



Head Teacher: Mr S Chiswell

SEN/D Impact Report for Governors – Pentecost 2 – 2021

During Lockdown 1 (March to June 2020), our staff continued to support children identified with a SEND need by asking teaching staff to note down any specific observations and patterns in behaviours (learning or otherwise). We also kept in close contact with parents, and our support staff also connected with specific groups of children and their families.

During Lockdown 1, teaching approaches for pupils with SEND were adapted to an online environment. Lessons were taught via Class Dojo and through differentiated materials. For some, there was also a reduced timetable. Working from home, many were able to work at a slower pace and benefitted from having one-to-one support from their parents. Students, who were in school were supported in the best manner possible, given social distancing guidelines. This was reviewed regularly. Risk assessments were completed for all pupils with SEND, whilst they were learning at home or in school.

For students who were in school due to parents being key workers, due care was taken to ensure they received the support they needed, within the guidelines at the time. Some small group work was led by teaching assistants. The sessions predominantly focussed on two areas 1) reintegration and 2) unpacking the students' experience of COVID19. This was dovetailed (where possible) with wider outcome interventions, such as social communication skills, speaking & listening and emotional health.

Upon returning to school in June 2020, full provision for all needs was resumed as much as possible, given the context of re-integration. Our most vulnerable were phased back into the new school routines. Some families opted to keep their children at home. In such instances regular contact at home was maintained.

Identification

Assessment of our pupils continues throughout their time with us. We do this by:-

- Analysing assessment data no less than termly to identify children who are not meeting age related expectations.
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Providing all adults with the opportunity to discuss concerns at any time.
- Liaising with parents.
- Observations of children by Teacher/SENDco.

“Jesus, be the centre of our lives”



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Provision

Any child identified on the SEND register receives additional support. This is outlined on the year group SEN/D provision map which is written by the Class Teacher. This outlines any support in addition to quality first teaching which is needed for pupils within the class. Teachers then complete a pupil passport, clearly outlining the targets linked to their next steps in learning and suggested activities to achieve the targets. Teaching Assistants use these plans to deliver intervention sessions. At the end of the intervention, the class teacher and SENDco review the child's learning and celebrate their successes or discuss an alternative intervention to ensure the child makes progress.

At St Vincent's, we currently have 36 (16%) children classified as SEN/D. This figure is in line with the national average (15.4%) and is based on 222 children on role. Please see table below.

19 further children are being monitored and are classified as Stage 1, where their needs are being met through a combination of classroom and teacher led support and specialised intervention, delivered by a trained member of staff, overseen by the SENDco. Children become Stage 2 when they have been referred to an outside agency for support.

Five children have (EHCP) Education, Health and Care Plans (2%), where their needs are being met following a targeted and highly specialised programme of support, to meet long and short term targets set by the Local Authority and School. We are working on a further 6 needs assessments.

SEN/D profile by year group

Year Group	No. of chn in class	Stage 1	Stage 2	EHC	Total chn on SEN/D register	Total referrals to Outside Agencies
N AM	22	0	5	0	5	5
R	28	1	2	0	3	4
1	28	1	2	2	5	7
2	29	1	3	1	5	6
3	27	5	3	0	8	3
4	29	3	3	0	6	5
5	30	2	1	1	4	6
6	29	1	1	1	3	6
Total	222	14	22	5	39	42

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Gender of pupils on SEND Register

Boys - 2020	Girls - 2020	Boys - 2021	Girls - 2021
31	13	26	13
70%	30%	66%	34%

Areas of Need

Cognition & Learning	SEMH (Social, Emotional & Mental Health Needs)	Communication & Interaction Needs	Sensory & or physical needs	Profound & multiple learning difficulty
12	5	22	3	0

Vulnerable Groups

Total number of SEND pupils who are Pupil Premium	5
Total number of SEND pupils who are LAC	0

LAC (Looked after Children)

We have no looked after children within our school at present.

Staff Skills

Summary of staff CPD for SEND 2020/2021	
Teaching Staff	Teaching Assistants
SEN PS6	Diabetes management training
Theraplay Training	High quality teaching for pupils with ASD
Communication workshop - speech and language	Supporting pupils with SEND in a mainstream class
ASD Advisory sessions	Understanding sensory needs for pupils with SEND
	BLANKS training (Speech and Language)

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	Strategies for reducing anxiety in ASD children
	Theraplay
	Provision Map Training
Impact on quality teaching and learning	
Teaching Assistants continue to use their speech and language training to support children they work with in the classroom. Teaching Assistants are feeling better equipped with a bank of strategies to rely on to support children with SEN/D.	
Support staff are able to use the skills learnt during Play Therapy Training to support children with SEMH issues if necessary in Early Years.	

Parental involvement

Parents can make mutually convenient appointments to discuss their children. We are hoping that parents are feeling more supported by this process.

Key Priorities for 2021/2022

- Ensuring all interventions are on a timetable and that there is a clear plan for each child's curriculum going forward. What is the clear exit route for all children on an intervention?
- Review of SEN curriculum intent.
- Attendance of SENDco Vulnerable learners achievement team meetings.
- Review of Support staff appraisal.

S. Ball - August 2021

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