



SEND report to Governors – October 2022

SENDCOs – Anna Christensen (F2 – Yr 3 and Class 8 teacher)

and Louise Lambert (Yr 4-Yr 6 and Class 14 teacher)

Overview

Children with SEND are continuing to be supported through quality differentiated teaching, focused interventions (usually through precision teaching in class in the afternoons) and TA support. There are 3 children with EHCPs (Education Health Care Plans – previously Statements). One is in Year 1 and 2 are Year 2 and all have 1:1 TA support. There are 4 children with IPFAs (Individual Pupil Funding Agreements). 3 of these are in the process of being transferred to EHCPs. Two of these children have 1:1 support and may need to access specialist provision. There have been 5 applications for EHCP assessments made to the Local Authority. 2 additional children who had EHCPs last year have moved to alternative specialist provision in September. One went to the Base at Egremont Primary and one to Orrets Meadow.

We have 83 children on the SEN register; 26 in F2/KS1 and 57 in KS2. There is a large number of children with SEN in Year 3 so they remain a priority group for support and resources. 39 SEN children are also Pupil Premium.

<i>Year group</i>	<i>Number of SEN children</i>
F2	3
Yr 1	11 (1EHCP)
Yr 2	12 (2 EHCP)
Yr 3	16
Yr 4	15
Yr 5	7
Yr 6	19
	83 (355 on roll) 23% of school are SEN

Assessments

Staff work closely with the SENDCO team to raise any concerns they have about the children they teach. We then work closely with them, and the child's parents to plan the best form of support.

Support plans are reviewed termly and where necessary, assessments such as BPVS and DST have been carried out by the team to inform the planning of support.

We have purchased a screening assessment which can be carried out by a whole year group online either on Chrome Books or in the computer suite. The main principle is that any learning difficulties, such as dyslexia, are flagged up as early as possible. Further assessments will be conducted by the team or SENAAT with the children who are identified by this screening. So far we have used this with the current Year 4s but we are aiming to use it with Year 3 too.

Speech and Language

We continue to buy in extra NHS Speech Therapy support. We have a new Therapist, Alison Doggett who comes into school every other Tuesday. We currently have 20 children under SALT on her caseload but this is likely to increase when we put in new referrals for the children we are concerned about in F2. These children are reviewed in school and programmes are assigned where appropriate. These programs are delivered by TAs in short focused sessions. This academic year our priority remains F2. I have asked Alison to work directly with F2 staff and children over the next few weeks to identify any issues early and help them to put in some appropriate support.

F2 completed their NELI intervention program (speech and language intervention program) with 10 children last term and will start a new group after Christmas. There continues to be a high number of children coming into F2 who have already been identified as having speech and language problems. We also refer children of concern after the initial settling –in autumn term.

Paediatric referrals and ADHD/ASC pathways

We continue to see an increase in referrals for ADHD and Autism. This could be due to the circumstances and parents spending more time with their children at home during COVID. It may be due to an improved awareness of how difficulties can present themselves. We have had an increase in parents wanting referrals for their children when this isn't necessarily appropriate. This is particularly difficult and time consuming. We are looking into getting support from the 0-19 service with this. Colette Haig continues to support parents who have behavioural concerns and signposts them to appropriate support and advice.

The waiting time continues to be extremely long. We signpost parents who need support in the meantime to ADDvanced Solutions Wirral who run parent groups etc but these services seem to be particularly stretched at the moment. We have also referred families to the 0-19 service to help with sleep problems and continence issues.

Outreach Services

We have 4 children receiving support from Orrets Meadow Outreach. This consists of weekly specialist teaching from one of their teachers and follow up sessions with a TA from school who has been trained in how to deliver the program.

We have continued to seek advice from the outreach service from Elleray Park Special School to support children with significant learning needs in F2 and Year 1. We have referred 5 children to Amanda Roberts at the ASC team and have had meetings to provide strategies and support for those children. We have not been able to contact her recently about new concerns as she hasn't been replying to emails. This may be due to other commitments.

We have made 3 referrals to the Integrated Response Pathway for 3 children with SEMH (social, emotional and mental health) difficulties. We are waiting to hear the outcome of these referrals.

We have paid for Dr Beth Sheldrake, Educational Psychologist, to conduct assessments/consultations because the LA don't have the capacity to support schools at the moment. We have managed to secure extra days and she is able to assess 4 children a term (was previously two a term).

We have also had support from Beth Clark at Gilbrook Outreach for two children (this was through a referral to the Integrated Response Pathway).

SEMH (social, emotional and mental health) support

We are now getting extra support for SEMH (social, emotional and mental health) within school.

REST EASY - a whole school strategy aimed at helping children to regulate their feelings and recognise when they might need some help with this. Emily Gearing who developed the REST EASY method comes into school every Friday to support the pastoral team and also to support 7 children with 1:1 sessions.

JC Wellbeing – Jimmy Cross from JC Wellbeing has been in every week to support staff who are teaching children displaying challenging behaviour. He completes observations and then provides plans with appropriate strategies. He has also led staff training about what help he can provide and supported staff with general advice around SEMH.

Play Therapist – we are potentially going to have a Play Therapist working with us for one day a week. We are hoping to use this specialist support for our looked after children/those with attachment/trauma difficulties.

Sensory Room – we now have a designated Sensory Room which is used by children as needed throughout the day.

Plans for the year ahead

- Sharing information/staff training around how to adapt the curriculum for children with SEND.
- Introduce new format for Support Plans that spans a whole year to make progress more clear.
- Implementation of new SEMH resources/support.
- Continue to transfer IPFAs (individual pupil funding agreements) to EHCPs (Education and Health Care Plan) for more specific specialised support for those children.
- Continue to use of class screening tool for Dyslexia to identify issues as early as possible (Year 3)