

Cavendish Church of England School

Challenge, Creativity, Compassion
Create a pure heart in me. Psalm 51:10

Governor's report on SEND

May 2021

This report is made during Covid restrictions, which have been in place since the beginning of the first lockdown 23.3.20

What we have done –

Governors have:

- Appointed a new SEND governor.
- Checked the progress and attainment of SEND children throughout the school using internal tracking data on a regular basis by the curriculum committee and have been reported at full Governing Body meetings.
- Received headteacher reports on the composition of SEND each term.
- Monitored pupils termly - this includes pupils who are pre-SEND, so not on the SEN register, but receive extra support; pupils in receipt of Pupil Premium as well as those pupils who are vulnerable for a variety of reasons.
- Ensured that the headteacher made appropriate staffing provision, deploying additional support as required.
- Tracked % attendance internally of SEND, Pupil Premium and vulnerable pupils. Attendance has not been formally tracked for any pupils during Covid and there are no national comparisons due to enforced closures caused by lockdowns

The school has:

- Access to inclusive support through the core package offer to provide appropriate and directed support for identified pupils.
- Liaised with outside agencies who support pupils – CISS (County Inclusive Support Service), Speech and Language therapists, School Nursing team, Occupational Health, Social Workers and Family Support Workers.
- ELKLAN trained staff members to deliver focus groups
- 2 additional accredited SENCOS to deliver support and intervention
- Continued Language Link as an early speech and language intervention in EYs and KS1. An additional staff member has been trained in its' use
- Trained the headteacher as an Emergency Mental Health First Aider.
- 2 trained staff to deliver SCMH support through well-being group provision
- A headteacher who has gained a distinction in her course so the school now has TISUK – Trauma informed status. Congratulations are due for her achievement.
- Offered more on-site places to pupils who struggled with home-learning during the first lockdown.

How SEND Money has been spent:

- On the analysis of pupil progress by the class teachers and the headteacher resulting in the provision of additional focused groups during the Autumn term 'bubble'

- On additional support groups lead by qualified teachers and ELKLAN trained staff. Support groups have included Speech and Language, gross and fine motor skills, memory processing, short-term working memory as well as support for academic subjects such as phonics, reading, writing, mind mapping and maths. The school now has access to 3 trained SENCOs as part of the provision,
- On well-being support during this disruptive year, due to COVID.
- On the continued development of Forest Schools. 2 staff member qualified and additional Forest Schools sessions have been run for both key workers children and vulnerable children during lockdown.
- On the continued support of emotionally vulnerable children in school this year through an in-house program with a qualified SENCO.

Impact:

- Termly review of individual's academic progress. This informs staff so that their needs can be met by the recovery curriculum in the summer term. Additional group support was delivered as required. Some children made good progress and their needs can now be met within the class setting, while others need to continue with the support.
- Behavioural incidents have reduced through the Well Being Group – evidence – behavioural incident analysis.
- Forest Schools continues to be a very popular activity across the school. Feedback confirms that Forest Schools fulfills a need as a place for reflection as well as being a time for exploration and social integration

COVID 19 SEND

- During the first lockdown school provided differentiated home-learning packs every 2 weeks. Individual written feedback was given to each pupil and family.
- Weekly well-being phone calls were made to each pupil, providing additional email and telephone support for the learning pack.
- During the second lockdown differentiated work was provided using Google Classroom with daily feedback. Since the reopening of school this has continued to be used for homework so that the pupils are able to continue with this for any future lockdowns, retaining skills and remembering their passwords for the system.
- When school reopened the pupils were required to be in their class bubbles and to sit in rows which required moving furniture from classrooms to provide the space for this. – those scoring <100SS at the beginning of the Autumn term.
- Pupils were baseline assessed on return to school. The lowest 20% were identified for additional support
- Additional in-school provision was made for key worker and vulnerable children during the second lockdown. Phone calls to families were made to encourage attendance. More attended during the second lockdown. Places were offered to siblings of SEND pupils. Parental response to Covid-19 was noted on the SEN register.
- Additional in-school provision was also made for pupils who didn't do well with home learning.
- When pupils returned to school following the second lockdown, all pupils had access to well being support. Free sports clubs were offered within bubbles and

well attended. Bubble social activities were also proved and well-supported like cinema nights and craft activities.

- Following the second lockdown the school eased the children in during the first week they returned with a science week. This allowed for lots of practical activities to allow pupil to re-engage friendships.

Next Steps

- To audit the physical accessibility of the school to meet the needs of specific children.
- To return to 'Quality First Teaching' so that groups of children can return to sitting around a table for support rather than the required rows and spacing that has had to be in place for COVID
- To use YARK and Language Link to assess where the barriers to learning are.