



Annual SEND Report to
Governors
2019/2020 Primary

#TransformingLives

Name of Academy		Jubilee Academy Mossley		
SENCO		Joe Westwood		
Date of Report		02.11.20		
SEN Governor		Jay Rochelle		
SEN profile				
Total Number of pupils on SEN register 2019-20				
SEN Support	Education, health and care plans	Statements	% of academy population	
			SEN support	EHCP
37	7	N/A	17	3
% boys and girls Boys = 26- 59% Girls = 18- 41%	SEN and Pupil Premium % of SEN cohort 25 – 57%	<i>SEND needs breakdown should be shared with Governors using needs analysis template</i>		
Identifying pupils with SEND				
<u>Identification/Early intervention.</u>				
<ul style="list-style-type: none"> • SEND concern completed- must detail areas of concern and what has already been tried (as detailed in SEND reviewer training). • Assessments carried out by JWw/another as needed (PHAB, WRIT etc.,) • Data monitored more closely. • Referral made- not always before further investigation. • EYFS- TA (ex SLT) who assesses speech and language- reduced number of referrals- increased number of GLD and phonics since employment. • Progress meetings termly – children identified who have not made progress- not necessarily SEND – monitored further by phase leader. • Referral made to Cadmus Inclusion after observation/monitoring- if believes further specialist input needed. Advice shared with staff and monitored by JWw. • After monitoring- if concerns continue- further input from EP requested. 				
<u>EHCP Process</u>				
<ul style="list-style-type: none"> • Worked well prior to changes by LA- LA not meeting their statutory requirements. Panels, Advice providers and all meetings with schools stopped (Section 22 of the Children and Families Act 2014). • Monitor over 1 term in line with progress of peers- not isolation. • If concerns continue and advice has been followed from agencies already involved through assess, plan, do then ensure that EP referral is put in place. • EP begins working with child to offer additional support and advice. • SENCO meets with parents to complete paperwork. 				

- Child's views are sought- all children complete a My Views form as part of review process.
- Monitor progress and advice- no further improvement apply for EHCP. We have had children who have gone on to make progress and be in line with their peers.

Interventions (Progress discussed in later section)

Interventions used

- Early Talk Boost- is a targeted and evidence-based intervention (EYFS), which supports language delayed children to make significant progress with their language and communication skills. During the pilot of the project, some children were found to improve their communication by 12-18 months in a ten week period.
- Talk Boost-As above, but for KS1 and early KS2 children.
- WellComm – Delayed language skills set the scene for under-performance later in life, yet many children still arrive in primary school undiagnosed. WellComm can help us to turn this around. WellComm Early Years and the new WellComm Primary toolkits enable us to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment. Both products are quick and simple to use (requiring no speech and language expertise) by teachers, teaching assistants, SENCOs and Early Years Practitioners – and can be used as many times as needed. The instant reports are quick to digest and use an easy to understand traffic light scoring format. Both products come with an age-appropriate 'Big Book of Ideas' providing a total of around 150 instant, play-based activities so you can take action straight away. The activities can be used at home too so that effective support is provided whether or not a child is referred to a Speech and Language Therapist.
- Colourful Semantics- Colourful Semantics is a teaching strategy that uses colour-coded cue cards to 'show' how a sentence is made up. Each colour card represents a word or part of the sentence. • Colourful Semantics teaches key words and does not focus on syntax ie. determiners (eg. the), plurality (eg. houses, mice), tense (eg. -ed, ing, will), or possessives (eg. her bike, the boy's kite) etc. Colourful Semantics is used as a whole-class teaching strategy as well as an intervention for those who need additional English support.
- Beat Dyslexia—An intervention to support those students struggling to read, write or spell. The comprehensive programme develops literacy skills by combining successful phonological approaches with the very best of conventional, multi-sensory and structured teaching methods. The series

takes pupils from the earliest stages of letter recognition through to full literacy. Using a wide range of imaginative approaches, the activities are carefully structured so that all the goals are small and attainable. Pupils gain confidence through consolidation and success as they develop their reading skills and build a sound understanding of basic spelling and grammar. The wide variety of phonic activities are based on multi-sensory techniques that assist the teacher in maintaining pupils' interest and enthusiasm - making them ideal for those with short concentration spans. In-built assessment is provided through the progressive series of engaging reading passages and spelling tests.

- Alpha to Omega- the programme offers practical help in teaching reading, writing and spelling to children with learning difficulties, including dyslexia. By following closely the normal pattern of phonological language acquisition, the **Alpha to Omega** course helps to accelerate students' learning.
- Lexia - **Independent student-driven learning:** Students work independently to develop critical reading and language skills through individualised, motivating learning paths. All students, regardless of their skill level, can work at their own pace.

Ongoing data to drive instructional priorities: As students work independently in the browser-based activities of Lexia's instructional programs, real-time performance data is collected. Teachers can access data reports online through their my Lexia accounts. Reports are delivered at three levels: school, class and student.

Paper-based resources for face-to-face instruction: Teachers have the resources they need for face-to-face instruction and independent student practice. Based on student data, Lexia recommends specific paper-based resources for individual and group instruction that fit flexibly into existing classroom routines. Ready to print, resources include scripted lesson plans, worksheets, flashcards and printable comprehension exercises.

EYFS progress

Limited progress seen across 3 core areas. Some significant needs emerging in maths. SLCN interventions impacting upon reading and writing- led by HC. Progress across other areas of EYFS more evident- self-help/independence etc.,

Progress in reading is 0.33 steps per child, writing, 1.33 steps per child and maths 0 steps across the SEND children.

Progress from Y1- Y6

Unfortunately, this is not a full report- does not include Y6 from 2019-2020 (IT malfunction)

Y1 – Y5 progress

Reading average of 1.67 steps per child

Writing average of 1.42 steps per child

Maths average of 1.76 steps per child.

Despite the additional support, writing still remains the main are of need and where the lack of progress can be seen.

Effectiveness of targeted interventions

- Word aware is a whole-academy approach-targeting improving vocab. Not enough time given, due to Covid to see the impact.
- Colourful semantics- this has a great impact upon writing across all subjects and is used well back in classrooms (not a stand-alone intervention).
- Maths Whizz- did not have impact upon progress- not accessed and used enough within school and at home (IT issues also impacted upon this).
- Lexia – works well lower down in KS1- all children accessing. Impact can be seen through phonics, reading and writing. Not all children able access in KS2 – SEND children only. All staff need to ensure that the children are getting the 1 hour spread over the week. Great impact upon parental engagement.
- Alpha to Omega/Beat Dyslexia need to be re-introduced across the academy for children with emerging/unidentified possible SPLD needs. Used well in Y2 (JWi), Y1 starting to use more frequently. Needs to be used by EHCP/children extremely low in writing in KS2.

TAs all trained in key interventions to ensure consistency. Beccie Hawed from Cadmus also support with this on areas of need identified as we progress through the year.

Wider Outcomes effectiveness for this cohort

Access to the wider curriculum is a key area for 2020-2021 and blended learning. Pack have to be heavily adapted and staff need to ensure that SEND children can access learning provided.

Attendance and exclusions

Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
95.19	95.94	11.1	8.5	7 FTE exclusions by 3 children 100%	0%

Successes and next steps to improve attendance and lower exclusions

- New EHCPs – 4 new ones agreed during lockdown.
- 2 children to specialist setting with a third agreed.

Ongoing training for staff in the last 12 months

Due to Covid- not all training has taken place- priority given to individual needs.

Online Open University training accessed by many – covered more safeguarding specific needs than SEND during lockdown period.

- **Some Teachers and Tas accessed Autism training, and mental health training during this time.**

Specific SEND training included:

- Colourful Semantics- next steps.
- Filling the bucket (SEMH)
- Support for spelling difficulties.
- Effective SEND support

Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes

- Word aware introduced as a whole-academy approach. Not embedded enough yet to measure impact.

Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.

- All teachers are aware of the SEND needs of pupils within their classes- Class information files with up-to-date profiles and interventions needed listed.
- Fully inclusive curriculum – adapted to ensure that all learners can access the same topics at their levels- many methods used- talking tins, scribe, laptop, comic strips etc.,
- Pre-teaching of key vocab is an academy-wide approach- for key subject areas and more complex concepts.
- EHCP/IEP targets considered in learning- postcards used to enable children to share new learning from interventions when back in class.
- EHCP children – staff aware that they must know their targets from EHCP and consider these when planning/delivering lessons and interventions.
- Intervention books monitored on a regular basis to ensure are of a high standard.
- SEND pupils monitored as a vulnerable group alongside PP etc.,
- Staff held to account where needs are not being met.

Outline of objectives for 2020-21

- Emotion Coaching training for whole staff
- Restorative Practice training for whole staff
- Embed Word Aware across the Academy.
- Work towards attachment awareness.

Other interventions

- Due to bubbles interventions are under review. Focus on core and key skills.

Linked documents	Link on website
Local Offer (Local Authority)	https://www.wclld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0
Academy Information Report/Academy's Offer	https://jubilee.atrust.org.uk/academy-life/sen-local-offer/ https://jubilee.atrust.org.uk/wp-content/uploads/2020/09/SEND-POLICY.pdf
Accessibility Plan	https://jubilee.atrust.org.uk/wp-content/uploads/2020/09/ACCESSIBILITY-2.0WEB.pdf
Needs Analysis	Appendix A to this report

Appendix A

Academy Needs Analysis:				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	4	9	1.8
	Autistic Spectrum Disorders (ASD)	10	23	4.54
Cognition and Learning	Moderate Learning Difficulty (MLD)	17	43	7.72
	Severe Learning Difficulty (SLD)	0	0	0

	Profound and Multiple Learning Difficulty (PMLD)	0	0	0
	Specific Learning Difficulty (SpLD)	0	0	0
Social, Emotional and Mental Health (SEMH)		10	23	4.54
Sensory and/or Physical Needs	Visual Impairment (VI)	0	0	0
	Hearing Impairment (HI)	0	0	0
	Multi-Sensory Impairments (MSI)	0	0	0
	Physical Disability (PD)	1	2	0.454

	Moderate Learning Difficulties		SLCN		Social, Emotional and Mental Health		Autistic Spectrum		Other Difficulty/Disability		Totals
	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	statement or EHCP	SEN Support	
Reception	0	1	0	1	0	0	1	0	0	0	3
Year 1	0	1	0	3	0	0	0	1	0	0	5
Year 2	0	5	0	0	0	0	1	1	1	0	8
Year 3	0	2	0	0	0	0	3	0	1	0	7
Year 4	0	2	0	0	0	0	2	0	2	0	6
Year 5	0	3	0	0	1	2	1	0	0	0	7
Year 6	1	4	0	0	0	1	2	0	0	0	8
overall total	19	4	10	10	1						44
% of SEND register	43%	9%	23%	23%	2%						