

# South Avenue Primary School

## SEND Annual Report 20220 -2021

The Special Educational Needs Code of Practice lies at the heart of our school's SEN policy and procedures. We list our children as having SEN Support or as having an EHCP.

In the academic year 2020 – 2021 the following process was follow/ SEN provision:

- PPMs are used throughout the year to identify any changes that may have occurred for a child.
- Member of staff or parent had concerns about a child's progress and brought these concerns to the SENCO or Headteacher
- SENCO / Headteacher discussed the child and an initial observation was carried out.
- Possible strategies were put in place and monitored, interventions were put in place where needed.
- If after 12 weeks of interventions there was no improvement then the child would be discussed to see if they needed to go on the SEN register.
- If after 2- 4 terms it was felt that the child required involvement from an external agency then this would be carried out for – SALT, STLS, OT, EP, GP, Paediatrician etc.
- If after this support the child continued to make no progress or very little progress then an EHCP would be discussed with parents and the appendix 2 completed and shared at LIFT.
- A provision called the Golden Curriculum is used for those working at least 2 years below their peers. They may or may not have an EHCP.
- Afternoon interventions were used to help reduce the gaps between peers. These were mostly focused on the mornings work, the TA would work with the children who didn't get a secure understanding of the mornings work so that they were able to keep up and be ready to move on the following lesson.
- We quickly identified a large amount of our new Reception children as having additional C&I needs, we believe this is due to the significant amounts of nursery missed. This profile continued throughout the year as we entered the second lockdown in Term 3.
- Throughout the year of 2020-2021 we hit our Notional budget, this budget is accessible for schools who exceed the 28<sup>th</sup> percentile of HNF payments for children with additional need.
- The impact of COVID was closely monitored and support for children with SEND was sought through LIFT support and through close working partnership with Georgia Rose (PEO) and Maria White (HNF).

### School Information

Type of support	Number of Pupils
K - Special educational needs (SEN) support	100
Education Health Care Plan	10

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Children medical support	4
Total on SEND register	109

## **Breakdown of SEND**

	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
No. of children per Yr group	60	59	59	58	59	61	60
% of whole school population (416)	6.25%	6.01%	2.64%	2.88%	3.37%	3.37%	1.68%
Total number of children with SEND	26	25	11	12	14	14	7

## **Area of Need – based on their first need**

Communication and Interaction (C&I) including ASD and Speech and language  
 Cognition and Learning (C&L)  
 Social, Emotional and Mental Health (SEMH) Including ADHD  
 Sensory and/or physical/ Medical

Area of Need	C&I	C&L	SEMH	Physical/ medical
No Of children	69	13	20	7
% of SEN (109)	63.3%	11.93%	18.35%	6.42%
% of whole school (416)	16.59%	3.13 %	4.81%	1.68%

A significant number of children have S&L barriers. Many children also present with and/or diagnosed with ASD.

Our Second largest area of SEMH has increased, we believe this is due to the trauma caused by COVID.

In September we add the identified Reception children as given to us through the nurseries and as concered by us.

## **Outside Agency involvement**

At South Avenue we contract in the services of an Educational Psychologist who assessed 2 children remotely for us this year, an Occupation Therapist who assessed 2 children and a new Speech Therapist who conducted remote assessments for 7 days and carried out a range of assessments and reviews of children. The reports that they

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write help us support the children within the classroom as well as support referrals to LIFT, Paediatricians and the SEN Team.

STLS have continued to support a small group of children across the school though have largely been unable to visit to observe, the support has been through remote engagement with class teams and SEN TA's.

## **High Needs Funding**

At the end of the year we had a total of 21 children with HNF. Three will be leaving moving into the academic year of 2021-2022 for specialist provision whilst one will be leaving for secondary school. Through HNF we were able to employ an additional 4 adults across the school to support this significant increase in need. These will be reviewed throughout the year with the aim to continue with the funding. We will also assess if there are any other children that will benefit from the additional support. We know through nursery notes and handovers that moving into the year 2021-2022 that we already have at least four children entering Reception who will benefit from HNF support.

## **Review of the Year**

This year the number of children on our SEN register increased. The majority of the children have been identified with a communication need and have needed the support from our SEN TA's. The SEN TA's has carried out numerous observations, screenings and assessments of the children alongside our SEN Support Jamie Sonnex. We have supported 3 parents across the school with application for Specialist Provision, all were successful

We have taken 12 children to LIFT this year and further gained support for whole school support with remote teaching activities for children with SEND.

We have 3 children across the school who are diabetic and two children with other medical needs, a physical impairment in Year 2 and a PEG- button in year R. The diabetic nurse has been into see the new teachers and has written Care plans for them all. Care plans have also been created for the other two children with medical need and a nurse from COAST has been in to support staff with changing of the PEG.

## **Parental Involvement**

Parents are involved in all stages of their children's progress. They are invited along to reviews of the HNF and EHCPs throughout the year. A child's SEND is reviewed at parent's evenings, three times across the year with additional meetings where necessary throughout.

COVID had a clear impact on parental involvement due to not being able to face to face meetings however, this was managed through phone calls, zoom and teams.

## **Actions for academic Year 2021/ 2022**

- With the reduction of SEND staff and increase in SEND children, have clear targets throughout each term to achieve and delegate among the team.

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- Review children with SEND and ensure HNF and EHCPs are written for all children that need them.
- Invite all parents of children with SEND at year end to discuss what has been done and where we are going next for their child.
- Continue to identify needs as soon as possible and make referrals as soon as possible.
- Continue to monitor the progression gap between SEN and non-SEN children and reduce it.
- Continue to work closely with PEO and other outside agencies with aim to meet children's needs as best we can.