



MIDDLE BARTON PRIMARY SCHOOL

ANNUAL INCLUSION REPORT TO PARENTS AND GOVERNORS 2020-21

About our school

Middle Barton Primary School provides for children with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school of 144 children with 2 children currently on Education, Health and Care Plans, and a further 14 on School Support.

Our special educational needs co-ordinator (SENDCo) is Emma Merry.

Our governor with responsibility for SEND is Alison Umney

Our SEN policy can be found on the school website.

Our Equality Scheme and Accessibility Plan can be found on the school website

Introduction

At Middle Barton School, we are committed to nurturing excellence in all of our pupils. We know that all of the children in our school have unique talents but, that at some point, many children may find some aspects of school – be they academic, social, emotional or behavioural – more challenging. All staff at Middle Barton School share a commitment to supporting any child with an additional or special need, be this a short-term difficulty related to a very small part of the curriculum or school life, or more long term complex needs.

We strive to provide the support each pupil needs in order for them to become a motivated and successful learner. The school leadership team regularly reviews whole-school provision to ensure reasonable adjustments are in place so that children and young people with special educational needs and disabilities have the support they need to be successful at school. This support takes different forms for each child, but some of our strategies include:

- Inclusive 'quality first teaching' in the classroom, with activities adapted to meet the needs of each child. Work planned for each child is based on detailed and careful on going assessment by well-trained teachers and teaching assistants, and is designed to engage and motivate all pupils
- Clear feedback to pupils through high quality verbal and written marking including discussion about their learning

- Good relationships with parents, built on regular contact and a number of more formal meetings – including, for example, parent consultations, structured conversations, or target review meetings (for those pupils on the SEND register) three times each year
- Individual curricular targets for literacy and maths, addressing each child’s specific next steps
- Employing intervention teachers or utilising teaching assistants or expertise within the school for those pupils who might require extra support in reading, writing and maths
- Utilising a range of proven intervention programmes, delivered by teachers and teaching assistants.
- Providing support for those children with SEMH needs (Social, Emotional and Mental Health) through nurture groups and pastoral support
- Working with other agencies, including SENSS (Special Educational Needs Support Services), speech therapists, HSLW (Home School Link Worker), the Educational Psychology service, Behaviour Advisors, school counsellor and CAMHS (Children and Adolescent mental Health Service), to develop the support we are able to provide and to assist with target-setting and intervention work

When appropriate adjustments are made for children within lessons. Reasonable adjustments are individual to the needs of the child, however some examples include:

- Have a 1:1 visual timetable and Now/Next board
- Have written instructions and/or task checklists
- Have printed IWB sides to take notes on
- Have motor breaks and/or rest breaks
- Have access to a quiet space
- Use assistive technology to support reading and writing
- Be supported through the support of an additional adult in the classroom
- Sit where he/she learns best to support hearing and limit distractions
- Have extra time to process oral information and instructions
- Have extra time and/or modified tasks

Admissions - joining our school

We work closely with parents and previous settings when children join Middle Barton with Special Educational Needs and/or Disabilities which are already identified, as part of our transition process. The SENDCo and Class Teachers meet with the parents/carers, children and the SENDCo of the setting the children are either joining from (e.g. a nursery school) or will be joining (e.g. the secondary school). This ensures that transitions are smooth and the relevant support is in place for when the child joins. Admissions are made following our [School Admission Policy](#).

How do we identify and give support to children and young people with SEND?

The school uses Oxfordshire County Council’s guidance ‘Identifying and supporting Special Educational Needs in Oxfordshire schools and settings’. The guidance sets out: How we identify if a child has a special educational need. How we assess children and plan for their special educational needs, and how we adapt our teaching. Ways in which we can adapt our school environment to meet each child’s needs. How we review progress and agree outcomes and involve you and your child in this. Click here to read it:

[Special Educational Needs Support - in Oxfordshire schools and settings](#)

How do we work with parents and children?

We will always contact parents if we have a concern that a child may have a special educational need. We work closely with children with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this through 3 meetings during the year, parents' evenings, home/school diary and phone calls. There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this through children's consultation activities, the Parents' Association.

As part of our transition programme we meet with both parents and the SENDCo of the setting the children are either joining from (e.g. a nursery school) or will be joining (e.g. the secondary school). This ensures that transitions are smooth and the relevant support is in place for when the child joins.

Should a parent or child wish to make a complaint concerning the provision made at Middle Barton School we would follow the procedures set out in the [River Learning Trust Complaints Policy](#).

Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEND. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility plan-

<https://www.middlebartonschool.org/wp-content/uploads/2022/01/Accessibility-plan-2022-2023-.docx.pdf>

We teach an inclusive curriculum and adapt lessons by using explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology. All children on the register for School Support have individual provision and inclusion plans. Advice from reports and assessments is incorporated into an inclusion plan that is monitored by the SENDCo. We have a provision map that identifies children through assessment who need additional or different support through targeted intervention work. This support is delivered by class teachers, teaching assistants, and our home school link worker.

Special Educational Needs Overview

Middle Barton School currently has 144 pupils on roll which comprises of a Foundation Stage class; a Year 1 class, a Year 2 class, a Year 3/4, a Year 4/5 and a Year 6 class. We have high aspirations and ambitions for all our children and check progress regularly to ensure that all children meet their potential. Summative assessments are carried out termly using a variety of tools and our new assessment system: Target Tracker. Following these meetings the class teacher the SENDCo and Senior Leadership Team analyse data and build a bigger picture of the children's needs. Additional support is put in place for any pupils that are not making expected progress.

The support plan for each class is called a class provision map. It details any provision or intervention in place, who is taking part in them, who is leading them, the children's starting point and, at the end of each term, the children's end point. Quantitative data may comprise reading or spelling ages, number ages or assessment levels and qualitative may comprise of comments regarding a child's attitude or response to an intervention, for example if the intervention aims to increase confidence or speaking and listening skills which are not easily measured with tests.

The SENDCo and class teacher then RAG (red, amber, green) rate the intervention in terms of effectiveness for the groups or individual pupils. This then informs the next class provision map and is part of an on-going process which we refer to as the 'assess – do - review' process.

Pupils who are on the SEND register have their own individual action plans. We refer to these as SEND Pupil Profiles. These detail each pupil's individual targets and desired Outcomes are reviewed at least three times a year with the class teacher, the pupil and their family.

Last year we made a conscious shift towards the pupil centred approach. Children on the SEND register regularly complete 'All about me' surveys with their class teachers, these are focused on the children's strengths, what they enjoy, and what helps them to learn. This information forms an integral part of the termly Reviews and Outcome setting that takes place.

Analysis of Numbers of Pupils on the SEND Register

At present there are 144 pupils on the school roll and there have been between 14-16 children on the SEND register at different points this year. There are currently 16 children on the register: 14 pupils are on the SEND register under the SEND support category, with 2 pupils having an EHCP (Education Health Care Plan).

According to primary need, the majority of the children are on the register for cognition and learning needs and communication and interaction difficulties (including speech disorders and ASD). A few of these children are on for Mental Health needs. Many of the children also have a secondary need and some have learning, physical and medical diagnosis.

The majority of need in EYFS and KS1 is Communication and Interaction and in KS2 the majority of need is Cognition and Learning.

Additional information for governors

We currently have 1 pupil with an ISP (Inclusion Support Plan) and 2 pupils with an EHCP.

We have 2 pupils with individual risk assessments.

We have a TAF (Team Around the family) support plan in place for 1 of our SEND children at the end of the academic year and a further 2 were closed during the year.

We were successful in the application for one EHCP application for one child with Autism and additional needs.

We have made the shift from class TA support to TA's being where there is need. 2 TA's are full time 1:1 with the two children with significant needs. One of these children receives a completely personalised curriculum as they are working significantly below their peers.

Progress and attainment of our SEND pupils

Middle Barton School uses Target Tracker system for assessment. We have high aspirations for all our pupils regardless of individual starting points. We aim for all our pupils to make good progress; however, we recognise that for many pupils progress is not a steady incline and that there may be periods of plateauing. Each pupil is unique and therefore rates of progress will differ for each pupil. We aim for pupils to make good progress, where possible, in the curriculum for their age, however, some pupils with SEND are not able to access some aspects of their age related curriculum and are therefore tracked along an ability appropriate curriculum to highlight their progress. Target Tracker provides a continuum for assessment throughout a child's time in school, therefore progress is easier to track and measure over time.

Outside agencies involved in 2020 – 2021

This academic year, the school has sought support from the following agencies/support services in order to support some of the children on the SEND register:

Educational psychologist

Communication and Interaction Advisory Teacher

CAMHS (Children and Adolescent Mental Health Service) – also provide Autism Pathway Team

SALT (Speech and Language Therapist)

OT (Occupational therapist)

HSLW (Home School Link Worker)

GPs and Paediatricians

SENSS (Special Educational Needs Support Services) Team

SEND related training for staff during 2020-2021

Team Teach Training

Autism training

Autism and Mental Health

Language and Literacy

Early Years

Target Tracker

Attendance

Unfortunately due to School closures due to Covid 19 attendance is not available across the full academic year.

Additional needs provision costs 2020 – 2021

Including any 1-1 provision and support.

All children on the SEND register are entitled to receive up to £6000 a year of support. There must be evidence of expenditure before any additional funding can be applied for.

- Due to school closures during Covid19 full year data is not available

2020-2021	Number of SEND children (16)	Terms 1 & 2 12 weeks	Terms 3 & 4 11 weeks	Terms 5 & 6 9 weeks	Total
Acorn	2	£1036.80		£777.60	
Chestnut	1	£2633.52		£1975.14	
Sycamore	1	£2115.12		£1586.34	
Maples	5 (1 EHCP)	£14805.84		£11104.38	
Willow	4 (1EHCP)	£14805.84		£11493.18	
Oak	3	£4748.64		£3561.48	
		£40145.76			

For example small group support in a daily Maths or English lesson £176.26 per week

Daily 1:1 speech and language session £43.20 per week

Data

SEND cohort end of year achievement of National Expectations

16 pupils	Reading	Writing	Maths
% meeting/exceeding National Expectations	37.5%	31%	43.7%

Progress for SEND cohort- based on curriculum they are working on

15 pupils	Reading	Writing	Maths
% who made 6+ steps (expected + progress)	31%	31%	43.7%
% who made 7+ steps (accelerated progress)	0%	0%	0%

% who made 5+ steps (just below expected progress)	25%	12.5%	31%
% who made less than 5 steps (slow progress)	44%	56.5%	25.30%