SEND REPORT TO GOVERNORS October 2021

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: 40% (down 23% from last year)

Communication and Interaction: 21% (up 6 % from last year)

Social, Emotional, Mental Health: 32% (up 16% from last year)

Physical Development: 7% (up 1% from last year)

There are currently 5 children in school with an Education, Health and Care Plan. 1 plan was submitted prior to the Summer holidays and was rejected (for the second time) and a new arrival to Reception has had an EHCP submitted prior to joining us. There has been a significant rise in the number of children with Social, Emotional, Mental Health needs, there has been a significant increase in the number of children being diagnosed with Autism, ADHD or having behavioural needs.

A request for additional funding has been submitted to the School Intervention Fund (SIF), for a pupil that came to College Town last March on a managed move, this child has complex social, emotional, mental health needs and school are working with a range of professionals and the SEND department to source alternative (and appropriate) provision for him.

SEND Provision

The most significant needs are in Reception and Year 1, where 3 of the pupils with EHCPs are being taught. The pupil in Reception, requires large amounts of one to one support to access the curriculum, manage his care needs and communicate effectively with adults and peers. 2 pupils are in Year 1, again both requiring a large amount of one to one support. 1 pupil, struggled with the transition and spent a considerable number of weeks running out of the classroom, hiding in cupboards and refusing to work but has begun to remain more consistently in the classroom. The other Year 1 pupil, demonstrates significantly challenging behaviour on a daily basis, often refusing to go into the classroom, will scream, lash out and is often extremely distressed. Advice has been sought from outside agencies in how best to support this pupil and school have invited parents in to help settle the pupil into the classroom and access any form of learning.

The other pupils with EHCPs are settled and becoming familiar with the routines and expectations of their new classes. 1 pupil is currently working out of their year group (1 year behind) and is still on a waiting list for Kennel Lane (2 years now).

All IEPS and PSPs are due to be reviewed after half term, which will enable all targets to be updated and appropriate to match the needs of each child. These will then be shared with parents.

ELSA sessions have resumed and we now have an additional trained ELSA support, this has enabled the sessions to run more effectively and now includes children in Year 2, who previously were supported by class teachers and circle time activities. For new referrals, teachers complete a referral form so that the child’s needs can be discussed and enables the staff member delivering this to have a deeper understanding of the child’s needs at that moment in time.

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

We also have the involvement of Daisy’s Dream who have just begun to work with two new students within our school.

An Early Listening Group has been set up and is running twice to support children with English as and Additional Language and children with Speech and Language needs. This is being run across Year 1 and Year 2.

Assessments and Outside Agency Support

There continue to be limited services conducting face to face visits for assessments, which is proving to be challenging and detrimental for the children/parents requiring additional support. The Educational Psychology Service are currently completing these, visits have been organised for the pupils with EHCPs to address ongoing concerns around their needs and the appropriateness of our setting to meet their needs.

Speech and Language have changed their referral system which mean that there are children who have still not been since in over a year. There does not seem to be any improvement with accessing Speech and Language moving forward.

Training

Due to the large volume of new members of staff the following training has already taken place:

-Differentiation and effective use of the TA -SEND: Planning and provision to support individual needs

Both Insets are focused around ensuring that children with additional needs are adequately planned for, there is an awareness of the children’s needs and what that presents like within the classroom as well as showing thought and consideration to how this will be delivered for the lesson. An SEN bulletin has been sent out to all staff informing them of the current needs within the school and a focus on key areas of need (please see attached).

School led funding/Pupil Premium (Free School Meals)

There are currently 31 pupils (7% of the school) who are FSM, we have used the school led funding to support the pupils in the following ways:

-Reception children: additional readers (heard twice a week)

-Year 1 children: additional readers (heard three times a week)

-Year 3 and Year 4 children: 10 children across the 2 year groups are taught for 1hour 15 minutes by a qualified teacher each day in at targeted maths group.

-Year 6 children: 15 children are taught for Maths and English every morning by a qualified teacher in targeted sessions.