



SEND Report 2019-2020

The percentage of pupils in school at SEN support is 14.9% which continues to be in broadly in line with national (14.6% 2019). The percentage of pupils with an EHCP (Education, Health and Care Plan) is increasing yet still remains below national at 2.1% (national 2018 2.9%). Two pupils currently awaiting an EHCP assessment. If these are successful this percentage will increase to 2.8%

SEND school profile							
There are currently 44 pupils receiving SEND support							
Total percentage of pupils with SEND				43/289 14.9%			
Total percentage of boys with SEND				27 /139 19:4%			
Total percentage of girls with SEND				16 /150 10.6%			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of pupils receiving SEND support	3/41 7%	4/43 9%	3/46 7%	11/42 26%	7/44 16%	8/41 20%	7/33 21%

- Number of pupils with an EHCP: 6
- Number of pupils at SEND Support: 25
- Number of pupils at SEND Support Plus: 12

SEND areas of need		Number of pupils at each range		
		SEND Support	SEND Support Plus	EHCP
Cognition and learning difficulties	6	4	2	
Specific learning difficulties	7	5	1	1
Speech, language and communication needs	13	11		2
Autistic Spectrum	4		1	3
Social, emotional and mental health needs	9	2	7	
Physical and medical needs	4	4		
Hearing impairment	0			

Work with external agencies: Number of referrals made for SEND pupils	
External Agencies	Number of pupils
Educational Psychologist	2
0-25 Inclusive Education Service: SEMH	4
0-25 Inclusive Education Service: Cognition and Learning	3
0-25 Inclusive Education Service: Early Years	3
Speech and Language	7
School Nurse (which has led to further involvement, for example, school nurse, CAMHS, paediatrician appointments)	5

End KS2 SEND Progress over time (end of year 2 – end of year 6 progress compared to local authority schools)							
	Pupils	Reading		Writing		Maths	
		School	LA	School	LA	School	LA
2017	SEND	-2.1	-0.6	-2.3	-1.0	1.5	-0.3
	Non-SEND	-1.3	0.4	-1.2	1.5	1.6	1.2
2018	SEND	-0.5	0.0	-5.7	-0.6	-1.6	0.7
	Non-SEND	-1.7	0.5	0.6	1.3	-2.6	1.2
2019	SEND	3.1	0.1	-0.1	-0.7	-0.1	0.5
	Non-SEND	-3.0	0.7	0.0	1.2	-0.8	1.2
2020	SEND						
	Non-SEND						

- **Figures in Green:** the gap between SEND and non-SEND pupils in school was *narrower* than the local authority gap OR SEND pupils made *better progress* in school than their non-SEND peers.
- **Figures in Red:** the gap between SEND and non-SEND pupils in school was *wider* than the local authority gap OR SEND pupils made *less progress* in school than their non-SEND peers
- 2020 data not available due to Covid / school closure

Education, Health and Care Plans

- This year four EHCPs referrals submitted in the previous academic year have been finalised. Two EHC referrals have been completed and were submitted in January 2020.

Interventions

A range of interventions have been delivered this year to range of pupils including SEND pupils and other pupils.

Examples of interventions to meet Cognition and Learning needs delivered this year

- Attack Lexia, 20/20 reading, phonics interventions, writing booster groups, Beat Dyslexia, IDL, 1:1 Reading, handwriting intervention, same day next day maths intervention, catch up maths, times tables, maths boosters, fine motor skills intervention, spelling interventions, precision teach, alphabet arc, speed up and Beanstalk readers.

Examples of pastoral interventions to meet social and emotional needs delivered this year:

- Emotional literacy, friendship interventions, anger management interventions, self-esteem, Lego therapy, Pets as Therapy reading dog, social skills groups, bereavement support, family sessions, play sessions.

Resources Purchased

- Reading pen for pupil with a pupil with severe dyslexia
- Dyslexia friendly dictionaries
- Overlays
- Resources to support SEMH pupils: fiddle toys, calming objects, cushions, weighted blankets
- Pastoral interventions
- Phonic resources (phoneme frames, fans, flashcards, HFW, Common Exceptions Words, games)
- Decodable reading books

Deployment of Staff and Resources

The deployment of staff is reviewed continually to ensure the right provision and intervention is provided for pupils to make the greatest impact on progress. During the year, staff have been employed to support SEN children in the following ways:

- One-to-one provision for learning and behaviour needs
- Additional small group support for English and Maths
- Delivering Speech and Language programmes to individual pupils from Speech and Language Therapy Service
- Providing social and emotional support to individual pupils and groups of pupils
- Providing one-to-one emotional support to individual pupils.
- Carrying out phonic and reading interventions in KS1
- Supporting pupils during less structured times of the day
- Delivering intervention programs for Reading and Writing
- Providing bespoke support to small groups of pupils and individual pupils to enhance progress in reading, writing and maths

CPD

- A range of support staff have accessed a range of support and training this year as a whole staff team and individually including (but not limited to): waves of support, how to support pupils effectively, attachment, catch up maths, precision teach, social stories/comic strips, Talkabout, Addacus, Style, Time to Talk, Inspired Neighbourhood Mindfulness sessions, PACE training (Playfulness, Acceptance, Curiosity, Empathy).