

Spring Hill CP School SEN report June 2020

SENCO	Neil Blower
Date of report	25/09/20
SEN governor	

SEN profile (SEN register etc) for last 12 months

Pupil summary for Spring Hill Community Primary School	Year R		Year 1		Year 2			
	On Roll: 39		On Roll: 58		On Roll: 46			
	No	%	No.	%	No.	%		
Non-SEN	36	92.3%	52	89.7%	35	76.1%		
SEN	3	7.7%	6	10.3%	11	23.9%		
SEN SUPPORT	2	5.10%	3	5.2%	11	23.9%		
EHCP	1	2.50%	3	5.2%	0	0.0%		
	Year 3		Year 4		Year 5		Year 6	
	On Roll: 56		On Roll: 62		On Roll: 59		On Roll: 59	
	No	%	No.	%	No.	%	No.	%
	.							
Non-SEN	50	89.3%	51	82.3%	45	76.3%	44	74.6%
SEN	6	10.7%	11	17.7%	14	23.7%	15	25.4%
SEN SUPPORT	6	10.7%	11	17.7%	14	23.7%	15	25.4%
EHCP	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total							
	On Roll: 379							
	No	%						
	.							
Non-SEN	313	82.6%						
SEN	66	17.4%						
SEN SUPPORT	62	16.30%						
EHCP	4	1.00%						

CLASS	NUMBER ON SEN REGISTER	CATERGORY OF NEED
FJL	0	
FEB	1 EHCP 2 SEN SUPPORT	1 Speech language and Communication 1 Speech language and Communication 1 Speech language and Communication with Physical Disability
1LF	1EHCP 2 School Support	1 SLD 1 Speech, Language or Communication Need AND SEMH 1 Speech, Language or Communication Need
1JLP	2 EHCP 2 School Support	EHCP 1 sld and sp and lang 1ASD, MLD and Ps and lang School Support 1 HI and Sp and Lang 1 SP & Lang and Comm
2SW	7 School Support	6 Specific learning difficulties 1SP and L and Communication
2OT	4 School Support	3 Sp & L communication 1ASD
3SR	3 School Support	2 SP &lang and communication 1ASD and Speech and lang communication
3PS	4 School Support	4 SP and Lang and communication
4HK	6 School Support	5 specific learning difficulty 1 Sp and Lang and communication
4GW	4 School Support	1 VI 2 specific learning 1 Sp & Lang communication
5VH	5 School Support	3 MLD 1HI and Sp and Lang communication 1 specific learning difficulty
5MB	10 School Support	7 MLD 1 MLD and ADHD 2 Sp Lang and communication
6AA	5 school Support	School Support 1 ASD 1 ASD and MLD 2MLD 1 Sp and Lang and SEMH

6KW	10 School Support	1VI 4 MLD 1 SEMH 3 SEMH and SP and Lang and communication 1SEMH and specific learning difficulties
-----	-------------------	--

Comments:

The main range of pupils needs is cognition and learning, speech language and communication and social emotional needs. Therefore the area of focus has been in these areas.

Arrangements for early identification and assessment of SEN pupils

Whole School Testing

KS1 and KS2 testing in Core Subjects:

- 1) Reading NFER
- 2) Maths Lancashire testing
- 3) Writing teacher assessed piece.

These tests allows the school to develop a strategic response at whole school and class level to meet the needs of the pupils through high quality teaching.

Some pupils may continue to make slower than expected progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

At Spring Hill Community Primary School we are experienced in using the following assessment tools:

- single word spelling tests
- Strength and difficulties Questionnaire
- IDL numeracy test
- digit memory test
- Googenough Test of gross and fine motor skills
- SNAP assessment
- Boxal Profile
- External advisors who are able to assess the needs of all pupils for example on a pupil's cognitive ability, ASD, dyslexia and speech and language.

KS1

As speech and language is an area for development, WELLCOMM is been used for assessing speaking and listening, comprehension and vocabulary in foundation stage and year one and two. This has proven successful as it can track the progress of pupils throughout the year and gives activities and strategies that can be applied to meet individual needs. If a pupil still has speech and language needs then they are referred for speech and language support to our in house Speech and language therapist.

Update on accessibility arrangements

Covid measures have been linked to whole school risk assessment.

Outcome of school priorities for SEN (as outlined in the SEN action plan or the SEN-related elements of a school improvement plan)

School priorities for SEN from last year:

- **Early intervention for speaking and listening skills** this was developed using the WELCOMM strategies, TALC assessment and speech and language therapist in school
- **Social and emotional mental health and wellbeing of children and staff**
- Staff can access a running club and choir. Lunch time nurture groups have been set up for dinner times, a light dinner, playground pals, a volcano in my tummy, The Hidden Chimp (a pupil behavior support program) has been used with key pupils on a one to one and also delivered weekly during whole school assemblies. SNAP assessment allows for behavior profiles to be developed which gives support strategies for all staff. The well-being service offers family support.
- **A support program for literacy and numeracy that teaching assistant staff can deliver with support of the teacher**
- Rapid Recall has been added to the school timetable for everyone to access across the school. Children to be streamed across the year groups to allow for personalized learning. IDLS numeracy is available for all children to use across the school. It assesses the pupils and sets the work for them. It offers short specific maths tasks at a pupil's individual level using visual support and oral support.
- For literacy there is IDLS literacy which is a online support program aimed at developing reading and spelling, reading rocketeers is aimed at developing comprehension and knock knock reading support strategy is aimed at developing early reading skills and confidence for children. All of these programs and strategies are used across the school.
- Speech and language therapist offers support in cognition and learning and speech and language needs.
- Pre-teach has been a development between the SENCO, Speech therapist and year 5 teachers to develop speaking, listening, comprehension skills and vocabulary development across the whole school
- A range of reading and writing schemes called Moon dog, magic belt, alba series and dandelion launchers. The writing schemes only have a few copies and are aimed at specific children mainly in KS2.
- **COVID**

Last year was a challenging year with regard to national pandemic. This in turn created opportunities for some of our most vulnerable pupils who had the opportunity to access one to one teaching via remote learning and in school.

I would like to thank the staff who supported me with this. After completing risk assessments that were shared with school and the local authority we felt secure that we could support our most vulnerable children.

We achieved this by targeting EHCP children and most vulnerable children by:

- 1) Physically dropping of work to pupils homes
- 2) Providing remote sessions using Zoom 3 times a week linked to the resources sent home
- 3) Two children came into school for 5 morning sessions a week. This lasted for 6 weeks.

I would like to thank once again the staff for all their hard work. The effort that was put has led us to

improve our current working practices in school.

Update on SEN provision arrangements (curriculum and interventions)

Currently the SENCO and DHT are working with KS1 staff to develop systems and approaches to allow:

- one to one support programs to develop vocabulary development, expressive language and phonics skills using WELCOMM and Five Minute Box
- The transference of the above skills will be aided through support programs such as Racing 2 English and Read Write Inc strategies that can be applied to the whole class and targeted groups.

The purchase of SNAP assessment for behavior and learning produces a detailed behavior and learning profile with suggested strategies for teaching and learning. This is used for more complex needs children:

The SNAP system costs £200 per system. This year we have only purchased the learning system as the behavior profiles can be met through using Boxal Profile. The Boxal profile also produces a behavior profile with suggested strategies to use with children. The cost of the Boxal Profile is £2.00 per child who is assessed. This is a more cost efficient method and it supports the development of pupil behavior very well.

Edukey is a national award winning company who have developed a number of electronic systems to support SEND and school provision. We have recently bought two elements that from Edukey:

- 1) Provision Maps
- 2) Safeguarding

Both these systems store information securely in a central location that is easier access than our current systems and will provide:

- Flexible Learning Plans
- Easy Provision Mapping
- Streamlines Reviews
- Provides Instant Reports
- Supports Parental Involvement
- Stores One Page Profile
- Easier sharing of Information From Staff
- Supports Provision Map Transition
- Supports Outcome Tracking
- Efficient and secure safeguarding reporting systems

Staff have received safeguarding training 23/09/20 and will receive provision map training on the 07/10/20.

SEN staffing resources

Two of our most complex needs children have left school to attend Broadfield Specialist School.

We have 4 children with an EHCP.

Three children who will want to apply for EHCPs.

Staffing is currently meeting the pupil's needs but this needs to be constantly reviewed.

Complaints relating to SEN in last 12 months

No official complaints

SEN school CPD arrangements in last 12 months

The main areas covered in staff development in the last twelve months:

ASD training individual staff

PIVATS training for specific staff

Medical training for asthma, epi pens,

P scale Equals Curriculum discussed with key staff.

EAL for specific staff

Role and responsibilities for teachers regarding SEN

Safeguarding

SEN parent partnership activities in last 12 months

Parent meetings have been arranged for specific pupils for who had concerns. These have been very positive because pupils, parents and staff feel secure in what they are doing and what needs to be done next. These have ranged from:

- annual reviews
- SEN Support meetings
- Multi-agency support meetings
- Medical information gathering

SEN support meetings to take place at the same time as parents evening to hopefully getting a better uptake from parents.

In School Learning Mentor works with parents and pupils on educational, social and emotional support.

Informal meetings are extremely important to develop regular contact, this is developed through: phone calls, emails, zoom meetings, drop ins at the beginning, during and end of the day

Impact of partnerships with external agencies and other schools to improve quality of SEN provision in last 12 months

VI and HI an experienced TA works with SENDCo and outside specialist teachers to ensure pupils have the correct resources

School nurse has helped update Health care plans

SALT NHS

The speech and language NHS team are able to work with some children on speech and language. The effectiveness of this can be diminished because parents do not always keep appointments, NHS speech and language only work with children that meet a specific criteria. The language programs that are

produced are shared with teachers and Teaching assistants these are monitored by the class teacher, SENDCo and NHS speech and language therapist.

Oakleigh Speech Clinic

As well as the support from NHS Speech Therapy from November 2017 we have employed Shanaz Khan from Oakleigh Speech Clinic (<http://oakleighspeechclinic.co.uk/>) who is assisting us in assessing children and providing individual care plans for children at Spring Hill CP School. Shanaz Khan has also helped develop whole school practice with pre teach strategies and WELCOMM in foundation and year one.

This work has proven successful and has continued all year.

Acorn Specialist teacher service has given advice for complex children's needs.

EP service in Lancashire has created a group and individual method of giving advice about the needs of specific children. This has been helpful for advice for individual children but also strategic vision.

A SENCO cluster has been started between Hyndburn Park and Peel Park and Spring Hill CP School. This was initial set up just before COVID started and has been put on hold since.

Transition

Discussion and information has been shared between SENCOs from high schools and nurseries. These have helped prepare our pupils and new pupils for their next steps in their education.

Governor Comment

Unfortunately for me Elaine Barrass has stepped down as SEN Governor. I would like to thank her for all her support she has given me. Elaine was kind and patient as well as providing me with a critical support. Elaine puts children first throughout all our discussions regarding SEND. On behalf of previous Spring Hill SENCOs and myself I would like to thank you for your long service and support. You will be missed!!!!!!!!!!!!!!

Thank You Neil Blower