

Annual SEND report January 2023

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I am in my second Year as the role of SENDCo and I am due to complete my NASENDCo in December 2023. I currently have 1 day allocated time with an increase of an extra half day for the Lent Term.

Our School Vision

Governors and staff at Our Lady & St Edward Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum. Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND. We believe in providing every possible opportunity to develop the full potential in all children and this is reflected in our policies.

Context

The school currently has 247 children on role including 16 children on the SEN register. This includes 4 with an Education Health Care Plan, one of which who joined at the end of Advent 2 through consultation with the LA (we originally stated we were unable to meet need however, due to parental choice, we were named on the plan). 6 children have additional High Level Needs funding (7 including the £6000 received for the child who transferred to school in Advent 2).

Class	Number of children	Number of Children SEN/ percentage of class	Number of EHCPs	Notes
Nursery	31	1 = 3.2%	0	More children joined school added to the concern list. QFT to be started and children assessed once transition complete. EHCP needed for child on SEN register.
Reception	29	1 = 3.4%	0	More children joined school added to the concern list. QFT to be started and children assessed once transition complete. EHCP submitted for child on SEN register.
1	31	5 = 16.1%	3	Child with EHCP transferred in Advent 2. 2 children who we applied for EHCP's successfully- awarded in Lent 1- due to be reviewed December 2023.
2	30	2= 6.7%	0	Child with signs of regression is impacting whole class teaching- HLN bid and potential EHCP to be started.
3	32	2 = 6.3%	0	
4	30	2= 6.7%	1	Child with EHCP applied for Special School however there are currently no spaces, will be reconsidered in September 2023.
5	32	3= 9.4%	0	Child diagnosed with ADHD and currently being supported with medication. Child under support of Ed Pysch to support with SEMH and cognition.
6	32	0= 0%	0	

Progress:

We have hosted the SEN Reviews for all children on the SEN register this year. 13/16 attended the meeting with Miss Toplass (SENDCo), Mrs Byrne (Head Teacher) as well as the class teachers and teaching assistants. Parents were provided with a new progression map and notes taken during the meeting. Some children in Key Stage 2 were able to attend the meetings to share their work, whilst some of our non-verbal children's views of school were shared using a pupil views sheet completed by a key adult (TA, class teacher, 1:1 teaching assistant).

Transition:

In Pentecost 2 all children with additional needs received a transition pack to share with the adults at home. This included a booklet which had photos of their new staff team and who they could go to if they need support, as well as photos of their classroom and where to put their coats etc. It also listed details about their lessons to prepare them for returning to school. For children who displayed anxieties about returning to school, they also had a pack of morning routine cards (so the school morning routine didn't come as a surprise on the day), a countdown until the return of school and a social story about returning to school. The impact of this on the children's wellbeing was positive as they felt better prepared for returning to school and reduced any worries they may have had. A transition day also took place before the school broke up for the summer, which allowed the children to meet the staff they would be working with. It was a big transition for many of our children which involved learning new routines, new toileting facilities and playgrounds, however staff worked hard to ensure transition was a success and all children were seen to be interacting with their new setting positively.

Curriculum

All children are given access to the curriculum through tailored teaching, resourcing and support. We have an increasing number of children on the SEN register accessing the maths and literacy curriculum through looking at objectives from previous year groups before, teachers will also use additional support through resourcing to support them in that lesson. A focus this year was ensuring all children were given the opportunity to access their current curriculum (where appropriate). This has been achieved through successful differentiation. Additional support can be given in the form of small group work with teaching assistants or other additional adults and extra resources to support them including word banks, coloured overlays, physical resources in maths etc. Additional support can also be given in small intervention or catch up sessions, where specialist programmes are delivered on 1:1 basis or in small groups. For children who are currently unable to access the national curriculum in the classroom with the rest of their class, the school have breakout rooms available so children can be taught in small groups. This year as a school we have continued to use COVID catch up funding as well as Phonics interventions to support those who need additional support.

We have developed a new progression document to support children who are working below the Year 1 curriculum. It includes sections in phonics, literacy (writing and enjoyment of reading) and maths. This is to support staff's planning and ensure consistency in expectations.

The school now has 2 established SEN sensory rooms. One of these is designed for messy/sensory play and the other to support children's work. We are building on current resources to allow the children a range of experiences when using these rooms. We have included a range of sensory boards and interactive displays to support children's learning and self-regulation. We have noted the effectiveness of using sensory lights and calming music to regulate our children with sensory processing needs. We have developed timetables to ensure all children are able to access the sensory rooms as, with increasing numbers of children who need sensory support, it is becoming

more difficult to manage space. We have introduced sensory circuits to enable children to regulate their energy and sensory needs to calm them ready for active learning. Again, this has been difficult to manage staffing and space.

This term we are introducing nurture groups to support some children in accessing non-core learning as well as sensory, fine/gross motor support, life skills and self-regulation.

Internal/External Support:

The ASD team has attended school to provide support to 9 children and support with the HLN bids submitted in the Advent Term. We have submitted 7 further bids which we will receive results on in February 2023. We will need to bid for our new starters in March HLN deadline.

The Educational Psychologist is also supporting with children in school and has held meetings with class teachers, SLT and families to ensure holistic strategies are being used to support them.

We have updated our assessment procedures and created a SEN assessment folder to support teachers and teaching assistants to make assessments and follow the school procedure quickly. I will provide an example to be shared at Governors meetings.

Due to a child demonstrating violent behaviours, school has implemented a walkie-talkie system whereby those working with children 1:1 carry a walkie-talkie which enables them to signal for help when moving around school. The office have one and will alert relevant staff/ assist if needed.

SENDCo tasks completed so far this year:

- EHCP referral made for 2 pupils- successful- EHCP's received for both.
- Response to consultation- OLSE became named school- supporting transition.
- Attended SENDCo Our Lady of Lourdes networks.
- HLN bids submitted for 7 children- results to be given in February 2023.
- Short training delivered to staff- using PIVETs, progression for those working below, updated procedure when working with violent children (non-negotiables).
- Meet in meetings with ASD team, Ed Psychologist, Behaviour team and Learning support to plan for upcoming year.
- Completed referrals for Speech and language and the behaviour team- we are noticing a long wait between referrals and actions.
- Attended pupil progress to identify concern children
- Hosted coffee morning for parents of children with Autism.
- Introduced sensory circuits
- Wrote documentation of progression for children working below EYFS
- Updated new OLoL SEND policy