

Report to governors on SEND

Helen Quinn SENCO - July 2023

1. SCHOOL PROFILE

- We currently have 205 pupils on roll
- 2022/23 – 15% of our pupils have SEND (31 chn)
- 2022/22 - 13% of our pupils have SEND (27 chn) (2021/22 - 11% of our pupils have SEND (25 chn))
-
- 22/23 – 0.4% of pupils have an ECHP (1 chn) with 1 pending.
- 21/22 - 0.9% of pupils have ECHP (2 chn) across school (20/21 - 0.9% of pupils have ECHP (3 chn) across school)

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
14		14		3			
(8 2021)	(3 -2021)	13 – 2021		2 – 2021		2 – 2021	
(13 2022)	(2 – 2022)	11- 2022		1 – 2022		2 – 2022	

2. IDENTIFYING PUPILS WITH SEND

Children may be identified as having SEND in a number of ways, including:

- Close liaison with parents or carers and listening to their concerns.

2. IDENTIFYING PUPILS WITH SEND

- Concerns raised by a teacher, especially when a child is not responding well to in class differentiation.
- Monitoring of assessment results and identifying if a child is consistently performing below age related expectations.
- Monitoring of progress and identifying if a child is making slower than expected progress, especially when compared with other children at the same age or stage of development.
- Continued difficulties after extra support has been put into place.
- Additional observations or assessments, including use of standardised tests by class teacher or SEN team.
- Observation and assessment by other professionals, such as Speech and Language Therapist or Educational Psychologist.

If a parent or carer is concerned about their child's learning or progress, or thinks they may have a special educational need then we would first encourage them to speak to the class teacher, who will pass on the concern to the SENCo.

ATTAINMENT OF PUPILS WITH SEND

Percentage of SEND pupils making expected progress	Percentage of SEND pupils making more than expected progress	Percentage of SEND pupils expected or more progress	Percentage of SEND pupils making less than expected progress
Year 2022/23 62 %	33 %	96 %	4 %
Year 2021/22 68%	14%	82 %	18%

3. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

We use a graduated response model to implement and review our SEND provision in school.

Assess – This stage looks at a child's strengths and areas of needs and will draw on the views and experiences of parents and the child. The child's development in comparison to peers will be considered alongside information on progress, attainment, behaviour and attendance. If relevant, advice will be sought from external support agencies.

Plan – If it is decided to provide the child with SEND Support, in consultation with parents, then the teacher and SENCo will agree the interventions and support to be put into place, as well as the expected impact on progress, development or behaviour. At Ellel St John's Primary School this information is recorded on our Whole School Provision map.

Do – The class teacher remains responsible for each child's attainment and progress while additional support or interventions are taking place. Class teachers, Learning Mentor, TAs and the SENCo work very closely together to ensure teachers are involved in planning and assessing the impact of interventions.

Review – The effectiveness of the support provided and the impact on the child's progress and attainment Children and young people's SEN are generally thought of in the following four broad areas of need and

ATTAINMENT OF PUPILS WITH SEND

support. Provision for these needs is that which is additional to or different from that which is generally available for most children in the school.

The four areas of need and the support available are:

1. Communication and interaction (this includes Speech and Language needs and Autism)
 - Social Skills Training through Social Groups and 1:1 support
 - Visuals and Visual Timetables
 - Speech and Language Therapy
2. Cognition and learning (Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound Multiple Learning Difficulties (PMLD), Specific Learning Difficulties)
 - Quality Teaching
 - Small group/individual work with a teacher or TA
 - Various intervention groups focusing on Maths and English
 - Individualised support ie: reading, Toe-by-Toe, Precision Teaching
 - Computers are used with various programs and apps to support users
3. Social, emotional and mental health (Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment Disorder (AD))
 - Social Skills groups
 - Pastoral Support from a trained member of staff to support their needs
 - Stilling Time Program
 - Attachment and Trauma Friendly approaches
 - Peer Massage
 - Lego Therapy
4. Sensory and/or physical needs (Visual Impairment (VI), Hearing Impairment (HI), Multisensory impairment (MSI), Physical Disability (PD))
 - Resources for individual children such as fiddle toys, break cards, large print materials.
 - Sensory equipment such as gym ball, weighted blankets, chew toys.
 - The use of outdoor equipment to support sensory needs

4. SEND FUNDING

Our SEND funding comes from our SEN allocation and top up funding for EHCP children from the Higher Needs Block.

The Headteacher and SENCO are responsible for the allocation of the funding.

The SEND funding is spent on 1:1 TA support, in class TAs, our intervention program, buying in external agencies for support, PRU provision.

5. STAFF DEVELOPMENT

Lynn McCann had providing ongoing CPD opportunities for teachers and TAs across the school.

CPOMS training for all staff given to record SEND issues if needed.

Stepping Stones PRU provided extensive training across EYFS and KS1 dealing with strategies for managing behaviour. Both Teachers and TAs were trained.

Key messages from this were then fed back to all Teachers and TAs.

6. WORK WITH EXTERNAL AGENCIES

At Ellel St John's, we work closely with other agencies to focus on the identification and provision for those children with SEND. Liaison takes place with the following agencies:

- Educational Psychology Service
- Speech and Language Service
- Occupational Therapists
- SEMH support and advice through local PRU - Stepping Stones
- Specialist autism advice and support Lyn McCann ASC Outreach Service
- Stepping Stones PRU
- School Nurse
- Pediatrician
- Child and Family Well Being Service
- CAMHS
- Local Authority
- Children's Social Care

For those children who have a range of agencies working with them a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure all agencies work together according to an agreed plan of action.