk through records and to ensure a smooth transition. The children also had an additional transition visit.

The Inclusion Manger attended two transition visits with a child transferring to Special School to ensure a smooth transition.

All Secondary schools were invited to attend EHCP reviews for the children attending their schools in Year 7.

Attendance and exclusion

Attendance and exclusion of pupils with SEND is monitored by the Headteacher and Inclusion Manager. Data for 2021/22 shows that attendance of the SEND pupil group was 94.5%. This is slightly below the whole-school attendance figure for the same period (95%). Targeted intervention is put in place for pupils with attendance below 96%.

There were two fixed term exclusions in the academic year. There were no permanent exclusions.

The School is part of Tewkesbury District Partnership of schools (TDP), and, as such, has links to a designated Vulnerabilities, Inclusion and Attendance Officer who is able to support the school in dealing with any attendance issues, including any persistent lateness.