SEND REPORT TO GOVERNORS January 2021

School Profile

The school has a register of targeted special educational provision and additional needs in the school. 13% 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: 18%

Physical Development: 4%

There are currently 4 children in school with an Education, Health and Care Plan. 1 child continues to remain on role but is attending alternative education funded by the local authority and after the appeals process, the EHCP has now been written in its first draft.

SEND Provision during Lockdown

In September children with a high level of SEND needs were identified (46% of children on the SEND register) that would require additional and different provision should the Year Group bubble or class close due to Covid 19, this was tested in October and was sufficient for 1 pupil but would not meet the needs for all pupils. Following on from the announcement to close schools this provision was re-evaluated and adapted as needed to ensure that these children continued to receive a broad and balanced curriculum which would be tailored to meet their specific needs.

Children with high needs SEND receive one to one or group teaching sessions focussing on their specific area of need and/or difficulty, this is delivered by the Assistant Head of Inclusion. This is delivered 3 times a week ranging between 15 and 30 minutes. Outcomes from the session are then fed back to the class teachers to enable teachers to assess the children’s progress and review each child’s targets against their IEP. There are 2 children attending school with an EHCP, their individual curriculums and provision continues to be provided through one to one support which is planned and over seen by the Assistant Head of Inclusion.

SEN Support children (54% of children on the SEND register) also receive specific support from their class teachers either in a small group and one to one sessions. This is either delivered in school or remotely. A Teaching Assistant is also delivering group and one to one sessions with groups of children across Key Stage 2. Class teachers provide information regarding gaps in learning or areas to focus on and the teaching assistant provides weekly feedback to the class teachers regarding the lessons taught. Live teaching of phonics are taught twice a week in Reception, daily by teachers in Year 1. The head teacher also teaches a phonics group 3 times a week of children who have identified as not making progress in their phonics/reading ability.

The break down per year group is as follows:

|  |  |
| --- | --- |
| **Year R** | **Cohort size:** 6015 children in school-25%**Remote Learning:** 75%**Needs led additional & different remote learning:**Ladybird class-4%Dragonfly class-7%In school: 1 X EHCP |
| **Year 2** | **Cohort size:** 739 children in school-12%**Remote Learning:** 88%**Needs led additional & different remote learning:**Badger class-30%Owl class-20%Squirrel class-25%In school: 2 X SEND, 1 X EHCP |
| **Year 3** | **Cohort size:** 6815 children in school-22%**Remote Learning:** 78%**Needs led additional & different remote learning:**Muntjac class-39%Red Deer class-48%Fox class-36%In school: 1 x SEND |
| **Year 4** | **Cohort size:** 7215 children in school-21%**Remote Learning:** 79%**Needs led additional & different remote learning:**Stoat class-54%Otter class-33%Beaver class-33%In school: n/a |
| **Year 5** | **Cohort size:** 6112 children in school-20%**Remote Learning:** 80%**Needs led additional & different remote learning:**Sparrowhawk class-36%Kestrel class-45%Merlin class-37%In school: 1 X SEND |
| **Year 6** | **Cohort size:** 8213 children in school-16%**Remote Learning:** 84%**Needs led additional & different remote learning:**Red Kite class-37%Buzzard class-41%Osprey class-32%In school: 3 X SEND |

All IEPS and PSPs have needed to be reviewed this term, teachers have completed reviews of all children with an Individual Education Plan or Personal Support Plan in relation to their previous targets and new IEPs will be written with targets set when the children return to school.

Assessments and Outside Agency Support

Play Therapy are now running remotely during this lockdown, children are having one to one sessions via Teams or going to the Play Therapy centre in Bracknell.

Support for Learning are also working remotely during this lockdown and have continued the one to one teaching session with the same pupil as before Christmas.

Speech and Language will continue to come to school and carry out reviews of therapy plans as NHS staff have lateral flow testing and full PPE. For children not attending school, Speech and Language will continue reviewing therapy plans remotely.