

Annual Inclusion Report

2020 - 2021



As part of our commitment to keep parents informed, we provide an annual report on Inclusion, which includes Special Educational Needs and Disabilities (SEN&D), Pupil Premium (PP), Free School Meals (FSM), English as an Additional Language (EAL).

For further information, please look on the school website.

Inclusion Lead - Emma Mitchell (NASENCO)

Inclusion is addressed by all staff on a daily basis, with additional support provided for specific needs.

At Crossways, we have a new Inclusion Team consisting of staff from many of our different staff groups – teachers, TAs, Lunchbreak Supervisors. This team focuses on inclusion and how we can continue to enable all learners to be included and achieve well. Our aim is to develop this further with an Inclusion focus group of parents and an Inclusion focus group of children to enable all stakeholders' views to be key parts of the decision making process.

Organisation in our school

Crossways is an inclusive school. We have 41 children on the Special Educational Needs register. This represents 10% of the school population.

Federation

Classification	Children	% of school	South Glos Average	National Average
K – SEN Support	37	8.8%	11.1%	12.8%
E – EHC Plan	4	1%	2.3%	1.8%
FSM	30	7.1%	12.7%	17.3%
PP	46	10.9%		21.3%
EAL	18	4.2%	9.2%	21.3%

We group children with SEND according to their main area of need (more information on what each area covers can be found in the SEND Code of Practice). The spread is as follows:

Primary Area of Need	SEN Support		EHCP		In receipt of HNF		Total		Combined (%)	SG avg.	National avg.
	CIS	CJS	CIS	CJS	CIS	CJS	CIS	CJS			
Communication and interaction	13	7	0	2	0	2 (EHCP)	13	9	22 (63.4%)	34.7%	39.9%
Cognition and Learning	0	9	1	0	1 (EHCP)	0	1	9	10 (24.4%)	28.2%	29.8%
Social, Emotional and Mental Health Difficulties	3	3	0	0	0	0	3	3	6 (14.6%)	18.4%	16.8%
Sensory and/or Physical Needs	0	0	0	1	0	0	0	1	1 (2.4%)	5.8%	5.7%
Other	0	1	0	0	0	0	0	1	1 (2.4%)	8.1%	4.1%

Outcomes for Pupils

Please refer to Catch Up Impact Report 2020-2021.

The school evaluates the effectiveness of provision for pupils with vulnerabilities such as measuring both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level. This data will be shared with governors and be judged by external moderators such as Ofsted.

Additional Funding

From the schools delegated budget, the school must spend £6000 to provide support and resources for each child with an EHCP, before receiving additional funding. In 2020-2021 academic year, Crossways received 'top up' High Needs funding linked to EHCPs totalling: Infants – £10,978 Juniors - £23,905.

Attendance of vulnerable pupils

This table compares the annual attendance figures for pupils with vulnerabilities with their non-vulnerable peers.

	Infant average attendance
Whole School Attendance	97.20%
No Special Educational Need	97.56%
SEN Support	94.99%
Education, Health and Care Plan	92.45%
Pupil Premium	89.17%
Not Pupil Premium	97.74%
Free School Meals	89.17%
No Free School Meals	97.74%
Has English Additional Language	98.23%
No English Additional Language	97.15%

	Junior average attendance
Whole School Attendance	97%
No Special Educational Need	96.50%
SEN Support	95.63%
Education, Health and Care Plan	93.84%
Pupil Premium	92.64%
Not Pupil Premium	97.52%
Free School Meals	91.71%
No Free School Meals	97.46%
Has English Additional Language	97.77%
No English Additional Language	97.24%

Children within a vulnerable group have many reasons that their attendance may be less than peers. For some this is due to additional medical appointments, external therapy sessions, involvement with agencies outside of school etc. We track attendance of individuals where attendance percentages are low compared to the school/national average. We communicate with families to support them to ensure they understand the importance of being in school and offer support for any barriers they may be facing. There are a small number of children and families that continue to have significant attendance difficulties and all of these are being supported by the educational welfare officer and in some cases by other agencies.

Exclusions

There have been no fixed term or permanent exclusions.

Transition to secondary school for pupils with vulnerabilities

All pupils had an assembly with staff from Castle School. This was to talk about starting secondary school and what it will be like for them.

Additionally, a group of children with additional transition needs were identified through conversations with parents, children and school staff. All of these children have an additional vulnerability. This group has visited Castle School for an induction session so that they can get to know some of the staff, the building, and how to get to the places they need to know. The children who took part in this were very excited about their visit and came back excited about secondary school.

Accessibility Plan

Our accessibility plan was updated at the start of the 2020-2021 academic year. There have been few accessibility adjustments made to the school building recently. Adjustments are transferred each year for children that require them to ensure a safe environment for those children.

Equalities Plan

Our equalities plan is on the school website and is reviewed every 3 years.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Interventions/support for vulnerable children

Class teachers, trainee teachers and teaching assistants are responsible for providing pastoral, medical and social support to the children within their classes. This includes supporting children with behavioural difficulties. Responsibility is shared by all supervising adults on duty at break and lunchtimes.

In addition to high quality teaching, a number of additional interventions are run by trained teaching assistants. These are carried out in small groups or 1:1 support for individual pupils.

Here are some examples of interventions/support for vulnerable children that have been running during the 2020-2021 academic year:

- English intervention and booster groups - reading and writing
- Maths intervention and booster groups
- 1:1 learning support
- 1:1 emotional support
- Social Groups – emotional, social and communication
- Zones of Regulation
- ELSA – Emotional Literacy Support
- Daily reading
- Toe by Toe
- Plus 1/Power of 2
- Speech and language sessions
- Phonics
- Write Dance/ Funky Fingers and/or handwriting groups
- Sensory Circuits
- Booster phonics
- Snappy lessons

Provision is decided upon following analysis of the data in terms 2, 4 and 6. This data is discussed at pupil progress meetings and interventions are organised with the SENDCO during provision mapping staff meetings. These interventions/support are then reviewed at the end of the term before the next meeting, where progress will be identified and a child may be removed or kept within that provision for further targeted support.

Training

Decisions about staff training are based on the needs across the schools (as detailed in the priority needs chart above). To ensure our staff are able to provide the best possible learning opportunities for all children, the following professional development has been completed so far this year:

Broad Area of Need	Specific Training	When?	Who?
Cognition and Learning			
Physical and Sensory Needs	Fine motor control	December 2020 / January 2021	All TAs
Social, Emotional and Mental Health	Attachment needs School Mental Health Specialist Introduction Mental Health Champions Behaviour and Emotional Regulation Behaviour and Emotional Regulation	October 2020 February 2021 March 2021 May 2021 June 2021	Y2 teacher CMHWP leads CMHWP lead Lunch Break Supervisors TAs
Speech, Language and Communication	Introduction to Speech and Language Supporting Spoken Language Supporting Vocabulary Speech Sounds Understanding Language (ICW'S) Speech Sounds	March 2021 March 2021 March 2021 March 2021 March 2021 May 2021	Y4 Teacher EYFS 1:1TA, Y1 TA EYFS teacher, EYFS 1:1TA, Y6 1:1 TA EYFS 1:1TA, Y1 TA, Y1 teacher, EYFS TA EYFS 1:1TA Y1 TA, EYFS TA
Specific Training	Team Teach training Paediatric First Aid Training High Quality Teaching for children with additional needs	March 2021 March 2021 May 2021	Y2 teacher and 1:1 TA 12 Teachers and TAs across the federation All teachers and TAs

Resources

During the pandemic, there have been some necessary changes to how we deploy support staff.

To enhance children's learning, TAs (Teaching Assistants) support progress in English or Maths in each year group every morning. In addition to this, some children receive 1:1 sessions from an HLTA/TA to focus on their particular needs. A specialist teacher is employed for 2 mornings each week to support children with specific needs across the school. This includes assessing children to provide advice for teachers and parents on how to support the child to progress.

Three Higher Level TAs are used for some teaching sessions.

The SENDCO/Inclusion Lead, in conjunction with the Executive Head Teacher and Governing Body, allocates the SEN funding. So far this year funding has been spent on:

- Teaching assistant support
- Specialist teacher
- Specific outside agency requirements for children
- Hands-on resources for intervention groups
- Resources for specific 1:1 needs
- CPD (continuous professional development)
- Boxall Profile and related resources
- Subscription to Integra support from Inclusion Support, Behaviour Support, Educational Psychology, and Education Welfare
- Additional 1:1 support for identified children

Outside Agencies

The following Outside Agencies have been accessed by the school this academic year in order to support children's needs:

- Speech and Language Therapy
- Occupational Therapy
- Inclusion Support Service
- Behaviour Support Team
- Early Help
- Compass
- Educational Psychology
- Community Paediatrician
- Hearing Support Service
- School Health Nurse
- Education Welfare Officer
- Social Services
- Young Carers
- EMTAS
- CAMHS
- Primary Mental Health Specialist

The impact of the agency support received is demonstrated in the specific nature of children's learning plans, teachers planning, and successes/progress from using recommended strategies/resources.

Priorities for next year

- Plan for development of areas identified from audits and monitoring and request that the Inclusion Support Team support with this.
- Use the whole school provision plan to monitor the impact of interventions/support across the school with a view to switching this to the new MIS when approved.
- Ensure the successful transition of new EYFS classes, especially of those children with SEND and other vulnerabilities.
- Ensure the successful transition of all children across the schools, especially of those children with SEND and other vulnerabilities.
- Continue to monitor attendance of all children with SEND or vulnerabilities and take actions where necessary.
- Audit resources available.
- Consider TA deployment and take part in the LA TA deployment project.
- Continue to develop the new Inclusion team with staff, parents and children.

Inclusion Lead: Emma Mitchell

Inclusion Governor: Vicki Vowles

T6 2021