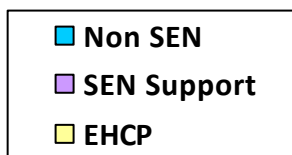
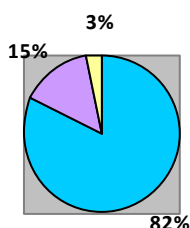


SEN List as of January 2021:


SEN	Number of Children
SEN Support	69
EHCPs	15
Total	84

Current Interventions/SEND Resources:

Resource Name	Area of Need	Age	Resource Name	Area of Need	Age	Resource Name	Area of Need	Age
FFT (Fischer Family Trust)	Reading	KS1	Maths games	Maths	KS2	Everybody gets angry intervention	SEMH	KS2
Better Reader	Reading	KS2	Catching up Maths Series	Maths	UKS2	Helping Children Deal with Anger Intervention	SEMH	KS2
Hornet Reading Intervention	Reading	LKS2	Power of 2	Maths	KS2	Anger Management Games	SEMH	KS1 KS2
Word Wasp Reading Intervention	Reading	UKS 2	On track Maths Catch up	Maths	KS2	Jenny Mosely Social Group	SEMH	ALL
Reading For Meaning	Reading	KS2	Specific GCP Mathematics Workbooks	Maths	KS2	BOXALL	SEMH	ALL
Nessy ICT Programme	Literacy	KS2	Multiplication Rainbows	Maths	KS2	Tac PAC Sensory Session	SEMH	EYFS
Specific GCP Reading Workbooks	Reading	KS1 KS2	5 Minute Box	Maths	KS1 KS2	Stop Bugging Me (Identify and cope with worries)	SEMH	ALL
Reading and Reasoning	Reading	KS1 KS2	Time Intervention	Maths	KS2	Sensory Room	SEMH	ALL
Inference Intervention	Reading	KS1 KS2	Plus 1	Maths	KS2	Individual Behaviour Plan	SEMH	KS1 KS2
Reading Rocketeers	Reading	KS1 KS2	KS2 Narrative	S&L	KS2	Personalised Reward Chart	SEMH	ALL
Read and Remember Series	Reading	KS2	Social Response: Basic/intermediate Level	S&L	ALL	Home / School Book	SEMH	KS2
Reading and Thinking	Reading	KS2	Think About it	S&L	KS2	"Pull Your Socks up" Idiom intervention	SEMH	KS2
Comprehension Game	Reading	KS2	Talk About School	S&L	All	Social Skills Games	SEMH	KS2
Practising Comprehension	Reading	KS2	Talk About Friends	S&L	All	Personal & Emotional Skills	SEMH	KS2
Reading Intervention Book	Reading	KS2	Verbal Reasoning	S&L	All	10 Minute / 15 Minute Sand Timers	SEMH	KS1 KS2
Learning High frequency Words	Writing	All	Early Years Toolkit	S&L	EYFS / EAL	Ear Defenders	SEMH	ALL
Building Sentences ICT	Writing	KS1 KS2	Listen and Colour	S&L	EYFS Y1/EAL	Mental Wellbeing Story Books	SEMH	ALL
Write Away	Writing	KS2	Prepositions Intervention	S&L	All	Healthy Living Game	SEMH	KS2
5 Minute Box	Literacy	KS1 KS2	Time to Talk	S&L	KS1	Starving the Anxiety Gremlin	SEMH	KS1 KS2
Spelling Games	Writing	KS2	Socially Speaking	S&L	KS2	Starving the Stress Gremlin	SEMH	KS1 KS2
Practising Punctuation	Writing	KS2	Nursery Narrative	S&L	EYFS	Starving the Depression Gremlin	SEMH	UKS2
Vocabulary Gathering Books	Writing	KS1 KS2	EAL catch up – Racing to English	S&L	KS2	Lego Therapy	SEMH	ALL
Talking Tins	Writing	KS1 LKS2	Welcomm	S&L	EYFS	101 Games for better behaviour	SEMH	KS1 KS2
Key Word Bookmarks	Writing	KS2	Let's Talk	S&L	KS2	101 activities for empathy and awareness	Emotional Literacy	KS2
Writers Directory	Writing	KS2	Teodescu Handwriting	Handwriting	ALL	101 activities for positive thoughts and feelings	Emotional Literacy	KS2
Motor Skills United	Motor Skills	All	Working Memory Intervention	SPLD	All	Rainbow Therapy (Programme about bereavement and change)	SEMH	ALL
Madeline Portwood	Motor Skills / Dyspraxia	ALL				Drama For Better Behaviour	SEMH	KS1 KS2

Please note: This is the list of what is in place under normal circumstances. Currently, not all interventions are in place due to COVID restrictions.

Autumn:

Training:

Due to staffing and COVID-19 restrictions there have been no external training taking place.

TA Deployment:

One HLTA continues to work with pupils who are not on track to meet ARE (Age Related Expectations) in phonics within KS1. Her main focus remains on pupils in receipt of pupil premium. Another HLTA is working across Year 6 for 4 days a week, targeting pupils mainly pupils in receipt of pupil premium, who are not on track to meet ARE (Age Related Expectations) at the end of Year 6.

One TA continues to work with pupils across the whole school who are new to the country (EAL – English as an Additional Language) or need S&L (Speech & Language) intervention.

One Teacher has been employed to specially work with pupils across year 6 to boost attainment.

One TA has been specifically deployed to work solely on boosting attainment across Year 3 & 4.

All other TAs are deployed directly by the class teacher with whom they work with as well as being given direct interventions from myself which are based on either from the most recent assessment point, their SEND or interventions specifically designed to support pupils social, emotional or Mental Health needs.

Outside Agency Involvement – Autumn term:

Four Pupils have received EP input over the autumn term. Three were full assessments and one was updated advice in preparation for a possible application for an EHCP.

Two Nursery pupils had an EP assessment through the early years' pathway via Rodney House due to early identification of complex and severe SEND.

We have had outreach support from Bridgelea Pupil Referral Unit for one Nursery pupil and outreach support from Rodney House for two Nursery pupils with severe and complex SEND. Recommendations given are in place for both pupils.

During the autumn term, one pupil had a SALT assessment and the recommendations was that he needed an intensive SALT package of support which school will fund and support. We therefore have two pupils with an intense SALT package (DLD – Developmental Language Disorder) with recommendations within school. A TA is deployed in school to works on their specific programme daily, under weekly guidance from the SALT team - who comes in to work with the pupil and the TA.

EHCP (Educational Health Care Plan) Pupils:

Over the autumn term I held 6 annual reviews for pupils with an EHCP. Due to the COVID-19 restrictions these have been conducted over google meet. One annual review reported to the LEA that school were struggling to meet the pupils complex and significant SEMH (Social Emotional Mental Health) need. Through regular dialogue with the local authority the pupil remains on a flexible timetable to enable him to remain at mainstream. This is currently working well and will be reviewed regularly.

In September, two pupils in Nursery were identified as needing a statutory assessment for an EHCP due to complex social communication and language difficulties. One pupil has been given an ASD (autistic spectrum disorder) diagnosis and the other is currently awaiting assessment. An Educational Psychologist (EP) has now assessed both pupils and I am currently gathering evidence to make the application for one pupil and I have submitted the application for the other pupil in December. The recommendation from myself for a more specialist placement for one of the pupils has been agreed by the EP. Parents have been informed and are supporting this decision.

A further application following EP advice will be submitted this term once evidence has been gathered.

SEN Progress Autumn term:

1 point progress each term is the minimum expectation

	Writing	Reading	Mathematics
1 [9 children]	+1.3	+1.1	+1.0
2 [10 children]	+1.7	+1.4	+1.5
3 [15 children]	+0.9	+1.2	+1.9
4 [18 children]	+0.4	+2.0	+1.3
5 [13 children]	+0.9	+1.5	+1.4
6 [10 children]	+1.4	+1.6	+2.5

SEN Attendance over time:

Attendance	2017/18	2018/19	Current
Whole School	95.9%	96.1%	97.3%
All SEN	94.8%	96.6%	96.4%
Difference	-1.1%	0.5%	-0.9%
EHCP	94.8%	97.8%	95.4%
Difference	-1.1%	1.7%	-1.9%
SEN Support	94.8%	96.4%	96.6
Difference	-1.1%	0.3%	-0.7%

Spring Term:**Data Analysis:**

Progress of pupils with SEND over autumn is positive. Year 4 writing SEND progress is a cause for concern. It is worth noting that in Year 4 we have the largest number of SEND with 18 pupils identified, 3 of whom have an EHCP. However, after a further class breakdown of progress across each class teacher it is the Newly Qualified Teacher whose writing progress is low, not the more experienced teacher in the adjoining class. Planning feedback and support for this teacher throughout the spring to raise levels of progress is planned. Her induction mentor has also been informed and will closely work with supporting the planning and provision for SEND pupils.

Attendance Analysis:

Attendance for SEND pupils is on the whole strong. We do however have one parent of a pupil with an EHCP who has ongoing anxieties around COVID and is choosing to intermittently and persistently keep their child off school which is impacting on this data. A lot of work to reassure this parent is ongoing and attendance is improving as a result. We also have a SEND pupil with persistent absence who is also impacting on these figures. Sarah is aware of this pupil and may strategies to improve their attendance in in place. The new national lockdown will not help some of our anxious parents and attendance following the reopening of school will be closely monitored.

Signed:

A handwritten signature in black ink, appearing to read 'Joanne O'Keefe', on a grey rectangular background.

Date: January 2021