



# Heyhouses CE Primary School

## Annual SEND report to Governors

### 2021/22

*"We seek to enable children to reach their full potential educationally, spiritually and socially, so that they may become all that God has created them to be."*

*This statement confirms our commitment to valuing the individuality of all our children. Heyhouses Church of England Primary School is an inclusive school and we aim to provide the highest standards of education within a caring and stimulating environment for all our pupils.*

#### **Our Whole School approach**

High quality first teaching and additional interventions are evident across the school contributing to our whole school vision for children with additional needs. Class teachers, supported by the SEND Team have produced IEPs in a new and more workable format together with detailed intervention timetables for specifically identified children. These documents are available and regularly updated on the Teachers area of our school network. The documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. The process of early identification and intervention for children who have additional needs embeds our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. Through whole school staff meetings, year group discussions and governing body meetings, we make it a priority to discuss aspirations for all our learners.

Underpinning all our provision in school is the graduated approach cycle of:



- **Assess:** Monitoring is done by all members of the school team. However, it is monitored overall by SLT. Interventions and the graduated response are planned for and tracked by the SLT and the SENCO Team.
- **Plan:** All teachers are responsible for every child in their care, including those with special educational needs. Planning is appropriately differentiated and a more personalised curriculum offered where there is an identified need. (Reference: Teaching & Learning Policy / SEND Policy)
- **Do:** Delivering the curriculum in a creative, engaging and appropriately pitched level for all children. This will include input from many individuals within our school community and from outreach support/professionals depending on the intervention, strategies or approach necessary.
- **Review:** All parties involved in differing waves of responses will be included in the reviewing cycle through Pupil Progress Meetings, IEP reviews, professional reports and team around the family meetings. When possible - due to Covid restrictions, Parents and Carers are invited into school to review their child's progress. Having consulted with the children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

### **SEND School Profile**

At present (2021/22): Summary Statistics on 6 October 2021

Total headcount: 599

SEN Support: 74 (12.34%) (Primary National Average 2020/2021 - 12.6%)

EHCP: 12. (2.0%) (Primary National Average 2.1%)

Number of children with:

	January 2019	January 2020	January 2021
SEN Support	64	72	74
EHC Plan	14	15	12

*Send Profile per Year - number of children*

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Monitoring	-	12	10	7	5	15	10
SEN Support (K)	3	4	10	13	15	19	10
EHC Plan	1	2	3	1	1	1	3
EHCP assessment request (pending)	-	2	1	1	1		1

## Identifying Special Educational Needs

Children's needs may be categorised into four areas, these include:

### Communication and Interaction:

When it has been identified that a child needs support in this area, the school provides provision through Quality First teaching. A child will be supported individually and in small group session. When appropriate, referrals will be made to professionals such as SALT or CAMHS and advice sought.

### Cognition and Learning:

A graduated response is provided for this area of learning, starting first and foremost with quality first teaching. Where it is identified that a child is not making progress in line with year group expectations, the SENCO, the class teacher and the SLT will look at other interventions or support that they can put in place. This maybe small group support in lessons, extra booster sessions, being taught within a small group by a qualified teacher or through other specialised programmes of support. The interventions and their effectiveness are evaluated, recorded and monitored through the 'assess, plan, do, review' cycle and modified according to individual needs. Where appropriate, advice will be sought from relevant external specialist teachers or an educational psychologist.

### Social, Emotional and Mental Health

Where it has been identified that a child needs support in this area, the school provides provision through Quality First teaching through PSHE, RSE, citizenship and health and well-being lessons as well as a more graduated response of Nurture Provision. The Nurture provision that we put in place is based on the groups and individuals needs and is structured to suit their next steps. Interventions are provided by class teachers, teaching and learning

support assistants as well as our highly experienced pastoral care team. As a school, we will also commission other services such as CAMHS or social services support, outreach professionals or an Educational Psychologist where appropriate.

### **Sensory and/or Physical**

Where a child is recognised to be struggling with sensory processing, teaching staff will work with the SENCO Team to identify specific needs and introduce relevant strategies (including sensory breaks, interventions to develop children's fine and gross motor skills, equipment and resources to improve the child's daily experience in class, training for staff in sensory processing difficulties.) More specialised 1:1 programmes of support are put in place where specialist teachers have recommended interventions. Where necessary, staff will deliver specialised physiotherapy/occupational therapy programmes that have been written for the individual child and are conducted in school by named support. Children with specialist physical needs are catered for through differentiation of equipment and resources when needed for example some children have use of different technologies (ranging from 'talking tins' to laptops) to help them access the curriculum.

*In Many instances, a child's additional needs will fall into more than one area.*

### **Early identification**

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all our children. To support us in our early intervention we:

1. Have a dedicated SENCO Team member working across Nursery and EYFS
2. Carry out nursery or home visits for Reception pupils
3. Attend transfer reviews for all pupils with SEND transferring to us
4. Monitor all children's progress carefully and regularly, working closely with our SENCO when concerns are raised about a child's individual needs
5. Maintain and review a 'monitoring' list for children who are making progress at a rate less than that expected for their year group
6. Provide the appropriate intervention, (differentiated curriculum, small group support/intervention or TA support for all pupils as appropriate.

These measures allow us to meet with parents and give us the opportunity to discuss their child's individual strengths and needs. We can put necessary additional resources, interventions or referrals into place more quickly.

### **Identification through the Key Stages**

Assessment of our pupils continues throughout their time with us.

We do this by:

1. Having dedicated SENCO Team members in Nursey/EYFS, the Infant Department and the Junior Department
2. Analysing assessment data no less than termly to identify children who are not meeting age related expectations
3. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
4. Providing all adults with the opportunity to discuss concerns at any time
5. Liaising with parents.

## Provision

Any child identified on the SEND register receives additional support. This support can be viewed in the Year Group intervention timetables and our SEN concern sheets which are created by the class teachers in conjunction with their TAs and the SENCO Team. Where specialist teachers have given advice, their strategies are written into the interventions. Individual Education Plans (IEPs) written by the class teacher clearly outline the pupil's current level, targets linked to their next steps in learning and suggested activities. TAs and teachers use these plans to inform their daily teaching and interventions. The IEPs are reviewed every term as a minimum but more frequently when appropriate. Provision maps outline any support being provided in addition to quality first teaching which is needed for all pupils within the class. These documents are shared with parents and the child in order to ensure good communication, understanding and excellent relationships with the families concerned. Parents and carers are invited to meet with the class teacher, TA and SENCO (if appropriate) to review their child's learning and celebrate their successes.

**Note: There are no progress scores for 2019/20 owing to Covid school closures**

## Attainment and progress of SEND pupils 2018/19

### EYFS

	Number of pupils	Good level of development achieved
Any SEN	12	
SEN support	11	36%
EHC plan	1	0%

### KS1

Year 1 phonics test

	Number of pupils	Passed
Any SEN	10	3

SEN support	9	2
EHC Plan	1	1

## Year 2

	Number of pupils	Met national expectation		
		Reading	Writing	Maths
Any SEN	7			
SEN support	6	0%	17%	33%
EHC plan	1	100%	100%	100%

## KS2

### Year 6

	Number of pupils	Met National expectations			
		Reading	Writing	Maths	R, W & M
Any SEN	15				
SEN support	13	62%	62%	38%	31%
EHC Plan	2	50%	50%	100%	50%

The progress made by these pupils is:

	Number of pupils	Reading	Writing	Maths
Any SEN	15			
SEN support	13	-3.41	-0.68	-5.49
EHC Plan	2	2.46	-0.46	-1.25

## SEND Budget:

High needs funding support for 2021/2022 is currently:

Core uplift:	£7,381
Top up funding:	£33,670
Total high needs block	£41,051

Pupil Premium funding for 2021/2022 is:

£126,570

This money is spent on supporting individuals who have additional needs through:

- 1:1 TA support
- Specialist resources
- CPD for teachers and TAs supporting individual needs
- Purchasing Specialist Teacher hours
- Educational Psychology assessments

The school budget received from Lancashire includes money for supporting children with SEND. This money is spent on:

- TA hours to support children with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies

### **The training needs of all staff are identified through**

- Audit of staff strengths and areas to be developed
- Identification of special needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need to be addressed through training.

### **Key Priorities for 2021/2022**

- Ensure that children with SEN make progress in each Key Stage
- Developing the SENCO team - a collaborative approach to supporting staff working with SEND children
- Internal audit of SEND provision - what we do well, where we could improve and how we can work together to achieve better outcomes for children with SEND. Identify training needs and put training in place
- Monitor and track children's progress through provision mapping and the newly formatted IEP. Get feedback from staff on new format and continue to develop recording and reporting of SEN
- Support all staff to identify and assess issues arising following the Covid school closures. Identify gaps in learning and strategies needed to make progress. (in line with the school development plan)
- Promoting and maintaining positive mental health and well being for children with SEN and the staff supporting them. Following Covid closures, the return to school will be an exceptionally challenging time for many staff and pupils. Identify where support and intervention is needed
- Evaluate and improve the accessibility of our remote learning offer for children with additional needs and support teaching staff in the delivery of remote learning according to individual needs