



Marlfields Primary Academy

Annual SEND Report for Governors 2021-22

School:	MARLFIELDS PRIMARY ACADEMY
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Date of report:	OCTOBER 2022
SEND Governor:	MRS MARGARET GARTSIDE

Our Local Authority's SEND Offer is available on the Cheshire East Website.

The Academy SEND policy and School Accessibility Plan is available on Marlfields Primary Academy website.
www.marlfields.cheshire.sch.uk

SEND profile for last 12 months 2021-22

Pupils on roll with SEN provision

SEN Provision	Number of Pupils
SEN Provision – educational, health and care plan (code E)	26
SEN Provision – SEN support (Code K)	30
Total number of pupils with SEND (codes E, and K)	56
No Special Educational Needs (code N)	
Total pupils on roll	182
Number of pupils on SEN register as a percentage of pupil population	30.7 %

SEN needs type for pupils on roll with SEN

CODE	Description	Primary Need	Secondary Need
SPLD	Specific Learning Difficulty	0	0
MLD	Moderate Learning Difficulty	21	13
SEMH	Social, emotional and mental health	16	23
SLCN	Speech, Language and Communication Needs	4	13
MSI	Hearing Impairment	0	0
VI	Vision Impairment	0	0
PH	Physical Disability	1	0
ASD	Autistic Spectrum Disorder	14	0
OTH	Other Difficulties/Disability	0	0

During the year and by July 2022 our EHCP children had increased to 26 pupils.

No pupils came off the register this year.

We also saw an increase in children at Code K from 48 to 56.

Statement regarding overall quality of provision for pupils with SEND

COVID-19, as with the year 2019/2020 continued to have an impact on the education and progression of all children, including those with SEND. The Graduated Approach of Assess, Plan, Do, Review was followed for the Autumn Term 2021, with outcomes reported to Parents.



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In September 2021 we opened in partnership with Cheshire East a seven place Resource Provision specialising in the area of SEMH -Social, Emotional and Mental Health needs. Children placed within this resource have an Educational Health Care Plan and are part of our cohorts. Being part of our mainstream cohorts there is an aim that they join their peers for up to 40% of the curriculum where appropriate.

Statement based on Ofsted descriptors regarding the SEND Provision at Marlfields Primary Academy in May 2022

Effectiveness of leadership and management

Leaders and staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). This is also evidenced through SEN Governor Observations. There is evidence that there is good understanding of the needs of SEN pupils throughout the school, both in terms of Senior Leadership Team, and Teaching staff/Teaching assistants. This is also backed up through responses received from parents at meetings, and the positive comments made about the school's provision by outside agencies. School is recognised as an Inclusion Quality Mark Flagship School which is reviewed each Autumn Term.

Quality of Teaching, Learning and Assessment for SEND pupils

Leaders have established effective systems to support pupils with SEND. Leaders work with staff to ensure that the needs of these pupils are identified early. They support staff in adapting their approaches in order to make the curriculum accessible to all. This means that pupils with SEND can study alongside their classmates. Pupils who attend the specially resourced provision for pupils with SEND are well supported and fully included in school life.

Personal Development, Behaviour, Welfare and Attendance of SEND pupils.

Through excellent support, pupils with SEND can show they are confident learners, and are supported to achieve personal targets. Achievement against personal targets is reviewed at least termly. Welfare concerns are met through discussions with staff, or parents as appropriate, through discussion with outside agencies, and through Team Around the Child process. Behaviour and welfare issues are also met through pastoral support, 'Circle of Friends' approach, Forest School learning, 'Nurture' activities, and similar approaches.

School has also engaged the support of the 'My Happy Mind' Team, and offered Pastoral Support Plans where appropriate. Comments from parents have indicated the success the school has had with these interventions. Attendance monitoring by the Principal and Governors, shows persistent absence amongst this group is low, and where this does exist evidence shows that the work done by the school has improved the situation. There can be valid reasons for lower attendance (medical appointments).

Outcomes for SEND pupils Our SEND pupils progress well from their starting points.

Analysis of data for 2021/2022 has been more difficult as a result of COVID-19, and for the vast majority of pupils, it was felt more appropriate for targets applicable at the start of lockdown should continue into the first half of the Autumn Term 2021 before being reviewed. This will ensure that any progress made in the academic year 2020/2021 has been continued/ consolidated before next steps are set. Outcomes for the end of Term 1 targets will be reported to the SEN Governor, and to Governors during Term 2. Numbers and Categories of SEND July 2021 had significantly increased as there were 49 children on the school's Additional Need Register.

The key to showing that the provision is having a positive aspect is that the records shown that children are making good progress. Evaluation of the effectiveness of provision is also obtained anecdotally through parental questionnaires, discussions with parents and children, and also through the 'Assess, Plan, Do, Review' process. In addition, Assistant SENCO offers sessions to parents to meet to discuss concerns/provisions. Assistant SENCO and TA staff discuss relevant provision and how to meet needs.



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The SEN Governor has undertaken a monitoring visit to review the systems in place relating to SEND. Governors have been kept informed of progress/arrangements of SEND children through reports to the Governing Body meetings (and through this Annual SENCO Report).³ The Governing Body has fulfilled its obligations to hold the school to account for the provision of SEND by considering the data supplied relating to the progress/provision for SEND children, including by asking 'challenging' questions relating to the information presented, in so far as this has been possible as a result of COVID-19.

Achievement of pupils with SEND

THERE IS NO STATUTORY ASSESSMENT DATA, DUE TO COVID-19 PANDEMIC, TO REPORT FOR 2021-22 SCHOOL TRACKING DATA SHOWS THAT THE SEND PUPILS HAVE BEEN AFFECTED BY THE PANDEMIC AND HAVE WORKED DURING THE YEAR TO RECOVER. RECORDS OF THE EHCP ANNUAL REVIEWS FOR OUR PUPILS SHOW PROGRESS TOWARDS OBJECTIVES HAVE BEEN GOOD.

SEN policy

Our SEND policy was reviewed in March 2021 and reviewed in October 2022.

SEN information report on school website

Information on our website is reviewed every 6 months and was last reviewed October 2022.

Statutory assessments

Due to the COVID-19 pandemic, while SAT's for Y2 and Y6 were completed, no published results this year have been reported.

Accessibility plan

Our Accessibility plan is due for renewal in April 2023.

SEND budget and spending

The school's SEND funding is overseen by the Governors, Principal and SEND Lead and spent through the deployment of Teaching Assistants and external support staff such as Counsellors, Speech and Language programmes etc. as indicated below. Funding is also allocated in ensuring that effective staff training and differentiated resources are provided through department capitation. Where pupils with SEND are also eligible for Pupil Premium (PP), personalised provisions are put in place for pupils. Pupil Premium provision is given in a number of ways (but not limited to) in the following ways. Firstly a timetable of quality Assurance / quality Improvement and also:-

- A Nurture support assistant was recruited and employed full time.
- Swans school counsellor for ½ day per week.
- In-house professional development will provide all staff with high-quality professional development in formative assessment, metacognition and collaborative learning.
- Personalised professional development and support from Educational Psychologist to provide CPD for all staff in collaborative learning techniques.



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- EP to support individual teachers in implementing actions to support the progress of SEN pupils.
- Personalised academic intervention in the form of one-to-one and small group intervention to disadvantaged pupils in all years in phonics, reading, writing, maths as required. Programmes such as NESSY, IDL are purchased.
- Booster classes for SEN pupils in years 2 and 6 as appropriate Parent / carer engagement.
- Attendance and punctuality phone calls and support.
 - Learning Mentor staffing, resources and training to support SEN children.
- Lego therapist, Drawing and Talking Therapist and ELSA training for staff.
- Educational visits Off-site educational visits.
- On-site and off-site educational experiences.

Staffing for SEND

Any staff employed specifically to support pupils with SEND

In 2021-22 we had a number of 1:1 teaching assistants to support pupils with SEND. We also employ a .6 Specialist Language Support assistant each week to work with children with specific language difficulties. Our SEND Lead is non-contact for half of each day, per week so as to co-ordinate SEND provision within school.

Interventions

What interventions have been used for pupils with SEND and how effective have these been? Do they offer value for money?

The curriculum is scaffolded and differentiated to meet the needs of all our pupils. Differentiation may take the form of grouping, content of the lesson, teaching style, lesson format, pace of the lesson, provision for alternative recording methods, materials used, support level provided or provision for the alternative location for completion of work. The aim of differentiation is to enable as many pupils as possible to achieve age-related expectations. As professionals we always act upon advice received from external agencies and we endeavour to ensure that all classrooms are inclusive. For example, by providing:

- labelled resources, word walls, prompt mats, highlighting pens and reading rulers;
- visual timetables, quiet workstations, areas of retreat etc.;
- visual feedback, 'chunking' of instructions, pre-teaching.

All extra-curricular activities are available to all of our children, including breakfast club. Trips and external visits are planned to allow access to all and require the SENCo to sign off to ensure all wherever possible SEN needs are met. Activities at lunchtime are provided to engage all pupils.

SaLT/SLD

The school uses a Speech and Language Teacher and over the last year as part of the recovery curriculum. Children on the SaLT register are reviewed each term. As a school we have a trained TA who is qualified at ELKAN Level 2 and 3 who delivers therapy in speech and language to pupils on a daily basis. And support class teachers and educational support staff.

Specialist support

Specialist support is provided for pupils to support their emotional and social development. This includes a variety of activities planned by the school's teaching assistants. A use of different assessment tools and a range of intervention programmes, such as:

- Lego therapy
- Social Skills of Primary Pupils
- In class support
- Social Stories
- Talk for writing, Little Wandle



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Educational Psychologist

We continue to access through Cheshire East the service of the EP and used our allocation to assess and review pupils SEN in addition to whole staff CPD on topics including 'executive functioning' skills and attachment.

Play Therapy

The school also has two hours per week of a Play Therapist to work with two pupils each week using the medium of 'play' to support pupils SEMH needs. Arrangements for supporting children in moving between phases of education and in preparing for adulthood.

Transition between year groups

Children with special needs are usually prepared for transition to a new year group through visits to the new class during the summer term, including the transition day. This was more challenging due to the pandemic as the school was still operating on 'bubbles'. However, we sought solutions such as virtual meetings and other uses of technology to support the children in their transition. In addition, where relevant, pupils with an additional need may be given a transition booklet made specifically with the child in mind, for example a social story that can be read over the summer break. Information is provided to the new teacher by the previous teacher and the SENDCo who will ensure that teachers and other adults have the knowledge necessary to support that child from their first day in their new class. This includes information on pupils with an EHCP and School Focus Plan for other pupils on the SEND register.

Transition to secondary school Along with parents/carers, secondary school staff are invited to the final annual review of a child with an EHCP during which current support strategies and the needs of the child are discussed in detail.

The SENDCo may arrange additional visits to the secondary school for children prior to transfer. For other children receiving SEN support, but who are not in receipt of an EHCP, the SENDCo liaises with the appropriate secondary school staff during the summer term. SEND documentation and information is forwarded to the child's new school.

CPD for SEND

What CPD has taken place and what has been the impact of it for pupils with SEND?

- Our SENDCo has each afternoon to work within this area and this supports pupils with SEND.
- The school currently employs Teaching assistants who are trained to deliver a range of interventions on a small group and 1:1 basis.
- The school continues to facilitate a comprehensive programme of CPD which is used to deliver the school's strategic development plan and provide for personalised training for staff.
- Specialist information gained through research / training is disseminated via staff meetings, briefings and updates. As specific needs arise, the SENDCo will seek input / advice from specialists from a range of agencies, for example, Educational Psychologist, CAMHS, Autism outreach service and Occupational Therapy, to ensure that awareness of specific types of SEN is raised.
- To enhance knowledge about a specific type of SEN, additional training may be provided to teachers or Educational Support Staff. General support from the SENDCo is provided to all staff with a particular focus on NQTs and other new members of staff.
- The SENDCo attends termly network meetings organised by the CeCP Ltd. This affords an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues across the borough.
- The SENDCo attends two weekly meetings with the school's Senior Leadership Team.



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- A session on ASC and ADHD was delivered by SENDCo. Positive feedback and awareness from staff from TAs and teachers.
- The SENDCo has also received regular updates from Cheshire East SEND Office and the school enjoys a named SEND support officer from the Local Authority.

Pupil voice

How have pupils with SEND been involved in their provision?

Targets set for pupils with an additional need are reviewed with the pupil. These targets are achievable but also challenging. Pupils' self-reflection is actively encouraged throughout the school and children are supported to think about their learning and how best to develop in school and at home. Child surveys are used at termly and annual reviews to gain children's views about their additional needs, the support in place to support them and any modifications to these needs that the child may feel would benefit them.

Parent/carer voice

How have parents or carers of pupils with SEND been involved?

Throughout the school year, there are opportunities for parent consultations. These include:

- Two parents' consultation evenings,
- An annual report to parents and an optional third parent consultation at the end of the academic year.
- Over the last year these were all completed virtually.
- Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon capability and age) are involved in planning to meet the identified need following a range of assessments.
- Any pupil identified, assessed and on the SEN register has a School Focus Plan (SFP) and parents are invited to review their child's SFP as per graduated approach cycle.
- The school has an 'open door' policy whereby the school's SENDCo is contactable via the school office, phone or email.
- The school welcomes information from parents about how their child learns best to inform the approach adopted. Progress and outcomes of assessments by the school's Educational Psychologist or other external agencies such as an Occupational Therapist or Play Therapist are shared with parents and discussion with parents take place regarding the outcomes of any assessments completed.
- The progress of children with a EHCP is discussed at the child's annual review and each term. This includes, for year 5, discussions regarding transition to secondary school.
- For pupils in year 6, the receiving secondary school is, where possible, invited to attend the annual review.

External agencies

What external agencies have been involved and what impact has this had?

For children with specific identified or diagnosed needs, we work with a range of external agencies to ensure that the best possible support is in place. The school utilises the support of the following external agencies:

- Educational Psychologist;
- Speech and Language Therapist;
- Occupational Therapists;
- Specialist teachers from Cheshire East SEND Services;



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CAMHS, CEAT.

- Counselling services;
- Sensory Service.

The school also uses the Local Authority's Early Support system whereby Early Help and support is offered to children and their families when low level issues emerge and before problems escalate.

Complaints relating to SEND

Have there been any? If so, provide details

No complaints in 2021/22 to report this year.

Any other developments regarding SEND?

Staff are mindful of children's circumstances and put in place individual support as needed. This may include the use of access to an adult or a quiet space. We use a range of programmes and services to support pupils in their social and emotional development, for example access to Lego Therapy. Where we feel additional support is needed, we may refer to the Educational Psychologist, CAMHS, CEAT, OT, School Nurse, Counselling services, Play Therapists or Swans.

The school completed a year on Cheshire East 'My Happy mind'. In line with the school's behaviour policy, the school ensures that measures are taken to prevent bullying for all pupils including those with SEN. The school takes particular care to provide extra pastoral support, for example worry boxes, to ensure that the views of children with SEN are listened to. 'Keeping Children Safe in Education' September 2021 DFE statutory guidance is followed and we continue to be mindful of the challenging circumstances that the COVID-19 pandemic has created for our parents and families. The focus for the children transitioning back into school after Covid-19 period was to identify and support any mental health needs that may have arisen during this period.

Targets have been set for next year, 2022-3, as to: -

- Improve progress for pupils with SEND;
- Integrating Engagement model/Pre-key stage assessments—Following ASC/ADHD pathways;
- Promoting SEND across the school for inclusivity;
- Continue to establish our Resource Provision facility for Social Emotional Aspects of Learning;
- To interrogate data relating to progress of specific groups of children through need and implement appropriate action;
- Conduct monitoring meetings with Teaching Assistants leading interventions, regarding pupil progress, extend this so that teachers liaise fully with TAs;
- To ensure teachers/SENDco monitors School Focus Plans termly;
- Track achievement of vulnerable children;
- Assess the impact of behaviour support/family support on achievement;
- To continue to look for opportunities to include children with SEN in extra-curricular and enrichment activities;
- To smoothly implement the education, health care plans (EHC plans) and provide advice and support for parents;
- To embed MyHappyMinds across the school;
- To continue to upskill teaching and support staff with recognised SEMH/ASD support strategies;



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- Upskill teaching and support staff with adaptive planning approaches for SEND pupils to their teaching;
- To provide Professional Development for TAs with training and support for inference training and provide bespoke targeted groups of children for support.

Are there any concerns regarding provision for pupils with SEND?

- The recruitment of high quality and consistent support staff has been an issue. Children with SEND can become over reliant on key workers and support staff and it can have a detrimental impact on their progress if a member of staff is absent or leaves. A rotation of staff will be considered so that children are not working with the same staff at all times, thus providing smooth transitions should changes occur and familiarising other support staff with the provision in place for SEND children.
- The assessment of small steps of progress for children with SEND and how we evidence this. We will consider the use of PIVATS as a means of assessing specific children with SEND who do not appear to be making progress towards NC objectives, as these are often broad, and can be broken down into smaller steps so that all pupils can demonstrate the progress that they are making. Children with SEND do not only make academic progress, but also social and emotional progress. There is also a consideration of how we assess the social and emotional progress of children with SEND. Consideration will be given to assessment tools which will show their progress in this area.
- Long wait times from outside agencies is a concern, with little support on offer to parents and school as we wait for assessment.