

Heyhouses CE Primary School

Annual SEND report to Governors

2022/23

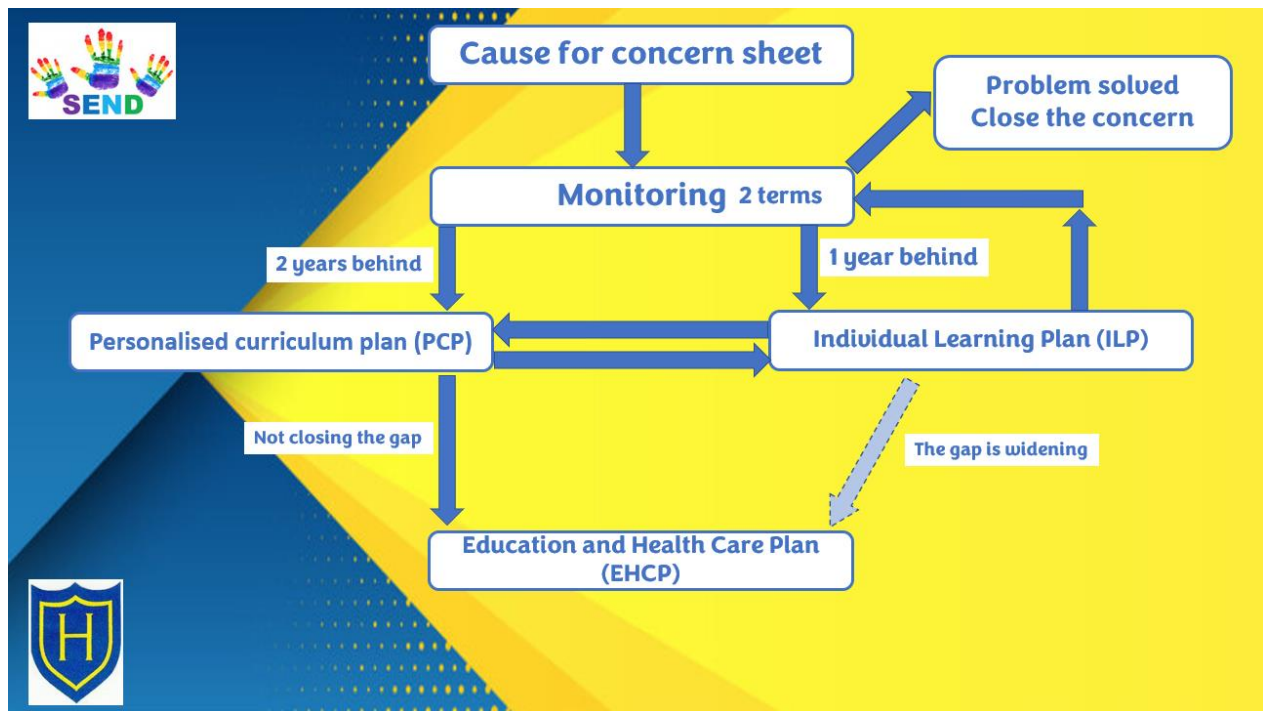
"We seek to enable children to reach their full potential educationally, spiritually and socially, so that they may become all that God has created them to be."

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

The Senior Leadership Team, led by Elizabeth Hodgson, Headteacher, is committed to improving, developing and growing the provision for all children with additional needs at Heyhouses Church of England Primary School. There is an established SEND Team with three Special Educational Needs Coordinators placed in EYFS, KS1 and KS2 who work hard with class teachers to identify and ensure provision and progress for all our children who require extra support. This support is available for our most able, gifted and talented youngsters as well as those working below their year groups expectations.

In the first part of this academic term, the SEND Team delivered information at a whole school staff meeting regarding our school's graduated response and high quality first teaching. We have introduced a clearly stepped monitoring system that will allow teaching staff, working alongside their TAs to identify children who are not making the expected progress.



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.) Where required, 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 at the earliest opportunity when they join our school. We take the opportunity to discuss children's individual strengths and needs early in their school life.

Our graduated response to SEND begins when our teachers believe that a child may be falling behind. They will look closely at which areas of learning may be affected and will complete a 'Cause for Concern' sheet which is shared with parents at the earliest opportunity. Needs can be identified and discussed with parents and class-based interventions can be put in place as part of high quality first teaching. Children will be monitored closely for 2 terms (unless problems become apparent more quickly) and the cause for concern sheet will be reviewed appropriately.

Cause for concern
Initial Concern Form

Name of child: _____ DOB: _____
Teacher: _____ Year group: _____
Date of this initial concern: _____

Current assessment levels

1. Language and Literacy

Writing
Letter formation, handwriting, spelling, sentence construction, Narrative skills- structuring a story.

Reading
phonic, sight vocabulary, blending, decoding and word building skills, reading fluency, understanding.

Speaking and Listening
ability to follow and give instructions, discrepancy between oral composition and writing skills, communication with peers and adults.

Speech and Language
speech sound production, speech delays, communication with peers and adults, conversation skills: initiating and maintaining, responding and repairing conversation.

2. Mathematics

Number
counting, number operations, number recognition, number bonds, sequencing, sorting, place value, addition and subtraction, multiplication and division, fractions.

Shape, Space and Measure
time, money, shape, position, size and directional language, statistics.

Using and applying
Problem solving, application of skills, skills transference.

General learning skills
Eg concentration, cooperation, task completion, independence, attention, focus, motivation.

Personal and Social Development
Eg self-esteem, confidence, motivation, relationships with peers, organisation of self and equipment, attendance and punctuality.

Behavioural
Eg disruptive behaviour, frequently out of seat, lack of focus to complete tasks, noise, aggressive behaviour towards others or property, response to authority.

Emotional and Mental Health
Eg withdrawn, isolated, shy, few friends, behaviour, angry, quiet, acting out, attention issues, family breakdown, child protection issues.

Physical Development

Fine motor skills
Pencil grip, hand writing, cutting, threading, manipulating.

Gross motor skills
Running, jumping, hopping, skipping, kicking, throwing, catching, balance, coordination.

Sensory Needs

Hearing

Visual

Medical Needs
List any medical conditions/needs which could affect learning, periods of hospitalisation.

Other factors
List any other factors which could affect learning eg family issues, transfer between schools.

Summary
Particular abnormalities of the child and _____

learning style (eg being told, modeling, watching etc)

Key areas of concern
List all strategies, provision and intervention already used and how successful

Received by SENCO	Date:
Discussed with class teacher	Date:
Discussed with parents	Date:
Next Steps	(What was agreed? Over what timescale?)
Referral to Inclusion Teacher.	Date consent form received.
Consent received from parents.	

Review Cycle- Assess, plan, do, review

	What has worked? Next steps.
Term 1- Date:	
Term 2- Date:	

Following a period of monitoring, if a child is tracked as a year behind National Curriculum expectations, they will have an Individual Education Plan written for them to specifically address their learning needs and set measurable targets for progression. Additional interventions will be introduced as appropriate and if necessary, school will engage a specialist teacher, CAMHS or refer to SALT or other professions who are able to provide specific strategies to aid learning.

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.

Individual Education Plan
 Heyhouses Endowed C.E. Primary
 Clarendon Road North
 Lytham St Anne's
 FY8 5EE

Pupil Name: _____ DOB: _____

SUMMER – AUTUMN TERM
 Planned Target Start Date: 14.06.22 Planned Target Review Date: 14.10.2022

Year Group/Class: _____ Teacher(s): _____ Plan No: _____ SEN Level: _____

Parental Input: _____
 Child Input: _____

Area of concern	Planned outcome/Target	Target set by:	Strategies / Provisions	Delivery	Review Summary (After)	Status RAG
1. Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
2. Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
3. Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
4. Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
5. Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Summary/Comments: _____

If a child is identified as being 2 or more years behind National Curriculum expectations, they will have a personal curriculum written for them with targets taken from PIVATS - a Lancashire initiative that provides a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment. The Personal Curriculum Plan (PCP) is written together with parents to ensure the best progress can be made.

Personal Curriculum Plan (PIVATS)
 Heyhouses Endowed C.E. Primary

NAME: _____
 YEAR GROUP: _____
 TEACHER: _____
 REVIEW DATE: _____
 PLAN NUMBER: _____
 SEN LEVEL: _____

Key Areas of Need:
 Cognition and Learning Communication and Language Social and Emotional Health Sensory/Physical Development

Parental Input (Termly):
 (Identify difficulties/ strengths/ what help/ resources your child needs)

Child Input (Termly):
 (Identify difficulties/ strengths/ what help/ resources your child needs)

Pivot Targets for WRITING	Provisions/Resources	Comments
Current Level: _____		

The PCP will be reviewed half termly and new targets set. Any relevant professionals will be engaged to help teaching staff devise the most appropriate curriculum plan.

Education, Health and Care Plan (EHCP)

Where children continue to require a high level of additional support, it is important to identify the specific learning needs and ensure structure and funding is in place to provide this additional support. It may be appropriate to request a statutory Education, Health and Care Plan Needs Assessment. We will ask the Local Authority to consider all that has been done for the child and they may issue an EHCP. The plan will provide in depth information regarding the child's SEN, their aspirations and outcomes for the end of each Key Stage. Section F within the plan will outline the provision that must be put in place to ensure outcomes are achieved. The EHCP will be reviewed annually.

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.

The Graduated Approach.

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. Parents and Carers are invited into school regularly 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 (2022/23): Summary Statistics on 22nd October 2022

Total headcount: 599

SEN Support: 69 (11.6%) (Primary National Average Jan 22 12.6%)

EHCP: 15 (2.5%) (Primary National Average 4.0%) A further 10 EHCP requests - if successful would be equal to 4.2%

Number of children with:

	January 2019	January 2020	January 2021	October 2022
SEN Support	64	72	74	69
EHC Plan	14	15	12	15 (potential 25)

SEN SUPPORT and EHCP by Year Group (October 22)

	RECEPTION (71)		
Class	Blossom (23)	Oak (23)	Sycamore (25)
EHCP	1		1
Application made for EHCP (waiting)			
EHCP request required		1	
Other high need	1		1
SEN SUPPORT 3 (4.2%) EHCP 2 (2.8%)			
	Year 1 (82)		
Class	Birch (29)	Maple (27)	Pine (26)
EHCP	1		1
Application made for EHCP (waiting)			
EHCP request required		2	
Other high need	2	2	1
SEN SUPPORT 7 (8.5%) EHCP 2 (2.4%)			

	Year 2 (91)		
Class	Mulberry (31)	Rowan (30)	Willow (30)
EHCP	1	2	1
Application made for EHCP (waiting)			
EHCP request required		1	
Other high need	1	1	4
SEN SUPPORT 7 (7.6%) EHCP 4 (4.4%%)			
	Year 3 (88)		
Class	Elm (29)	Beech (30)	Olive (29)
EHCP		2	
Application made for EHCP (waiting)			
EHCP request required		1	1
Other high need	1	2	3
SEN SUPPORT 8 (9.1%) EHCP 2 (2.3%)			
	Year 4 (92)		
Class	Tamarisk (31)	Cherry (30)	Poplar (31)
EHCP		1	1
Application made for EHCP (waiting)			
EHCP request required		2	1
Other high need	6	1	4
SEN SUPPORT 14 (15.2%) EHCP 2 (2.2%)			
	Year 5 (89)		
Class	Spruce (30)	Laburnum (30)	Apple (29)
EHCP	1	1	
Application made for EHCP (waiting)			
EHCP request required	1		
Other high need	4	4	5
SEN SUPPORT 14 (15.7%) EHCP 2 (2.2%)			

	Year 6 (86)		
Class	Cedar (26)	Ash (29)	Hazel (29)
EHCP		1	
Application made for EHCP (waiting)			
EHCP request required			
Other high need	5	4	7
SEN SUPPORT 16 (18.6%) EHCP 1 (1.2%)			

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.

Attainment and Progress

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

Attainment and progress of SEND pupils 2020/21

EYFS

	Number of pupils	Good level of development achieved
Any SEN	5	40%
SEN support	4	50%
EHC plan	1	0%

KS1

Year 1 phonics test

	Number of pupils	Passed
Any SEN	11	1
SEN support	7	0
EHC Plan	4	1

Year 2

	Number of pupils	Met national expectation		
		Reading	Writing	Maths
Any SEN	12	25%	25%	33%
SEN support	7	0%	0%	0%
EHC plan	5	60%	60%	80%

KS2

Year 6

	Number of pupils	Met National expectations			
		Reading	Writing	Maths	R, W & M
Any SEN	15	40%	13%	20%	7%
SEN support	10	30%	10%	10%	0%
EHC Plan	5	60%	20%	40%	20%

The progress made by these pupils is:

	Number of pupils	Reading	Writing	Maths
Any SEN	15			
SEN support	10	-2.82	-2.59	-2.48
EHC Plan	5	-8.17	-7.76	-3.53

SEND Budget:

High needs funding support for 2022/2023 is currently:

Core uplift:	£10,962
Top up funding:	£61,655
Total high needs block	£72,617

Pupil Premium funding for 2022/2023 is:

£158,970

Ukrainian Pupil funding:

£26,240 (Provisional figure £820 per child per quarter)

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 2022/2023

- Ensure that children with SEN make progress in each Key Stage.
- Continue to develop the SENCO team - a collaborative approach to supporting staff working with SEND children - training where required and one member of the team to obtain the statutory SENCO qualification.
- 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, the newly formatted IEP and PCP. Get feedback from staff on new format and continue to develop recording and reporting of SEN.
- Create a whole school provision map with all interventions clearly identified so that when staff require a strategy to help an SEN child, they can quickly see which provision best fits their need and implement it ASAP.
- Continue to 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.
- Ensure the school website is compliant with statutory requirements for inclusion and SEND.