

SEND Report to Governors Academic year 2019-2020



In July 2020 there were 42 pupils on the SEN profile, 36 at SEN Support and 6 subject to Education Health Care plans (EHCp). One of those with EHC Plans was issued in June 2020. SEN pupils were supported by the SENCo, extra TA support in class, targeted TA support in the afternoon, counsellors, learning mentor and ELSA Teaching Assistants. An application was made to the Early Years inclusion team for a pupil in Nursery to access the provision with support. This funding was granted and will be in place for September 2020. This will allow the Senco to gather further information, make appropriate referrals and implement the advice from Speech therapy and ASD outreach. It is expected that this child will require an assessment of needs via the EHCP pathway in the future. A successful application was made for one of our Year 5 pupils to transfer to the Nook, specialist ASD provision at Waterside. Transition will begin in September 2020 with the Senco support.

Sadly our school year was interrupted abruptly with the Covid outbreak causing an uncertain and emotional time for our whole school community. The global pandemic of Covid 19 caused school closures as part of a national lockdown from 23rd March 2020. Schools did not reopen fully until September 2020. During this period the majority of children and their families were supported remotely. The Senco, along with the Head teacher and parents produced risk assessments for all children with EHC plans to decide if remote learning or a place at school would be the most suitable provision at this time. The school worked in partnership with parents during this time and constantly reviewed the risk assessment. The children's emotional well being was placed at the forefront of every decision and in some cases children were offered a part time placement to provide comfort, predictability and a sense of normality. Some of these placements provided respite for families and siblings and were equally welcomed.

Some children were offered full time/ part time places along with key worker pupils.

Pupils with EHC plans were contacted on a weekly basis by the Senco. Equipment and resources to support children at home was delivered as required. E.g. trampoline, counting equipment, fiddle toys, arts and crafts, laptops, weighted blankets etc.

Some children were provided with weekly video calls as appropriate or 'distanced' home visits.

Outside agencies were co-ordinated and all children continued to receive their access virtually to ASD outreach, OT, Speech and language, VI team and the mobility team.

Children who were identified as "vulnerable" due to a level of SEND were given individual or small group support in school with both learning experiences as well as a wide range of social and emotional support. Work was differentiated according to the level of need and SEND children were supported by experienced and trained members of staff who knew the children well. Families were extremely appreciative of the support on offer. Children who attended school had a wide range of needs including ASD, ADHD, Hearing Impairment, Learning Difficulties, and those facing Emotional and Behavioural challenges.

Reviews of children's needs and the support offered was under constant review and adapted as required.

Children who were at home were provided with "learning packs" on line and in hard copy if the families requested this. This work was set by the child's own class teacher and was differentiated appropriately. The school provided laptops to a number of children with various levels of SEND to support them in accessing their work.

One of our vulnerable children who remained at home as requested by the parents received weekly check in calls from Senco, ASD outreach, Steps and CAMHS. This meant that everyday one of the professionals supporting this family were in touch.

Teachers provided differentiated work remotely and provided regular calls to check in on all pupils. Any concerns raised from parents or pupil were passed on to Headteacher or Senco.

The school website contained all support materials for all year groups to access including an SEN section with access to SEMH materials.

The Senco continued transition meetings with Secondary schools to discuss all SEN and vulnerable pupils. Two pupils received on site visits to their new Secondary schools.

Referrals to CAMHS, OT and community paediatrics were made despite the lockdown.

Three annual reviews were held remotely and effectively involving all outside agencies and new school staff as appropriate.

All children throughout the school were invited in for a socially distanced 'Meet your teacher' session in the playground.

All children received a transition booklet for their new class with photographs.

All children received a power point presentation before school started describing the changes they would observe in school with photographs.

All staff received training on a recovery curriculum model before school started.

The intimate care policy was amended to include recent changes including PPE and parental preference in the current situation.

Categories of Need in 2019-2020

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Total:	3	3	6	6	5	5	7	7
Communication & Interaction (Speech, Social Comm, ASD, Aspergers)	3	2	5	5	2	3	5	4
Cognition & Learning (Moderate Learning Difficulty, Specific Learning Difficulty, Profound & multiple learning difficulties. Dyslexia, Dyspraxia, Dyscalculia.		1	1		2	1	4	3
Social, Emotional & Mental Health (ADHD, Attachment disorders, Eating disorder, anxiety, self harm, Mental Health)			2	3	4	2	5	5
Sensory & Physical (Visual impaired, Hearing	1	2	2	1		1	1	1

Impaired, Multi sensory impaired, Physically disability)								
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Many of our pupils fall into multiple categories.

Provision

External Agencies

Greenwich Educational Psychology (EP) time has been for EHC Plan requests and attending TAC meetings for our high profile children. She has worked with parents and observed and assessed children individually.

Speech and Language Therapy covered a caseload of 22 pupils. The SENCO worked in collaboration with the Speech Therapist to reduce the caseload and follow the Universal and Targeted approach outlined by the Speech and Language service. The head of the SALT team Julia Longthorne, praised the work stating that the school is a good role model of best practice for other schools to follow. Staff are using the new 'Request for help' system well and this is saving time on paperwork and identifying the needs quickly. The therapist, Katie Felton has offered support to parents and provided activities for home. She has met with teachers to discuss how to implement strategies to the whole class or specific groups of children. Katie begun her maternity leave in Feb/ March and our new therapist, Sophie Hay took over the role. Sadly Sophie did not have the opportunity to come into school or meet the children directly due to the pandemic. She worked virtually with the Senco to discuss the caseload and contacted each family to discuss their children's needs and provide suitable activities which parents could continue at home during the lockdown.

Due to high number of children entering our school with Speech disorders or social communication difficulties we will continue to purchase additional therapist time next year.

CAMHS outreach service supported school with referrals for 3 pupils and provided a link to the other professionals within the CAMHS team. The school also worked with other professionals within the CAMHS team linked to individual pupils. These professionals attended TAC meetings at school for these high profile pupils. Our CAMHS outreach worker, Stephanie Sewell begun her maternity leave at the beginning of May and unfortunately was not replaced due to the pandemic and difficulties recruiting during this time.

ASD Outreach continued to offer their service to support pupils with a diagnosis. They monitored a total of 6 pupils through the year and helped staff to set up and implement, sensory circuits, work stations and “working for” boards. Jacquie Nolan, the outreach worker provided support and advice for our Yr 1 pupil who at times could be quite unpredictable and challenging. Our outreach worker for the older pupils, Wendy Jones provided frequent support for two of our pupils in year 5. She attended meetings with parents and professionals and provided resources as needed. During the school closure she provided video contact to check in with these two vulnerable pupils and created a ‘lockdown journal’ with one, updating it on a weekly basis. The team also provided advice for pupils with social communication difficulties but without a diagnosis.

STEPS continued their involvement with the school. This year we had 2 pupils assessed. 4 pupils followed individual literacy programmes. Karen Poulton, our own TA has been fully trained to assess the children at the end of their programmes. This has reduced the waiting times between the children finishing their programmes and receiving a new one. During the school closure Edisan Hall, our outreach worker provided resources for home learning as needed and attended a weekly check in appointment virtually with our yr 5 pupil.

The Nook at Waterside Outreach have worked closely with the Senco to support one of our year 5 pupils transition. Transition was agreed after an emergency annual review. Due to the school closures the transition was delayed and will take place in September 2020 when schools reopen.

Interventions

Speech & Language groups e.g. Colourful semantics, ECAT, Speech sounds, language development, word aware.

Individualised Dyslexia programmes.

Funky Fingers/ handwriting groups

Pre teaching of vocabulary and Maths concepts.

Lego therapy

Social skills

Sensory circuit

Lunch club

Breakfast with the Learning Mentor.

Dynamo Maths

Training

- Senco Network meetings
- Developmental Language Disorder training.
- Setting up a sensory programme for pupils with Autism
- Sensory diet
- Supporting pupils with Autism in mainstream primary schools.
- Supporting pupils with ADHD in the classroom.
- Clicker sentences
- STEPS to success literacy support days
- PECS
- Online Speech therapy training.
- Makaton in EYFS
- Diabetes pump training
- Target setting for pupils with SEN
- Word aware and shape coding.

Future Developments.

- Provide support and training with regards to the recovery curriculum in September.
- Support staff identify the gaps in learning and ways to address the gaps.
- Monitor all interventions and their effectiveness.