

SEN Annual Report for Fieldhead Carr Primary School

Report by	Joe Murphy	Period	Sept 2020- July 2021
-----------	------------	--------	----------------------

1. Summary

Currently the number of children on the SEN register is 58/297 (20%). This is slightly above the national average of 12.2%. The various types of need within school include ASD (Autism), ADHD (Attention Deficit Disorder), medical conditions including epilepsy, elective mute, children with SEMH (Social, Emotional and mental Health) needs, cognitive and learning difficulties, dyslexia, hearing and Speech and Language impairments. We are fortunate to have access to a range of agencies that work with the school to provide training and support. Our local authority (LA) has responded well to the changes presented from the introduction of the Code of Practice 2014 and has implemented an effective model of traded services where schools work within clusters and are allocated a specific amount of hours and above this, service level agreements are also in place to offer 'top-ups'.

The profile of the SEND cohort within school consists of: 39 boys and 19 girls, of which 49 are white British with the remainder of children (9) from other ethnicities.

Pupil outcomes for SEND groups within school and in particular progress, show that in 2020/21 the results in RWM (Reading, Writing and Maths) combined identified SEN pupils to be achieving lower than expected progress. This is also the case in terms of attainment where the 2020/21 results in RWM identified SEN pupil's attainment to be lower than expected.

2. School characteristics

	18/19	19/20	20/21
Total number of children on school roll	252	275	297
Number of children on SEN register for this period	54	53	58
% of children on SEN register for this period	21%	22%	20%
Number of children with EHCPs	5	5	5
Number of children currently being assessed for an EHCP	1	0	2

Breakdown of SEN register by primary category of need

	18/19	19/20	20/21
Cognition and learning	15	18	19
Sensory impairments	3	1	0
Behavioural, social, emotional and mental health needs	22	22	20
Speech , language and communication needs *	36	46	40
Physical disabilities	1	1	1
Medical needs	1	1	2
Autistic Spectrum Disorder *	2	5	5

Spread of needs across year groups

	18/19	19/20	20/21
FS1 on SEN register	7	5	5
FS2 on SEN register	5	3	7
Year 1 on SEN register	7	2	3
Year 2 on SEN register	5	7	9
Year 3 on SEN register	4	5	11
Year 4 on SEN register	10	4	6
Year 5 on SEN register	8	10	2
Year 6 on SEN register	8	5	15
Total	52	53	58

3. Funding arrangements

This year has seen a rise in successful FFI funding applications and this will continue into 2020/2021.

	18/19	19/20	20/21
Total top up funding received	36,000	34,000	£42,000
Number of pupils for whom top up (element 3) funding is being claimed	13	16	20
Notional SEN Budget	55,200	75,617	£94,682
Total funding received by school	91,200	109,617	£136,682

4. Inclusion Team Staffing

During this academic year the inclusion team consists of:

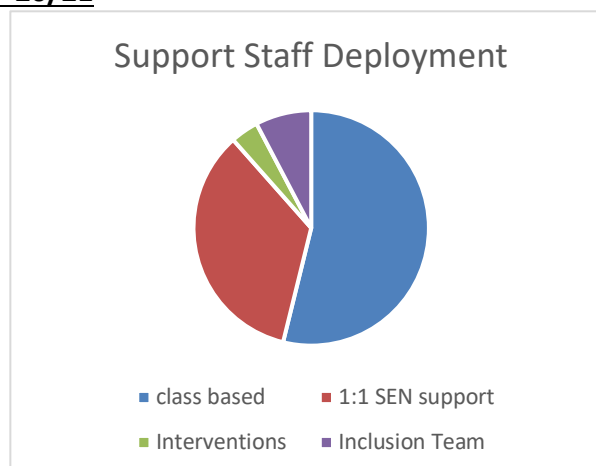
SENCo- FT

Pastoral Lead-FT (accredited Thrive practitioner as part of this role)

Assistant SENCo- PT= 0.6

5. Teaching Assistant deployment- 20/21

Role:	Number of staff:
class based	14
1:1 SEN support	9
Interventions	1
Inclusion Team	2



6. Range of interventions currently in place

Outlined below are the interventions that were carried out academic year 2020/2021. Due to impact of COVID absences and school closure Jan 21. A full academic year did not take place.

Intervention:	Shine	Thrive	Lexia	1:1 Tutoring	
Number of Children accessing:	10	15	50	10	
What has worked well:	The success of the Thrive/Shine programme, reduced the previous exclusion rate for some children. Resilience/ self-regulation				
What could have worked better:	Methods to formally assess the impact of SEMHS interventions, using SDQs or boxall profiles. Lexia- issues with access to technology as meant children have not been able to access the required amount of minutes each week and progress has not met the required target for most children who access.				

7. Attendance

	18/19	19/20	20/21
Whole-school attendance rate	95.1%	87.6%	94.3%
Attendance rate for those on SEN support register	94.93%	85.05%	93.93%
EHCP	89.41%	83.52%	84.70%

	18/19	19/20	20/21
Number of SEND pupils in reduced timetables	0	1	3
Number of SEND pupils receiving their education off-site	2	1	0
Number of children held back a year or more	0	0	1

8. Exclusions

	18/19	19/20	20/21
Total number of permanent exclusions (all pupils)	0	School closure March until July for most pupils	0
Total number of fixed-term exclusions (all pupils)	12		6
Total number of permanent exclusions (SEN cohort)	0		0
Total number of fixed-term exclusions (SEN cohort)	10		
Total number of school days lost to fixed-term exclusions (all pupils)	57.5		26.5
Total number of school days lost to fixed-term exclusions (SEN cohort)	56		26.5

9. Description of SENCO's current quality assurance arrangements

The Senior Leadership team ensure a monitoring timetable is in place, many of these include an element from the SEN action plan. Monitoring of the quality of teaching across school is monitored by SLT termly, which includes the provision and curriculum provided for all SEND children. The SENCo is now in charge of training needs of all support staff and performance management targets for year 2020-2021.

<p>Monitoring Calendar:</p>	<p>Sept 2020- Class teacher and SENCo Autumn Term planning meetings Oct 2020- Autumn Term SEN reviews (teacher, parents and outside agencies) Nov 2020- Work Scrutiny of PLP and use of personalised timetables Nov 2020- lesson drop ins- focus use of teaching assistants with lessons March 21- Spring Term SEN reviews (teacher, parents and outside agencies) May 21- SEN governor visit- how effective are the school's methods for planning for a child with SEND to ensure are fully included in lessons and are planned for appropriately June 21- FFI applications- allowed review of current use of personalised timetables and planning provision for children with SEN June 21- Summer Term SEN reviews (teacher, parents and outside agencies)</p>
<p>Strengths:</p>	<ul style="list-style-type: none"> - PLP and provision maps are used across school to support children with specific learning targets and are reviewed timely - SEN children across school are fully included in lessons and school life - In some classes across school personalised timetables are used effectively - In some classes across school, SEN children are prioritised and receive good quality differentiation and intervention - Children with SEMHS have a range of effective interventions - Most teachers are using B-Squared to plan learning for children working out of year group (18-month delay) - The early identification of children with SEND is effective across school
<p>Areas for Development:</p>	<ul style="list-style-type: none"> - Not all targets on PLPs are SMART (Specific, Measurable, Achievable, Realistic and Timely) - Not all classes are consistent in the effectiveness of planning for children with SEN, further support needed to share good practise - Not all children have personalised timetables and some teachers are unsure of how to use effectively - The level of intervention differs in classes - Children with dyslexia traits are not always identified early enough and provision differentiated appropriately - IPRAS and PHP are not always created timely - The identification of children with SEND entering FS1 and FS2 is not built coherently into transition and home visits. Therefore, children begin without a full understanding of need - B-Squared is not used effectively to assess children with SEND

10. Compliance with statutory duties

	✓ / x
All provision is in place for students with EHCPs	✓
Annual reviews have been conducted on time	✓
The school's SEN policy reflects reality within the school	✓
The school has responded to all professional recommendations made in this period	✓
Students with disabilities have accessed all relevant school activities including trips	✓
School's website is compliant with statutory SEND information	✓
The school building is fully accessible	✓

11. SENCo's summary

What has worked well this year
<ul style="list-style-type: none">- Introduction of SEN planning document, included as part of the induction procedure and staff training throughout the academic year. Clear guide to support the school's offer for children with SEND and expectations of staff when delivering the schools graduated response to SEND- The cycle of graduated response. Assess- plan- do- review is now working well across school. Children are identified at an early stage and in consultation with the SENCo and parents, the child's needs are identified. Personalised timetables have been introduced to support the personalised learning plan put in place. The support plan is shared with all parents and relevant school staff. Using b-squared, the curriculum is then differentiated and tailored to suit the needs of the child. Where further intervention is needed this is then set up and delivered using pre and post teacher and same day intervention.- Termly review meetings take place which involve working closely with parents and outside agencies. Within the meeting, targets are reviewed. This involves collaboratively deciding the next steps for the child.- Some families are part of an Early Help Plan which is supported by the cluster. Over the last year the number of families who have been supported by early intervention has increased.- FFI funding applications continue to be successful, this will see a rise in funding allocated to our pupils with the highest needs. In the Summer Term 16 applications were submitted and in November there will be another 12 applications will be submitted for FS2 and 2 applications for FS1- Thrive training- 2 x accredited practitioners have now completed their training. 1:1 sessions for some children have begun- Thrive room has been created- Established Shine as an effective SEMHS provision which actively encourages and directly teaches strategies to support self-esteem, resilience and interaction.

What could have worked better

- **Speech and Language interventions/ early language intervention continue to be an issue due to staffing. The systems are in place and staff allocated. However, up to date training and evaluating of the current provision needs to be prioritised.**
- **Attainment of children with SEND needs is still below other groups and children are working below the NS for their age. Next steps are to identify how the gap between this group of children and others in school can be closed. B-Squared needs to be used consistently across school as an effective assessment tool**
- **Interventions- analysis of effectiveness needs to take place. This needs to be timely and adaptations to interventions made**
- **SEN Governor is keen to improve her role and gain a more active part in the monitoring cycle of SEN**
- **Children with ASD has risen across school the provision and resources available to these pupils needs further support**

SENCO's priorities for next academic year

- **Early Language intervention**
- **ASD**
- **Performance management of support staff to become more rigorous. The targets linked to the school development plan.**
- **Training- whole school training linked to the range of SEND needs. Zones of regulation/ Thrive**
- **Thrive now needs to be visible across school. Profiling for children to take place termly, action plans to be created and children/staff to have further understanding of Thrive and its principles**
- **B-Squared used correctly to inform planning and to support applications for future FFI funding applications.**
- **Interventions- quality assured. Data summary Sheets completed termly**
- **Evidence based interventions explored**