

Eccleston C.E. Primary School

*Let our Light Shine*

SEND IMPACT STATEMENT

Teaching, Learning & Personnel Committee

Reviewed: Autumn 2021

Approved by Full Governing Board: Autumn 2020

Signed by Chair of Governors:

Review Date: Autumn 2022

**Evidence of Impact of SEND provision 2020 - 2021**

In the academic year 2020-2021, approximately 21% of Eccleston pupils had a special educational need or disability (SEND).

Due to the Coronavirus pandemic, pupil progress over the last academic year cannot be formally analysed. We aim to analyse data from the end of Autumn Term 2021 to the end of Autumn term 2022 and termly thereafter for the next academic year.

The data for the previous academic year where formal data is available (2018-19) is shown below.

All of pupils in Reception and Year 1 made at least good progress over the year.

100% of our SEND pupils made good or better progress from Year 2 to Year 6 in reading, compared to 92 % for non SEND pupils.

\* 50% of our SEND pupils made good or better progress from Year 2 to Year 6 in writing compared to 100 % of non SEND pupils.

100% of our SEND pupils made good or better progress from Year 2 to Year 6 in maths compared to 100% of non SEND pupils.

\*NB The SEND cohort for Year 6 2018-19 was exceptionally small

In the year 2020-21, school assessments show evidence that SEND pupils have made poorer than expected progress and it is apparent that there has been an emotional and social impact on these pupils due to the pandemic. This will almost certainly effect progress as well as general well-being.

The majority of SEND pupils at Eccleston consistently make good or better progress in reading, writing and maths. They are well supported by Quality First Teaching (QFT) in the classroom and by targeted and individualised intervention programmes. Whilst many one-to-one interventions still took place during the school closure and when classes were working in bubbles, children found learning more difficult to access online or with other restrictions in place.

During 2020-21, we were unable to employ a teacher to help deliver maths interventions which has previously worked well to accelerate progress and increase confidence in maths. Maths and literacy interventions all took place in classes/ bubbles and were limited by staff availability.

This year, there have been some SEND pupils who have also had significant emotional difficulties to cope with (for different reasons including home difficulties as well as because of the Coronavirus). We believe that children need to be supported in their emotional well-being and so continued to invest a lot of time and money in running nurture sessions for our vulnerable pupils (at school and virtually). We employed a professionally qualified counsellor who supported pupils in one-to-one sessions throughout the year and met pupils outside when it wasn’t possible to meet inside but face to face was necessary. This meant she was able to continue to work some of our SEND pupils and their families while children were learning at home as well as in school.

In the year 2020-21, staff attended some online training to support pupils suffering from the impact of the school closure and in specific areas of need including autism training.

Except for during the school closure period or when bubbling made it impossible, SEND pupils received one-to-one interventions in areas of the curriculum that they found difficult. Interventions were often in addition to small group support within class lessons. All interventions aimed to supplement and reinforce class teaching. Pupils were withdrawn for sessions at times when they will not miss out on core subject teaching. Those pupils with more complex needs were supported one to one in the classroom to ensure they were able to access the curriculum fully.

During the period of school closure, teachers taught live lessons every day and made individual contact with pupils offering differentiated support as necessary. Some pupils had daily individual online lessons tailored to their needs. Reasonable endeavours were made to try and meet the needs of **all** our SEND pupils. The school SENCo spoke to the parents of all children with EHCPs throughout. Pupils were offered the opportunity to attend school (which remained open throughout). Where pupils did not take up this offer, materials were sent home and individualised support was given as appropriate.

Individuals on the SEND register have a Child Profile and targets were set for each term and reviewed. New targets have been set for the new academic year which often include our intention to support pupil’s social and emotional well-being. Targets are shared with the children (as appropriate), parents and all staff working with them. New targets will be introduced as appropriate and every effort will be made to help children close any gaps that may have developed because of the significant disruptions encountered in the last academic year. Some pupils may need no further input but it is anticipated most will need more.

Where appropriate, SEND children were sent social stories and booklets to prepare them for the changes seen because of Coronavirus.

**Planned SEND provision for 2021 - 2022**

In the academic year 2021 -2022, approximately 20% of Eccleston pupils are considered to have a special educational need or disability (SEND) and are listed on our SEND register. There are a few additional children who have been identified for early intervention. Some pupils on the register have speech and language or social and communication difficulties and others may struggle with a specific area of the curriculum. A significant proportion of our SEND pupils have ADHD or autism and investment will continue to be made in appropriate staff training in these areas of need. The needs of all these pupils will be assessed in the first half term and the SEND register will be reviewed at half term.

Once again, all staff are committed to QFT in the classroom but are faced with additional difficulties because of the new ways of working dues to Covid 19. Staff will remain within their ‘bubbles’ so children will not generally be withdrawn for interventions. However, all pupils who have EHCPs will still have 1:1 support, our counsellor will still work with our most vulnerable pupils and discrete S&L sessions will still take place for EHCP children.

Interventions will still take place in the classroom carried out by staff in their bubble. Early intervention programmes will be put in place for Reception children. Reasonable endeavours will be made to close any gaps in learning that may have developed and we will continue to aim for all of our pupils with SEND making at least ‘good’ progress in reading, writing and maths despite the challenges that we know we will be faced with this year. We will review our practise every half term considering the needs and progress being made by our pupils with SEND.

The SENCo will attend training virtually and some face to face) to support her role in monitoring QFT is implemented effectively and the needs of pupils with autism are fully met. She will still attend cluster meetings (online) where SENCos can seek guidance and share good practise – especially important at this time.

The reintroduction of 1:1 and group interventions outside of bubbles has been reintroduced. It is hoped that this will mean that the most appropriate staff deliver tailored interventions once again.

Pupils with SEND who also have emotional difficulties will be offered nurture support from class staff. We will continue to use the new PSHE programme (Jigsaw) to deliver structured lesson in a systematic way, use adhoc circle times to deal with any issues arising each day or week, employ a professional counsellor through Health Box to run one-to-one counselling sessions and draw on her expertise to help cascade information and strategies for staff to use with their children. Please refer to the Positive Mental Health policy.

A teaching assistant has now qualified as a children’s yoga teacher and will deliver weekly yoga sessions to the younger year groups initially. We believe this will help to relieve children’s anxiety and stress levels.

Parents of pupils with SEND, who are usually offered the opportunity to meet termly with the SENCo, will now have the chance to more regular contact if they would like to discuss the needs of their children and the provision that school is offering.

Tracking the progress of pupils with SEND will be carried out termly to track progress across school and measure the impact of the school closure and of changes to provision necessary this year. We intend to continue to invest in staff training and keep staffing levels as high as possible so that all SEND children can get the best opportunity possible to fully reach their potential. However with staff cuts and coronavirus guidance (including respecting strict bubbles), we realise there will be new challenges this year. **It is our firm belief that no pupil with SEND will suffer because of issues beyond our control (including the Coronavirus outbreak). All staff at Eccleston continue to be committed to support all pupils including those with SEND so that they meet their full potential and to close gaps in learning as quickly as possible.**

We will work with children and parents and will always seek to gain their views and share all strategies used in school.

Please refer to the SEND Policy and SEND School Offer for further information or contact Katie Prescott (head teacher), Susanne Wearden (school SENCo) or Sue Willan (SEND Governor).

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