



SEND and Pupil Premium Report September 2021

The following are highlights of SEND and Pupil Premium activity and progress during the school year 2020-2021:

Pupils

During the school year there were 10 children with Special Educational Needs and Disability (SENDs) on the SEND Register. No pupils had an Education and Health Care plan (EHCP).

There were 2 pupils on the Pupil Premium register – both were also on the SEND register.

Pupil Progress

Progress made by pupils continued to be monitored closely using a modified version of the school's tracking system.

Data

PLEASE NOTE : As the pupil group size is less than 10 pupils, overall numeric SEND/Pupil Premium data will be suppressed so as to protect individual pupils' identity.

Staff

From September 2020 to the end of December 2020 Mrs Sophie Underwood lead the SEND/PP provision in school. From January 2021, Mrs Sally Eccleston took over this responsibility. Administrative support was carried out by Mrs Anette Crick.

A combination of 1-1 and small group support for pupils with SEND was provided by class teachers and TA's as part of their day to day planning and teaching to ensure that the curriculum was accessible and appropriate for all pupils. A small number of pupils also received additional support in withdrawal groups enabling their needs to be met using Specific programmes such as Catch Up maths. In addition to this, Pupil Premium pupils received a weekly 1-1 or small group session with a Teaching Assistant.

Mrs Sharron Harrison continued to work as our school counsellor and her work has been invaluable in supporting children and families with their social and emotional needs. When possible during a Covid-19 interrupted year, she continued with the lunchtime counselling drop in session for pupils in year 5 and 6 which was, again, very successful.



Staff Training

Training Completed this academic year

All teaching staff attended the Autism Education Trust level 1 training. Other training courses attended include:

- Kuypers Consulting – Zones of Regulation
- OCC-Speech and language transition training.
- OCC-Physical Disabilities training.
- OCC-planning and teaching numeracy effectively.
- OCC-planning and teaching literacy effectively
- OCC-Effective guided reading in the classroom
- ADHD Training – neurodivergent learners
- Dysgraphia and writing difficulties
- Dyslexia Training
- EBSA Introduction training (EPS OCC)
- An Introduction to Children`s mental Health
- Dyslexia training - Provided by Nessy and the Bristol Dyslexia Centre

Mrs Eccleston attended termly SEND Inclusion Briefings run by the Oxfordshire Schools Inclusion Team (OXSiT) and partnership SENCo meetings.

When possible, staff continued to work closely with outside agencies including the Educational Psychology Service, Speech and Language service, Communication and Interaction Team and a range of Advisory teachers. This included on-site visits to school, when it was risk assessed as being safe to do so due to the Covid-19 situation,

TA's working with children who need Speech and Language support or physiotherapy received specific training on how to meet the needs of the children they work with.

Katherine Page-Howie
November 2021