

## SEN Annual Report for Fieldhead Carr Primary School

Report by	Joe Murphy	Period	Sept 2021- July 2022
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### **1. Summary**

Currently the number of children on the SEN register is 66/328 (20%). This is slightly above the national average of 16.5%. The various types of need within school include ASD (Autism), ADHD (Attention Deficit Disorder), medical conditions including epilepsy, elective mute, children with SEMH (Social, Emotional and mental Health) needs, cognitive and learning difficulties, dyslexia, hearing and Speech and Language impairments. We are fortunate to have access to a range of agencies that work with the school to provide training and support. Our local authority (LA) has responded well to the changes presented from the introduction of the Code of Practice 2014 and has implemented an effective model of traded services where schools work within clusters and are allocated a specific amount of hours and above this, service level agreements are also in place to offer 'top-ups'.

The profile of the SEND cohort within school consists of: 47 boys and 19 girls, of which 61 are white British with the remainder of children (5) from other ethnicities.

Pupil outcomes for SEND group pupils in Year 6 at the end of 2021/22 in RWM (Reading, Writing and Maths) combined identified SEN pupils to be achieving lower than expected progress.

Pupil outcomes for SEND group pupils in Year 2 at the end of 2021/22 in RWM (Reading, Writing and Maths) combined identified SEN pupils to be achieving higher than expected progress.

	Reading	Writing	Maths	RWM
KS1	FHCP- 66.7% National- 67%	FHCP- 66.7% National- 58%	FHCP- 66.7% National- 68%	FHCP- 67% National-59%
KS2	FHCP- 50% National- 74%	FHCP- 0% National-69%	FHCP- 50% National-71%	FHCP- 50% National-59%

### **2. School characteristics**

	19/20	20/21	21/22
Total number of children on school roll	275	297	328
Number of children on SEN register for this period	53	58	66
% of children on SEN register for this period	22%	20%	20%
Number of children with EHCPs	5	5	3
Number of children currently being assessed for an EHCP	0	2	2

Breakdown of SEN register by primary category of need

	19/20	20/21	21/22
Cognition and learning	18	19	12
Sensory impairments	1	0	1
Behavioural, social, emotional and mental health needs	22	20	25

Speech , language and communication needs *	46	40	37
Physical disabilities	1	1	1
Medical needs	1	2	1
Autistic Spectrum Disorder *	5	5	3

Spread of needs across year groups

	19/20	20/21	21/22
FS1 on SEN register	5	5	4
FS2 on SEN register	3	7	14
Year 1 on SEN register	2	3	11
Year 2 on SEN register	7	9	4
Year 3 on SEN register	5	11	9
Year 4 on SEN register	4	6	13
Year 5 on SEN register	10	2	9
Year 6 on SEN register	5	15	2
Total	53	58	66

### 3. Funding arrangements

This year has seen a short decline in FFI funding applications due to number of pupils who qualify. This significantly rises next year due to the number of eligible children- 2022/2023.

	19/20	20/21	21/22
Total top up funding received	34,000	£42,000	£27,000
Number of pupils for whom top up (element 3) funding is being claimed	16	20	17
Notional SEN Budget	75,617	£94,682	£81,030
Total funding received by school	109,617	£136,682	£108,030

### 4. SEND spend

See appendix a

### 5. Inclusion Team Staffing

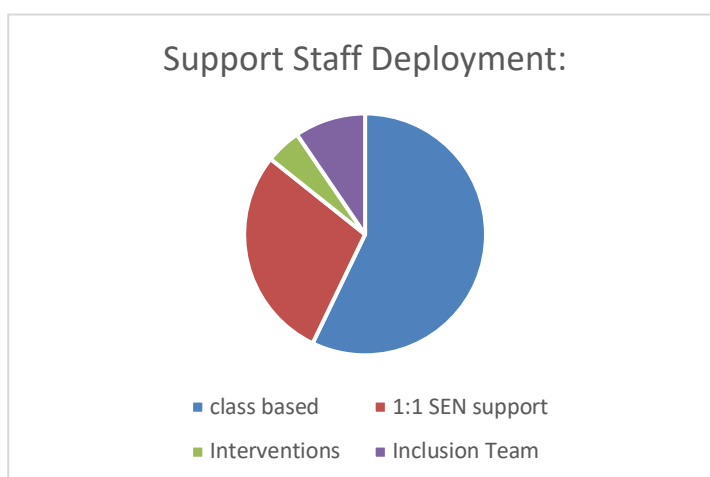
During this academic year the inclusion team consists of:

21/22	PT/FT
SENDco	FT
Pastoral Lead*	FT
Assistant SENDco	PT-0.5 ASD support 0.5
Inclusion Support	PT 0.7
SENDco admin	PT 0.6

Pastoral Lead-FT (accredited Thrive practitioner as part of this role)

## 6. Teaching Assistant deployment- 21/22

Role:	Number of staff:
class based	12
1:1 SEN support	6
Interventions	1
Inclusion Team	2



## 7. SEND Training

<u>SEND Training:</u>	<u>Rationale:</u>	<u>Staff attended</u>	<u>Impact seen</u>
Training Day	Introduction of SEND handbook	All staff	Clear expectations of graduated response across school
Thrive action plans	To create an action plan to deliver whole class SEMHS strategies	Class teachers	Clear understanding of process of how to write an action plan Lack of clarity around how to implement – next year's focus
Use of visuals	To understand the importance of visuals for children who are pre-verbal or need support with communication	FS2 staff and class teachers	Visuals are used across FS1 and 2 to support children with communication
Social Communication groups	Training to set up a social communication group for FS2 cohort	FS2 TA- ran by SENIT team	Social communication group as part of a personalise timetable up and running
SENIT journal	To understand how a SENIT journal is used to plan and deliver a	FS2 staff and teachers	SENIT journals used consistently across FS1 and FS2

	differentiated curriculum		
FS2 ongoing training	To support the needs of a complex cohort and ensure staff have the skills/ knowledge for a range of SEND needs	FS2 staff	The needs of the cohort were correctly met and SEND provision for each need in place
Meeting the needs of children with SpLD and Literacy difficulties	To understand the graduated response cycle for children with spld or literacy difficulties	SENDCO and assistant SENDCO	Awareness of how to deliver graduated response to this are of need

## 8. Range of interventions currently in place

Outlined below are the interventions that were carried out academic year 2021/2022.

Intervention:	Shine (ASD)	Thrive	Lexia	1:1 Tutoring	
Number of Children accessing:	4	40	50	20	
What has worked well:	<p>The success of the Thrive programme continues with children now accessing a block of sessions – assessment on entry and exit is present</p> <p>1:1 tutoring has provided children in years 3-6 with additional support in closing the gap in attainment</p> <p>Lexia is used in most year groups and children are accessing each day.</p> <p>Shine has been successful in ensuring pupils within make accelerated progression in communication and interaction/ intensive interaction</p>				
What could have worked better:	<p>Thrive practitioner who has other roles unable to offer many sessions to children which has impacted on capacity.</p> <p>Lexia- need further TA time to ensure all children who need access to a skill builder or extra session, have them delivered in a timely manner</p> <p>Evidence based interventions for cognition and learning need to be sourced next academic year.</p>				

## 9. EHCPs

	<u>Number of EHCPs</u>	<u>EHCP Applications made</u>	<u>Applications next academic Year- 22/23</u>
<u>Early Years</u>	0		5
<u>KS1</u>	0		1
<u>KS2</u>	2	2- Year 3 Year 4	2

## 10. Attendance

	19/20	20/21	21/22
Whole-school attendance rate	87.6%	94.3%	93.2%
Attendance rate for those on SEN support register	85.05%	93.93%	91.78%
EHCP	83.52%	84.70%	83.16%

	19/20	20/21	21/22
Number of SEND pupils in reduced timetables	1	3	2 within year
Number of SEND pupils receiving their education off-site	1	0	1- Last 3 weeks of summer term
Number of children held back a year or more	0	1	0

## 11. Exclusions

	19/20	20/21	21/22
Total number of permanent exclusions (all pupils)	School closure March until July for most pupils	0	0
Total number of fixed-term exclusions (all pupils)		53 sessions	21 sessions
Total number of permanent exclusions (SEN cohort)		0	0
Total number of fixed-term exclusions (SEN cohort)		53 sessions	21 sessions
Total number of school days lost to fixed-term exclusions (all pupils)		26.5 days	10.5 days
Total number of school days lost to fixed-term exclusions (SEN cohort)		26.5 days	10.5 days

## **12. Description of SENCO's current quality assurance arrangements**

The Senior Leadership team ensure a monitoring timetable is in place, many of these include an element from the SEN action plan. Monitoring of the quality of teaching across school is monitored by SLT termly, which includes the provision and curriculum provided for all SEND children. The SENCo is now in charge of training needs of all support staff and performance management targets for year 2021-2022.

<b>Monitoring Calendar:</b>	<p>Sept 2021- Class teacher and SENCo Autumn Term planning meetings</p> <p>Oct 2021- Autumn Term SEN reviews (teacher, parents and outside agencies)</p> <p>Nov 2020- lesson drop ins- focus use of personalised timetables</p> <p>March 22- Spring Term SEN reviews (teacher, parents and outside agencies)</p> <p>Jan 21- SEN governor visit- discuss planning guide and school's response to FS2 cohort</p> <p>June 22- FFI applications- allowed review of current use of personalised timetables and planning provision for children with SEN</p> <p>June 22- Summer Term SEN reviews (teacher, parents and outside agencies)</p>
<b>Strengths:</b>	<ul style="list-style-type: none"><li>- Pupil passports, PLP and provision maps are used across school to support children with specific learning targets and are reviewed timely</li><li>- SEN children across school are fully included in lessons and school life</li><li>- In some classes across school personalised timetables are used effectively</li><li>- In some classes across school, SEN children are prioritised and receive good quality differentiation and intervention</li><li>- Children with significant SEMHS needs have a range of effective interventions</li><li>- Most teachers are using B-Squared to plan learning for children working out of year group (24-month delay)</li><li>- The early identification of children with SEND is effective across school and is now build into the transition visits in FS2</li></ul>
<b>Areas for Development:</b>	<ul style="list-style-type: none"><li>- Not all targets on PLPs are SMART (Specific, Measurable, Achievable, Realistic and Timely)</li><li>- Visuals – school based system. Research and purchase boardmaker or widget</li><li>- Not all classes are consistent in the effectiveness of planning for children with SEN, further support needed to share good practise</li><li>- SEMHS- clear pathways need to be identified as to responsibilities of teacher and class based staff. When it is appropriate to refer to inclusion team and what support will be received. When it si necessary to refer to outside agencies</li><li>- Children with SPLD or literacy difficulties are not always identified early enough and provision differentiated appropriately</li><li>- IPRAS and PHP are not always created timely</li><li>- B-Squared is used to assess children's level of attainment and now needs to be used to plan effective provision</li></ul>

### 13. Compliance with statutory duties

	✓ / x
All provision is in place for students with EHCPs	✓
Annual reviews have been conducted on time	✓
The school's SEN policy reflects reality within the school	✓
The school has responded to all professional recommendations made in this period	✓
Students with disabilities have accessed all relevant school activities including trips	✓
School's website is compliant with statutory SEND information	✓
The school building is fully accessible	✓

### 11. SENCo's summary

What has worked well this year
<ul style="list-style-type: none"><li>- Implementation of SEN planning document, included as part of the induction procedure and staff training throughout the academic year. Clear guide to support the school's offer for children with SEND and expectations of staff when delivering the schools graduated response to SEND</li><li>- The cycle of graduated response. Assess- plan- do- review continues to work well across school. Children are identified at an early stage and in consultation with the SENCo and parents, the child's needs are identified. The support plan is shared with all parents and relevant school staff. Using b-squared, the curriculum is then differentiated and tailored to suit the needs of the child.</li><li>- Termly review meetings take place which involve working closely with parents and outside agencies. Within the meeting, targets are reviewed. This involves collaboratively deciding the next steps for the child.</li><li>- FFI funding applications continue to be successful, this will see a rise in funding allocated to our pupils with the highest needs. In the Summer Term 16 applications were submitted.</li><li>- ASD provision- shine</li></ul>

What could have worked better
<ul style="list-style-type: none"><li>- FS2 cohort, needs identified prior to starting and arrangements made</li><li>- Speech and Language interventions to support the children's access to targeted work following NHS assessment</li><li>- Attainment of children with SEND needs is still below other groups and children are working below the NS for their age. Next steps are to identify how the gap between this group of children and others in school can be closed. B-Squared needs to be used consistently across school as an effective assessment tool</li><li>- Evidence based interventions for cognition and learning to be sourced</li></ul>

SENCO's priorities for next academic year
<ul style="list-style-type: none"><li>• ASD provision to move and rename Snapdragons</li><li>• Create delegated responsibilities of each member of inclusion team so support can be bespoke and streamlines to an individual team member</li><li>• Speech and Language support – through NHS or other source (MABLE)</li><li>• Support for BSW new to post</li></ul>

- **Performance management of support staff to become more rigorous. Cycle to ensure midpoint review and supportive observations**
- **Training- whole school training linked to the range of SEND needs**
- **Identification programme to support children with cognition and learning needs**
- **Cognition and learning Interventions- quality assured.**

## Appendix A

	Number of SEND pupils	EYFFI or FFI Funding	Allocation of Funding
<u>Nursery</u>	3	2 application made	
<u>Reception</u>	14	10- application made	
<u>Year 1</u>	11	4	- 1 x FT 1:1 support - assistive technology to support learning for 1 child -specialised equipment
<u>Year 2</u>	3	0	
<u>Year 3</u>	11	6	-FT 1:1 support -SEMHS interventions - social communication groups -access to ARK -therapeutic interventions
<u>Year 4</u>	14	2	-assistive technology -small group intervention maths/english
<u>Year 5</u>	9	4	-social communication groups -SEMHS interventions -access to ARK
<u>Year 6</u>	2	1	-assistive technology - small group intervention maths/english
		17- Year 1 to Year 6	