

SEND Report to Governors 2020 -2021

Date of report: 14.02.2021

SENDCO: Tracy Young

SEND Governors: Colin Addinson and Halima Master

SEND profile for the last 12 months

- Number of pupils on SEND register including numbers with Education Health and Care Plans School = 65 out of 431 = 15.08% (Spring 2 2021)

Lancashire 2020 – 11.3%

(Nat 15.4%)

- EHC plans 14 = 3.25% total school

21.54% of SEND have EHCPs

12 are boys = 85.71%

2 are girls = 14.29%

- Number of pupils according to primary need /gender/other characteristics e.g. Pupil Premium = 29 out of 65 = 44.62

EAL – 14 out of 65 = 19.71% (Check this with Nita and Sarah)

Boys – 42 = 64.62

Girls – 23 = 34.85%

SEN Category By Year Group – Spring 2 2021 (Updated 14.02.21)

Year Group	C&I/SLCN	PD/Sensory	C&L	SEMH	% in year group	% of SEND 65	% of whole school 431
Nur	4	1			5/32 = 15.63%	5/65 = 7.69%	1.16
Rec	4				4/48 = 8.33%	4/65 = 6.15%	0.93
Y1	2	1			3/60 = 5%	3/65 = 4.62%	0.7
Y2	4	1	6	2	13/59 = 22.03%	13/65 = 20%	3.02
Y3	3	2	3		8/58 = 13.79%	8/65 = 12.31%	1.86

Y4	4		2	3	9/56 = 16.07%	9/65 = 13.85%	2.09
Y5	6	1	2	2	11/60 = 18.33%	11/65 = 16.92%	2.55
Y6	4	1	2	5	12/58 = 20.69%	12/65 = 18.46%	2.78
Total	31	7	15	12	65/431 =15.08%		
% of SEND	31/65 = 47.69%	7/65 = 10.77%	15/65 = 23.08%	12/65 = 18.46%			
% of whole school 431	7.19	1.62	3.48	2.78			

65 children on SEND register out of 431 = 15.08%

Overall quality of provision for pupils with SEND

Provision is good – every child has some 1:1 time working on their IEP targets with TA support at the direction of the class teacher.

Every SEND child is heard to read daily.

Outside agencies are referred to if additional support or interventions do not result in expected progress.

The SENDCo works closely with the SENDO – Sue Hurst.

Our Independent Speech and Language Therapist provided excellent support = group support and advice to the TAs working with language support groups. She also assesses and writes reports on individual children which are useful in identifying areas of need and are valuable in applying for EHCPs/Inclusion Funding.

The Inclusion Teachers we have in school provide excellent advice, support and reports needed.

We work closely with staff from our local PRU – Golden Hill who provide specialist advice and support in school and through short-stay placements.

Achievement of pupils with SEND:

- statutory assessment data on school tracker
- School tracking data is on the OneDrive/Teams
- Wider outcomes – the SENDCo works closely with the Attendance Coordinator to target pupils with SEND who have poor attendance and punctuality.

SEND policy

Reviewed 18th September 2020

The SEND information report is on the school website. It was reviewed 28/07/2020

The school's Local Offer was reviewed 23/07/2020

SEND budget and spending

The budget allocation for 2019 – 2020 was £500 which was spent on resources for the SEND children and renewing the license for IDL.

There was good value of money as teachers requested specific resources for children in their classes and these were ordered e.g. Reading and Language Intervention for Children with Downs Syndrome.

VI resources have been purchased after advice from specialist teacher.

There are CPD opportunities for TAs and an audit of training is carried out regularly.

SENDCo attended several CPD course including Working Memory Improvement – cascaded to teachers, Graduated Approach for SEND, again, cascaded to teachers in a staff meeting.
Early Years SENDCo update attended

Staffing for SEND

TAs have attended in-house training and on-line courses during lock-downs. Mrs Faiza Ali has attended a course in her own time.

The SENCo is a qualified teacher – PGCE and Master in Education Management.

The SENCo also has a Diploma in SEND.

Interventions

Precision Teaching

Paired Reading

IDL

Rapid Phonics

Bounce Back Phonics

Multiplication tables – Times Tables Rockstars

Vocab Training (Speech and Language)

Talkboost

Language support groups from Nursery to Y2.

CPD related to SEND

Some TAs have taken part in SaL training.

The SENCo had weekly meetings with TAs where good practice is discussed, ideas shared and requests for training explored and arranged before COVID restrictions came in. Now, we make contact via email and from cascading information.

Engagement with stakeholders

Pupil voice – SEND children give feedback which is recorded termly

Parent/carer voice: Parents receive a copy of the Individual Education Plans and can comment on provision. TAF meetings are held where appropriate.

Multi-agency work: SEND Inclusion Teachers work closely with the SENCo, class teachers, TAs and pupils.

We are supported by the NHS Speech and Language Therapist and the school employs an Independent SaLT who liaises with Mrs A Lambat who supports speech and language groups throughout KSI. The school works with the local mental health practitioner, Shamaila Iqbal, who offers advice and signposts to other agencies. Referrals to other agencies are made such as CFWS and CANW.

The school has a good relationship with the outreach staff from the local PRU, GHIST.

Complaints

No complaints have been made.

Any other developments regarding SEND?

We have reviewed the Pupil Passports – now referring to them as IEPs. We discussed these in a staff-meeting following Graduated Approach training. We decided to keep the first page of the old Pupil Passport as it was important to have TA and pupil in-put. The second page reports need and next steps in each area of need. The graduated approach is reflected primarily in the SMART targets on the last page. TAs are to be encouraged to review progress against these and change HFWs/spellings/letters/number bonds etc and change as they are achieved.

Our Early Years practitioners took part in the Hanen Language Project and have cascaded these skills with TAs to improve the language and communication skills of our youngest children.

Are there any concerns regarding provision for pupils with SEND?

Some of the concerns are of a practical nature due to the building. We do not have a lift and there is a flight of steep stairs which is a barrier for some PD. We need a better changing room for children who wear nappies/pull-ups – we now do have a changing bed but as children grow, this is not always safe or suitable. Some boys with PD are allowed to use the men’s toilet under TA supervision – it is too far to go to the downstairs toilets. Hopefully, when the building work planned for the summer provided toilets upstairs, this will not need to continue.

Due to greater extreme behaviours from three children, they are now attending Golden Hill on placements. One of these has since been issued with an EHCP. Another is in the assessment process and the third is to be assessed by an Educational Psychologist. GHIST outreach support is still needed for those children who need additional specialist support in school.

Some children with EHCPs were offered placements in school during lock-down but parents did not take up the offer. One child has not attended at all during lock-down, others initially refused then were persuaded to attend.

January lock-down information

SEND attendance during Spring term lock-down:

Year Group	Numbers of SEND children in school out of the total number in school	Percentage	Notes about other SEND children currently not attending (some SEND children didn’t meet the criteria for attendance)	Total % of SEND in Year group (from SEND register)
Nursery	4/6	66.66%		5/34 = 14.71%
Reception	2/16	12.5%	One child with EHCP was offered place but mum refused.	4/47 = 8.51%
Y1	2/17	11.76%	The other SEND child was offered a place – parents wanted all their children in but they did not meet criteria	3/60 = 5%
Y2	4/14	28.57%	One child not allowed back, another on placement at Golden Hill, another offered placement but parent refused.	14/59 = 23.73%
Y3	3/12	25%		8/58 = 13.79%
Y4	2/9	22.22%	Two other children are on placement at Golden Hill	9/56 = 16.07%
Y5	5/15	33.33%	One child offered – parent refused, one child out of the country	11/60 = 18.33%
Y6	5/18	27.78%	One child not attended since end Sept,	12/58 = 20.69%

Remote Learning Engagement

Year Group	WB: 25.11.21	WB 01.02.21	WB: 08.02.21 (not all information received as yet)
N	Full: Some: 1 No: 1	Full: Some: 1 No:	Full: Some: No: 1 but work collected
Rec	Full: Some: 2 No:	Full: Some: 1 No: 1	Full: 1 Some: No: 1 but papers collected
Y1	Full: 1 Some: No: 1	Full: 1 Some: No: 1	Full: Info not complete Some: No:
Y2	Full: 7 Some: 1 No: 3	Full: 6 Some: 4 No:	Full: 5 Some: 1 No: 3
Y3	Full: 1 Some: No: 4	Full: 1 Some: No: 3	Full: 1 Some: No: 3
Y4	Full: Isolation week Some: 3 No: 5	Full: 1 Some: 2 No: 3	Full: Some: No:
Y5	Full: Some: 2 No: 4	Full: 3 Some: 2 No: 5	Full: Some: No:
Y6	Full: 2 Some: 3 No: 3	Full: 1 Some: 4 No: 2	Full: Some: No: