SEND REPORT TO GOVERNORS January 2022

SEND Provision and impact

The most significant needs continue to be in Reception and Year 1, where 3 of the pupils with EHCPs are being taught. Due to a new arrival of a pupil in Year prior to Christmas with significant high needs, a bespoke curriculum and resourced unit has been specifically created for this pupil. This is a resourced provision that runs for 2 hours every day. 8 high needs pupils from Reception attend each day with targeted activities to support their phonic, speech and language targets and turn taking. The Year 1 pupil needs intensive interactions and a very specific curriculum that is tailored to their needs. As a result of this, we have been in contact with the Local Authority to source resourced provision which is more suited to their needs. Children accessing this resource are beginning to make gains in their early listening skills as well as being able to tolerate waiting for a peer to have their turn.

Children have updated IEPs and targets which reflect their current needs, teachers have been questioned as to how they implement these strategies. Teachers need to begin to think creatively about delivering interventions/targets to meet the IEPs as there is not always a TA available to do this for them. This follows on from the second differentiation Inset and the feedback from this.

EHCP Pupils

There are now currently 4 children in school with an Education, Health and Care Plan. 1 pupil moved at Christmas and is now being taught in the new local authority. 3 EHCP applications are due to be submitted this term- 2 for Key Stage 2 pupils and 1 for Key Stage 1. 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.

3 out of 4 EHCP children are settled and engaging well with their differentiated work and provision that is provided to them to meet their needs and that stated on their EHC plan. 1 pupil, currently in Year 1, is continuing to deteriorate in both their learning and their engagement with adults within their classroom. Despite seeking advice from outside agencies last term, parents bringing the child into the classroom to settle and minimising pressure to be in the classroom, the child is becoming increasingly more disruptive, defiant and refuses to engage with any learning even when linked to their interests.

There continues to be challenges in obtaining appropriate outside agency support, the educational psychology service is currently the only service that has been in to work with/assess any children. Autism support will only work with a child who has a diagnosis of ASD or is under the CAMHs pathway-if Ed psych are involved then they do not duplicate on their visit. Speech and Language services have only just appointed a lead therapist and have yet to confirm a date to update children’s speech and language targets. 1 EHCP child has been waiting for an occupational therapy referral for 18 months now as part of the EHCP submission.

Monitoring of planning into practise for EHCP children in Key Stage 1 and 2 has been undertaken since returning from Christmas and feedback has been provided to teachers. Feedback is as follows:

* Year 4 pupil: sufficiently planned for during the whole English lesson, TA identified with targeted questions as appropriate.
* Year 1 pupil A: planned for as a focus activity but specify what the child and TA are doing during the main teaching input. Teacher to indicate what questions the TA should ask.
* Year 1 pupil B: Child not specified on the planning but able to access a differentiated task during the lesson. Indicate on planning what the child is doing during the input and the task.

Learning Hub (Mrs Mitchell’s group)

The learning hub is split into 2 groups; a Year 3/4 maths Group and a Year 3 writing group which is delivered by Fiona Mitchell. There are a number of SEN pupils in the maths group including 1 EHCP pupil with one to one support.

Year 3 and 4 Maths:

Children have engaged very well with the learning and have a very positive attitude. Year 4 children are revisiting learning from last year and securing their understanding as well as being given the opportunity to extend their learning through Reasoning and Problem Solving questions. They are working with greater independence. There has been a lot of focus on securing fluency in number facts. Children are much more confident with their calculations and all have secured adding, subtracting and multiplying using formal methods. Emphasis has been placed on using manipulatives to support learning and for children to verbalise their learning. Some children have made accelerated progress and 1 child has been able to return to their class to benefit from class differentiation.

Year 3 Writers:

All have learnt to work with greater independence. The Year 3 texts have been used with amended planning to meet Year 2/3 objectives as appropriate. Focus has been on securing sentence structures using modelled writing as a support. Differentiation within this group has allowed the weakest writers to work with a high level of independence at their level. All the children engage very well with the lessons. There remain issues around spellings for many of the group. 4 of the children attend a catch-up phonics group prior to the lesson. 55% (5 out of the 9) of the children have made accelerated progress.

School led funding/Pupil Premium (Free School Meals)

There are currently 34 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 1 hour 15 minutes by a qualified teacher each day in at targeted maths group. 1 child in Year 4 is also attending the after school homework club.

-Year 5 children: 1 child is attending the after school homework club.

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

Teachers are not consistently aware of the FSM children and how to support them, this is going to be a focus for monitoring this term.

Training

In the Autumn term there was focused training on Speech and Language for Early Years staff. This was focused around early listening skills and how to develop children’s communication skills. There were 2 after school sessions linked to this to support staff with the understanding behind Speech and Language needs as well as activities to support developing children’s communication.

Challenging Behaviour Workbooks have been ordered to be provided for staff for CPD in developing their understanding of meeting the needs of pupils who demonstrate more challenging behaviour in class.