

SEND Report to Governors Academic year 2022-2023



In July 2022 there were 41 pupils on the SEN profile, 30 at SEN Support and 11 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 2022-2023

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

difficulties. Dyslexia, Dyspraxia, Dyscalculia.								
Social, Emotional & Mental Health (ADHD, Attachment disorders, Eating disorder, anxiety, self harm, Mental Health)						1	2	9
Sensory & Physical (Visual impaired, Hearing Impaired, Multi sensory impaired, Physically disability)			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 and the most complex needs children. Arran Nurse worked with parents, staff and individual children. Arran carried out observations and discussions with staff on two complex needs and provided recommendations on ways to remove barriers to learning.

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 service saw some disruption at the beginning of the term due to a reduced number of therapist. Once appointed, the new therapist, Safia Mun worked closely with the SENCO to create a timetable to ensure all pupils on targeted interventions were reviewed and staff trained. She also worked with the EHCP pupils to ensure they received their allocated time 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 her absence the SENCO contacted the duty line officer for advice and made two referrals to the service. Stephanie returned at the end of the year but only to inform our school that she was moving to MHST which was being newly established in Greenwich.

ASD outreach continue with the same case workers, Jacqui Nolan (N-yr4) and Wendy Jones (yr5-6). This has been very beneficial as they know the school and staff well and have developed well established bonds with the families over the years.

Information on identified needs and awaiting diagnosis.

Autism: 11 Awaiting assessment: 9

ADHD: 2 Awaiting assessment: 6

Speech & language: 15 Awaiting assessment : 2

Dyslexia: 3 awaiting assessment: 6

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

Occupational Therapist: 5 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. Limit and rotate.
- Ensure staff receive training on individual programmes e.g. STEPS and SALT.

- EHCP applications. YR 3, YR 5, YR 1 & YR 6.
- Train all TA's on their new roles covering general SEND interventions or meeting EHCP targets.