



SEN annual report



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SEN Report- October 2019

The information and data in this report relates to the academic year 2019/20

Provision

We have a SEND Database which in September 2019 contained 20 pupils. (8.5%)

PROFILE OF PUPILS 2018/19 PUPILS

Level of Need	Number of pupils	%
Statement / EHCP	4	1.7%
School Support (SEN PLAN)	13	5.5%
Monitor (Quality first)	6	2.5%

Areas of Need	General Learning Difficulties	Specific Learning Difficulties	Speech and Language	ASD	Social, mental and emotional health	Complex needs including Physical and Medical Issues	Sensory
Number of Pupils	0	3	1	3	7	5	1

High Needs Funded Children

- We have 10 children allocated top-up funding and 1 is awaiting confirmation as applications have been seen by the SEN panel 9.10.19.
- % HNF children = 4.2% (4,7% if the final application is excepted)

To address children making slower than expected progress, the following measures have been put into place –

- Most vulnerable to have intensive teaching in English including additional TA support and access to the IDL program.
- Additional maths resources were introduced to promote numerical understanding and improved reasoning skills and RM Easimaths helps support as an intervention program. The children have regular access to practical based equipment.
- Continue to increase parental engagement for most vulnerable through regular contact with learning mentor, SENCo and class teachers.
- Extra reading taking place through additional adults and the Reading intervention in Year 1 and Year 2 to support children with early reading program.
- Teaching of reading to be improved across the school by introducing the Oxford Reading Tree online reading scheme.
- Interventions to be revised and improved (longer morning sessions / short focussed afternoon interventions for target children)

- The addition of 1:1 support as required

Annual Reviews / EHC Plans

- Four children are on an EHC plan and three additional parents have requested the beginning of the formal assessment procedures for an EHC.

External Agencies

- SENIS High needs funding reviewed termly
- SENIS observation and assessment of children
- SENIS teacher support - developing strategies for SEN children ensuring progression
- 2 referrals to the Educational Psychologist - completed and awaiting reports
- Educational Psychologist support in Educational Health Care Application (ongoing)
- 5 children are supported through Play therapy
- 1 Child has made a referral to the community paediatricians for access to the ASC pathway (Y5)
- Occupational therapy and Speech and language referral submitted to support ASC referral and the completion of 2 EHC applications.
- SENIS (complex needs teams) supporting 2 children in Year 4 for support and access arrangements
- One child is supported under LAC
- A child in Reception is being supported by the visual support team and awaiting report to include onto the SEN register.

Resources Purchased

- Sensory equipment purchased to support
- Occupational therapy - Supplied chairs to support children in Year 4 reviewed October 2019

Interventions for 2019-2020

- Read,Write Inc Spelling
- IDL
- RM Easimaths
- Early reading program
- Chromebook to support intervention programs and dyslexia
- Access to iPad to support reading and memory
- Purchase of the Beat Dyslexia scheme to support children in Year 3 and 4.