



## SEND Report to Governors Academic year 2021-2022

In July 2022 there were 41 pupils on the SEN profile, 32 at SEN Support and 9 subject to Education Health Care plans (EHCP). SEND pupils were supported by the SENCo, extra TA support in class, targeted TA support in the afternoon, counsellors, learning mentor and ELSA Teaching Assistants. A variety of referrals were made to external services including the Educational psychologist, Speech and language therapist, occupational therapy, physiotherapy, CAMHs, Community paediatricians, integrated neurodevelopment team for ADHD, STEPS dyslexia team and dieticians.

A large proportion of the SENCo time was used to write EHC profiles for Statutory Assessment and co-ordinating multiple agencies to prepare the evidence required for successful application. Four successful applications were made for children receiving a high level of support and two applications to increase funding were accepted. The Senco continued to hold emergency annual reviews every term for one pupil requiring a greater amount of support than his banding allocation. The outside agencies involved support this decision and have encouraged parents to consider specialist provision.

### Categories of Need in 2021-2022

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Total:</b>	3	7	4	3	6	4	10	5
<b>Communication &amp; Interaction</b> (Speech, Social Comm, ASD, Aspergers)	3	7	4	2	5	2	5	1
<b>Cognition &amp; Learning</b> (Moderate Learning Difficulty, Specific Learning Difficulty, Profound & multiple learning)			1	2	2	1	5	3

difficulties. Dyslexia, Dyspraxia, Dyscalculia.								
<b>Social, Emotional &amp; Mental Health</b> (ADHD, Attachment disorders, Eating disorder, anxiety, self harm, Mental Health)					1	2	9	2
<b>Sensory &amp; Physical</b> (Visual impaired, Hearing Impaired, Multi sensory impaired, Physically disability)		1		1				1

*Many of our pupils fall into multiple categories.*

### Provision

### External Agencies

Greenwich Educational Psychology (EP) time was predominantly used for EHC Plan requests. Gladys Van der Spiegel worked with parents, staff and individual children.

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, Sophie Hay has offered support to parents and provided activities for home. Sophie worked remotely for most of her sessions unless it was not practical. If a child had Autism or a speech disorder it was impractical for Sophie to assess the child via video call so she would attend the school following the safety guidance and wearing full PPE. Due to the risks she only met with children within the same bubble during a school visit. During the second 'lockdown' 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 if able.

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

Our CAMHS outreach worker, Stephanie Sewell begun her maternity leave last academic year and unfortunately was not replaced due to the pandemic and difficulties recruiting during this time. During 2020-2021 both the Head teacher and Senco worked with a duty CAMHS worker to receive support and advice for a pupil in school. Stephanie returned from maternity leave on 1<sup>st</sup> July and resumed the role of link CAMHS worker for Greenslade Primary.

ASD Outreach continued to support the school remotely via the senco but did not visit the school during this time.

### Information on identified needs and awaiting diagnosis.

Autism: 7 Awaiting assessment: 13

ADHD: 3 Awaiting assessment: 6

Speech & language: 15 Awaiting assessment : 2

Dyslexia: 6 awaiting assessment: 2

SEMH: Support via ELSA, CAMHS, school counsellor: 9 Waiting list: 6

Occupational Therapist: 7 referrals. Children do not stay on the caseload. They are assessed and discharged.

Visual impairment support: 2

Hearing impairment support :1

Dietician referral: 1

Other needs: 3

### Interventions

Speech & Language groups e.g. Colourful semantics, Early Talk boost (Nursery), Speech sounds, language development, word up, word aware.

Individualised Dyslexia programmes.

Funky Fingers/ handwriting groups

Pre teaching of vocabulary and Maths concepts.

Lego therapy

Social skills

Sensory circuits

IDL

Toe by toe

## Training

- Senco Network meetings
- Speech, Language and Communication needs specific for individual needs. E.g. speech sounds, sentence structure, pronouns, comprehension skills.
- Speech therapy training on lego therapy, word aware and shape coding.
- Word up from the STEPS team.
- Mental Health first aider (Senco)
- Little wandle (phonics) including keep up groups. Whole school.
- Early Talk Boost (EYFS & Senco)
- Dyslexia online.
- Safeguarding SEND pupils

Revised EYFS– supporting pupils with SEND

## Future Developments.

- Monitor all interventions and their effectiveness.
- Ensure staff receive training on individual programmes e.g. STEPS and SALT.

- EHCP applications. YR 3 & YR 5. Possible applications: YR 1 & YR 6.
- Train all TA's on their new roles covering general SEND interventions or meeting EHCP targets.
- Discuss with SLT the implementation of a Mental Health leader in school.