

Annual SEND Report to board 2021 – 2022

Profile of the SEND in the school

	National figures January 2021 for primary schools	Spring term		Summer Term	
Number of pupils on role		291		293	
Pupils on SEND register		66	22.8%	70	23.9%
Pupils with EHCPs (E)	2.1%	5	1.7%	6	2.04%
Pupils of SEND support (K)	12.6%	61	21%	64	21.8%
Including pupils with IPRA funding	N/A	1		2	

The number of pupils on the SEND register for SEN support (21.8%) remains higher than the national average (12.6%). We are currently in line with national for pupils with EHCP, however this figure may rise if our applications for assessments are successful (2022 national figures are being released on the 16th June)

3 new pupils have joined EYFS during the year two with EHCP's and the third with IPRA funding. All three pupils have a very high level of need.

We have three current school applications for EHCP needs assessments and one parental application which following an appeal is going through the needs assessment process.

Area of need

Main area	Spring term 66 pupils		Summer term 70 pupils	
Speech and language	27 pupils	41%	27	38.5%
SEMH	23 pupils	35%	24	34.2%
Cognition and learning				
1. ASD	7 pupils	10.6%	8	11.4%
2. Other areas	5 pupils	7.5%	8	11.4%
Visual or physical	4 pupils	6%	3	4.2%

Two pupils with EHCP who were expected to start the school (Summer term) have now secured places at Special schools. Another who we were directed to take in September 22 has also now secured a special school place.

Summary of approach.

I joined the school as SENCO in April 2021 and have been working on developing the following key areas :-

1. Ensuring all pupils on the SEND register have the correct area of need identified and the correct provision in place
2. Developing one planning procedures ensuring that all staff have a greater understanding of pupils needs and how best to support them at both high-quality teaching and additional levels. All staff ensuring that plans matched the identified needs of the individual pupils.

3. Developing all staff's knowledge of Special Education needs with a focus on speech and language needs by providing additional support from a private speech and language therapist to provide both training and individual screening.
4. Securing and maintaining relationships with pre-schools and secondary schools to ensure all transitions are as smooth as possible.
5. Developing relationships with outside agencies
6. We have become an early adopter of the "ordinarily available" framework which replaces the Essex provision framework from September 22.

Summary of impact.

1. All pupils have been reviewed and areas of needs agreed with staff. Staff are confident to ask for a review when new information is available and understand that main area might change depending on the needs of the pupil.
2. We are now in our third cycle of the new one planning procedures, Teachers are now more confident at conducting the majority of these reviews themselves and will ask for support when needed. All plans are due to be reviewed by 24th June. We now need to build these reviews into the calendar for next year and continue to refine the systems as needed.
3. Training

Training provided	For whom	Impact
Lego therapy (C&D)	Named LSAs	Intervention in place for several pupils
Colour Semantics (C&D)	Named LSAs	Two intervention groups in place
ADHD (MultiSchool's council)	All teachers and LSAs	Staff have a greater understanding of the difficulties faced by pupils with ASDH
Ordinarily available framework (LA) Shared with staff (Senco)	SENCo All teachers and LSAs	Introduction of the framework. Senco then led school evaluation of framework. Plans in place to address identified areas.
Medical training 2 separate sessions (NHS)	Named LSA's	Individual pupils needs are being met by staff involved
PEC's (ACE)	Named LSA's and SENCo	Pec's have been introduced to individual pupil
Vocabulary development (C & D)	All teachers and LSAs	Staff have access to a bank of resources to support developing vocabulary
SEND Ofsted update (Trust)	SENCo	Senco clear on expectations
Elklan level 3 speech and language 10 weeks	SENCo	Increased knowledge of how to support pupils with speech and language difficulties
Speech, language and communication needs (C & D)	All LSA's and SENCO	Staff feel more confident in supporting children and are aware of the different areas of Speech and language
Ongoing support from C & D as needed to deliver plans	Named LSA's	LSA's work with SLT to look at areas of speech plan that they need support with. This has been very successful with pupils making good progress against their plans

There has been several new LSAs this year and they have all benefitted from attending training and guidance

- 4 We have successfully worked with a local pre-school to ensure a shared transition for a pupil starting in reception this included shared attendance in the Spring term prior to the pupil starting with us full time. This proved very successful and the pupil is now settled in school. I am also working with

them to ensure that two pupils starting in September will have IPRA funding to ensure that we can meet their needs. Transition meeting have already been held with several secondary school jointly with the deputy head. All three of the new pupils into EYFS have settled into school and are making progress against their individual targets.

- 5 We have worked closely with our Inclusion Partner and Educational Psychologist to support the needs of several high needs pupils. This work has included advice, training, individual assessments and in school support to ensure that a pupil with very high needs is accessing learning. Our relationship with C & D speech therapy continues to grow with lots of staff having benefitted from this support.
- 6 Our initial assessment completed by staff is that we are fairly confident with what we offer in relation to the ordinarily available framework. Areas to develop have been identified. We are also working the with Local authority to gather pupils views on the 8th June so will use this information to develop this work further.

Summary of barriers/next steps.

There are still children who have not been seen by an NHS speech and language therapist for reviews due to difficulties in recruiting a new therapist when one left in October 22. We continue to work closely with the NHS service. 3 of our pupils with EHCP have now been seen. We have been using the services of C & D speech therapy to provide guidance in supporting these children while we are waiting for NHS assessments. I am also completing ELKAN training so that I can plan suitable next steps for these pupils.

Pupils arriving in reception with significant SEND needs where funding has not been secured by pre-school. Inclusion partner is aware of the situation and is supporting local pre-school. School to apply for IPRA funding for two unidentified pupils this half term.

I need to increase the amount of time that I spend monitoring both inside of classroom and of additional interventions to ensure that I both offer support needs and be able to evaluate that all interventions are providing the expected impact. This will be a high priority next year.

Engagement with parents and carers to be development next year via both coffee afternoons and training sessions. Lots of activity were stopped due to Covid and these need reinstating now working with our new learning mentor.

Following on from our work on the ordinarily available framework, staff training next year will focus on ensuring this is fully implemented in school by further developing staff understanding of High Quality teaching, links with Metacognition and supporting staff in using the framework effectively.

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SENCO