SEND REPORT TO GOVERNORS October 2020

School Profile

The school has a register of targeted special educational provision and additional needs in the school. 12% of all children on roll are included on this register. This is broken down as follows:

Cognition and Learning: 63%

Communication and Interaction: 15%

Social, Emotional, Mental Health: 16%

Physical Development: 6%

There are currently 3 children in school with an Education, Health and Care Plan. 2 EHCPs have been submitted during Lockdown/School Closure. 1 was rejected and parents sought legal advice and have been through the mediation process. The LA have agreed to assess the child’s needs and the other EHCP is at the draft stage of the application.

SEND Provision

Interventions are being delivered in Year group bubbles rather than across the Key Stage. In Key Stage 2 Spelling interventions are being delivered for 20 minutes each day focussing on High Frequency and Common Exception Words that need to be learnt. In Year 2 a phonics group is being delivered 3 times a week focusing on gaps in knowledge prior to the Phonics Screening test in November.

All IEPS and PSPs have been reviewed and updated, as this has not occurred since April due to the school closure and Lockdown. All targets are updated and appropriate to match the needs of each child. These will be sent home prior to half term. Parents and teachers have the opportunity to discuss this at an extended Parents Evening appointment.

ELSA sessions have resumed although they are on a 1:1 basis rather than in a group. Due to the limited time to complete this, teachers now have to complete a referral form so that the child’s needs can be discussed and determined whether ELSA is necessary or can be managed within the classroom and by the class teacher.

Play Therapy has resumed and all 6 allocated spaces have been filled and children are responding well to this targeted intervention.

Assessments and Outside Agency Support

One child is currently receiving weekly teaching sessions from Support for Learning, school have purchased this as part of the service level agreement. One child in Early Years has been visited by the Child Development Centre, however this was regarding a significant discrepancy in their report against how the child presents at school. This child is currently undergoing an EHC assessment as well as ongoing assessment at the child development centre.

There are limited services conducting face to face visits for assessments. The Educational Psychology Service are currently completing these. There have been 2 assessments completed this half term, though 1 pupil who received this assessment is leaving.

Referrals made pre-lockdown are still outstanding and services such as Autism Support, Speech and Language and Behaviour Support are being carried out via TEAMs or video assessment of the child. Obtaining assessments in this current climate is particularly challenging as many services are not returning to schools to work with the child.