

South Avenue Primary School



SEND Annual Report April 2022 - January 2023

Written by:
Mr Savva (SENDCo)

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Note: Due to the recent change of SENDCOs, it was deemed appropriate to produce an annual report in order to capture where the school is now, following the number of changes introduced by Mr Savva, the new SENDCO since joining the school in April 2022 and our recent inspection by Ofsted in October 2022.

1. School Profile

South Avenue is a primary school with a roll of 408 pupils across 14 classes. Each class is supported every morning by 1 Teaching Assistant (TA) for Literacy and Numeracy. In the afternoons, TAs are used for interventions. We have 24 children supported by High Needs Funding (HNF) and 11 currently with an Educational Health Care Plan (EHCP). The school also employs a SENDCO, a SEN HLTA and a SEN TA. Teaching is good across the school where quality first teaching is embedded into everyday practice.

Behaviour Plans are used to support those children who struggle to maintain positive behaviour ensuring parental support and engagement with this process. Pupil progress is monitored termly, and additional support is implemented for those who require it. Children with SEND receive support both in and out of the classroom, 1:1 and small group. We have an onsite provision for 6-9 children with SEND where their academic levels fall significantly short of their peers. These children are given both English and Maths support five mornings a week with our SEN HLTA.

To further support children with Social Emotional and Mental Health difficulties the school has a Thrive and Wellbeing Team. The Special Educational Needs Code of Practice lies at the heart of our school's SEND policy and procedures.

2. Breakdown of Pupils' needs

The number of children on the SEN Register is 127, which amounts to 31% of the whole school population.

The number of children with an Education Health Care Plan is 11, which amounts to 3% of the whole school population.

A breakdown of pupils needs according to their areas of need specified [SEND Code of Practice](#) can be seen below.

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
97	6	5	0	22	5	3	0

A breakdown of pupils' SEND status according to their Year can be seen below.

YEAR	NUMBER OF CHILDREN ON THE SEN REGISTER	NUMBER OF CHILDREN WITH AN EHCP
Reception	15	1
Year 1	20	2
Year 2	20	2
Year 3	23	0
Year 4	21	1
Year 5	14	2
Year 6	14	3

3. Attainment

ATTAINMENT OF PUPILS ON TRACK TO BE EXPECTED BY THE END OF THE YEAR WITH SEND COMPARED WITH PUPILS WITHOUT SEND

	Reading	Writing	Maths
Pupils with SEND	36.6%	23.2%	36.6%
Pupils without SEND	71.7%	61.1%	70.5%
Attainment gap	35.1%	37.9%	33.9%

4. External Agencies

At South Avenue we contract in the services of Rebeca Rice, an Educational Psychologist who assess 4-5 children remotely throughout the academic year, and Mable Therapy, a speech and language company, which offers speech and language assessments remotely.

Based on the report that the Educational Psychologist and Mable Therapy produce, the SENDCO is able to create Personalised Plans and support referrals for HNF, EHCPs, Local Inclusion Forum Team (LIFT) and the Swale Community Paediatric Department.

STLS have continued to support a small group of children across the school, however the service is under pressure and it takes a considerable amount of time for specialist teachers to visit the children taken to LIFT. Nevertheless, they have been able to support with multiagency meetings when necessary and make recommendations.

At South Avenue we also work closely with the Local Authority. Throughout the first two terms of the academic year, we worked with Georgia Rose, SEN Provision Evaluation Officer in Swale to ensure that the provision for some of our key pupils with an EHCP was the appropriate one and that we, as a school we were able to meet their needs. In Term 2 2022-2023, there was a restructure and Swale replaced PEOs with SEND Inclusion Advisers. We met with Frédérique Lane, SEND Inclusion Adviser for Swale in Term 3, and already sought advice for 2 of our pupils with complex needs.

5. High Needs Funding

Currently we have a total of 24 children with HNF. Three are in Year 6 and will be leaving at the end of the year. Through HNF we were able to employ an additional 3 adults across the school to continue supporting those children that require additional support to access their learning. 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 observations in Reception that in the next academic year we may consider further HNF applications.

6. Review of the Year

This year the number of children on our SEN register has increased. The majority of the children have been identified with a communication and interaction need and have needed the support from our SEN TA, Mrs Bower. The SEN TA has carried out numerous observations, screenings and assessments of the children alongside the SENDCO.

We have supported 2 parents across the school with visits to Specialist Provision and we have seen an increase of SEND referrals to the school SENDCO, increase of EHCP applications and Paediatric referrals compared to last year. Since April 2022,

24 paediatric referrals were submitted and 7 requests for an EHCPs assessment have been accepted.

We have taken 12 children to LIFT and further gained support and advice for whole school support with part-time timetables and re-integration back to class for those pupils that have been on a reduced timetable.

We have had an increase of Health Care Plans, we currently have 20 across the whole school. Two of our pupils also have a Personal Emergency Evacuation Plan (PEEP) and the Physical Disability Team within STLS is involved with both.

7. Parental Involvement

Parents are involved in all stages of their children's progress. Annual reviews, meetings to review personalised plans and workshops are now available face to face. The SENDCO organised four LEGO® Therapy Workshops for Parents throughout Term 2 & 3 which were attended by 14 families.

Parents are invited along to reviews of the HNF, reduced timetables 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.

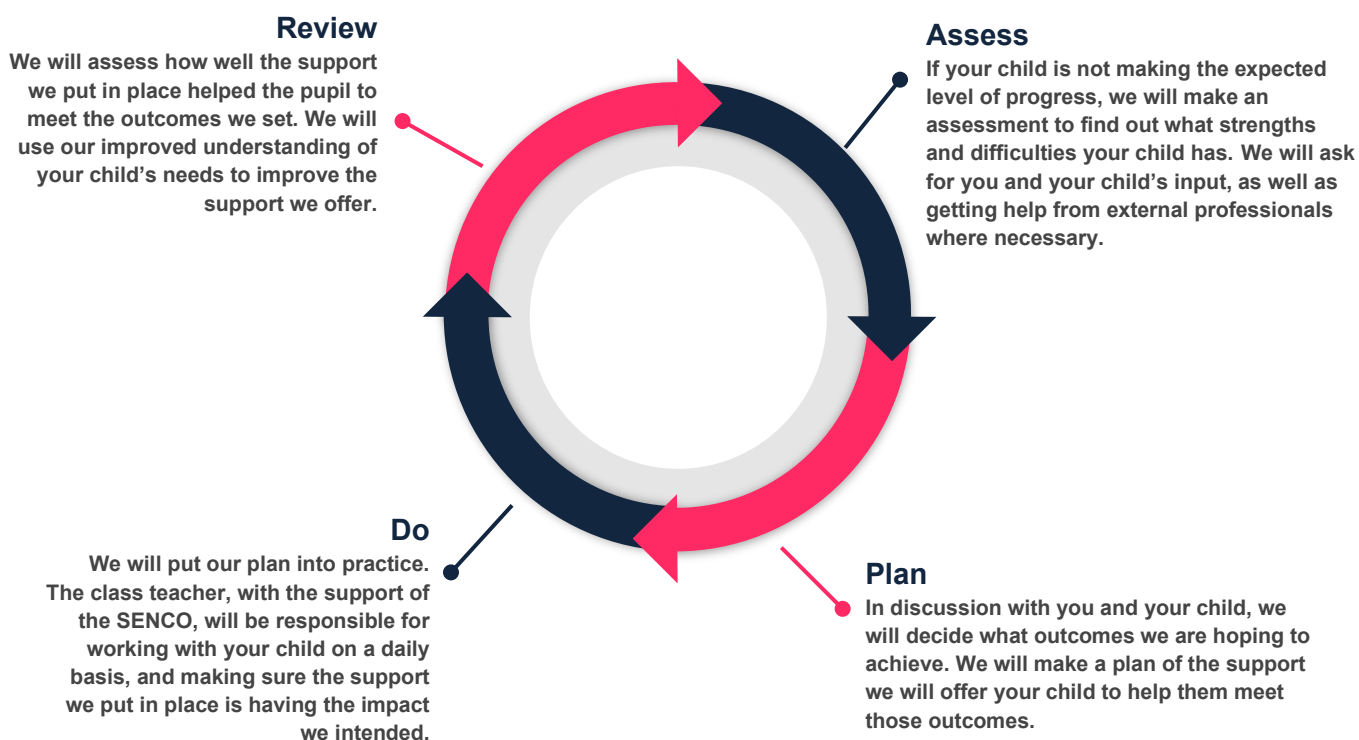
The use of Microsoft Forms is used to collect evidence and information from parents for drafting the Appendix 2 (request for an EHCP assessment) and Paediatric referrals.

8. School Priorities for the Academic Year

The SEND Team has had a number of changes with staffing. Mr Savva joined the school as a SENDCO in April 2022 and Miss Bower became our new SEN TA following the retirement of Mrs Belsom. To begin with, the focus was to re-organise the SEND provision, ensuring that the current personalised plans, provision maps, HNF, EHCPs and Health Care Plans were all up to date and implemented by the school staff.

Following the introduction of Arbor (our new digital tool that we use to record attendance, attainment and other relevant information) records of interventions and SEND information were digitalised to increase the access to documents produced by outside agencies, the speed of drafting referrals and production of reports, and the triangulation of information and communication with parents and other agencies. A SEND provision audit was completed by the SENDCO which informed an action plan.

One of the focuses was the monitoring of the graduated approach in relation to interventions. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Through regular staff meetings, the introduction of HNF Folders, Pupil Progress Meetings, digital reviews on Arbor, specific time allocated for reviews to support with workload, and formal and informal observations, all the interventions are now following the graduated approach.

The Accessibility Plan, the SEND Information Report and SEND Policy were reviewed and updated. A Children with Health Needs who Cannot Attend Schools Policy was also written and approved by the Governors.

Recruitment and training for TAs were key areas that we focused at the beginning of the academic year. 6 TAs linked to HNF were recruited and during INSET, 4 hours were dedicated on SEND related training. On INSET day, all school staff had the opportunity to receive one hour training through a carousel of workshops focusing on the Zones of Regulation, Colourful Semantics, Makaton, Comic Strip Conversations, Lego Therapy and Social Stories. Throughout the year, teachers also received training on IDL and SEND focusing on the four areas of need and identifying appropriate interventions. A number of staff also attended training organised by Meadowfield Inclusion Development And Support (MIDAS). Since April 2022, three members of the Reception team completed their Makaton Level 6 qualification, 3 accessed training on emotional regulation and the SENDCO received training on selective mutism and Fetal Alcohol Spectrum Disorders.

9. Next Steps

Throughout the last two years, at South Avenue, there has been an increase of children with SEND, EHCP requests, HNF applications and Paediatric referrals. It is paramount that the school continues to work with key agencies such as the Local Authority, STLS and the Community Paediatric Department in Swale to ensure that children are supported through early identification of needs and effective support, both financial and through recommendations.

Whole school programmes such as the Zones of Regulation that was introduced at the beginning of this term remain relevant to our children's emotional literacy and will need to continue to support their emotional regulation and understanding.

The strategic monitoring of the Golden Intervention, an intervention that is unique to South Avenue and has a personalised approach to teaching and learning for those pupils that work significantly below their peers needs to continue to be reviewed annually so it can remain a sustainable provision with the support of the Local Authority through HNF.

The SENDCO needs to continue building positive relationships with parents/carers through an open-door policy to discuss their concerns, the organisation of SEND related workshops that parents/carers may find useful and opportunities to get involved and contribute towards the early stages of identifying children's SEND.

According to our most recent Ofsted inspection in October 2022,

The teachers make helpful adaptations in most subjects for pupils with special educational needs and/or disabilities (SEND). Despite this, some pupils with SEND struggle to access the knowledge and skills they need across the curriculum.

Teachers swiftly identify pupils who may need additional support. They think carefully about the extra support pupils with SEND need in most lessons to help them to achieve well. However, some activities given to some pupils with SEND are not linked closely enough to the lesson content. This means that some pupils with SEND are not building the subject knowledge needed in some subjects.

Pupils with SEND are sometimes given tasks in lessons that lack purpose and challenge. As a result, they miss out on the content delivered in some lessons. Teachers need to make sure that activities are adapted well for pupils with SEND so that they build the component knowledge needed to learn in all subjects.

Following Ofsted's findings and observations, further training will be delivered to support teachers with adapting and scaffolding the curriculum appropriately for children with SEND. Colourful semantics, communication in print and how visuals aids and manipulatives can be used to support children with SEND to understand abstract

concepts will be some of the training and strategies that staff will be receiving throughout the year. Case studies have already started in some classes with upskilling teachers' use of Colourful Semantics in their English as part of their teacher input.

Following the focus of this year being on re-organising the SEND provision, building positive relationships with parents and the graduated approach, next academic year the focus will be on the quality of teaching around adapting the curriculum to meet the needs of our children SEND.