

Context:

Board Director with responsibility for SEND: Mike Freeman
 SENCo and member of SLT: Eliz Brown
 Executive Head Teacher: Jessica Humphrey
 Head of School: Laura Kies
 Designated Safeguarding Lead: Laura Kies (Sarah Rugeris – Deputy DSL)

The SENCo works 5 days a week.

We have 9 1:1 TAs who are each deployed to support children within their classes.

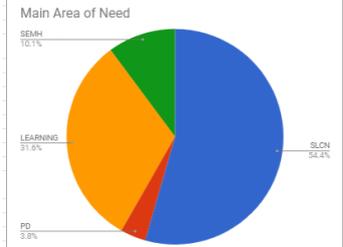
The SEND Policy, SEND information report and school offer/provision map are clearly signposted on the school website

SEND analysis- Nursery to year 6:

Number on roll	427	219 boys and 208 girls
SEN Total	156 (37% of the school population)	106 boys and 50 girls
SEN Support	138 (33% of the school population)	97 boys and 41 girls
EHCP	18 EHCPs (4.2% of the school population) 6 at statutory assessment + 1 RSA in progress	9 boys and 9 girls (6 boys and 1 girl)

109 children on the SEND register are also Pupil Premium (70%)

Main area of need of children on the SEN register		
Speech Language Communication Needs	55%	85 pupils
Social, Emotional, Mental Health	10%	16 pupils
Physical Disability	4%	6 pupils
Cognition/Learning	31%	49 pupils



Main Area of Need

- SENML 10.1%
- LEARNING 31.6%
- PD 3.8%
- SEN 32.2%

Since taking up the post in April 2017 the SENCo has successfully secured 46 EHCPs for pupils at KAA
 A further 5 are currently undergoing statutory assessment and 1 RSA is being collated

Comparative data	National SEND data (Jan 2019)	KAA SEND data (Sept 2020)
EHCP	3.3%	4.2%
SEN Support	12.1%	33%

SEN across year groups	2 yr Nursery	3 yr Nursery	Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
No. of children per year group	32	41	49	41	60	51	55	49	49	427
No. of children on SEN register	11	16	21	13	22	16	19	19	19	156
No. of children at SEN support	11	16	19	13	19	15	15	15	15	138
No. of children with EHC Plans	0	0	2	0	3	1	4	4	4	18
RSA/ stat asses	1 stat assess		1 stat assess			2 stat assess	1 RSA in process	2 stat assess		6
No. of chn seen by the Ed Psych	3 +1 referral	3	6 +1 referral	1 +1 referral	6	6	11	17	8	61 +3
% of children on the SEN register	39%			34%			37%			37%

Outside agency support:

Educational Psychologist

- There are currently 61 children on roll, who have been seen by the Educational Psychologist
- An additional 3 referrals have been made with a further 17 pupils identified for referral to the EP
- The Educational Psychologist has completed systemic work in years 2 and 6 (2019-20)
- Drop in sessions (supervision) for Teachers and TA's is planned half termly
- Training in CBT and Lego Therapy has taken place for a number of TAs

Speech and Language

- 90 children on roll have been supported by the Speech and Language team.
- 18 children have current intervention with the S+L therapist
- 20 children have a current programme of support within the class
- 27 children have recently been referred /re-referred (since Jan 2021)

SALT interventions currently in place include 'Attention builder's', 'bucket time', 'Colourful sentences', 'Lego Therapy', small group and 1:1 programmes to support speech, language and communication needs

Outreach support/Alternate provision

- We currently have 1 pupil accessing alternative provision (Play Torbay) - monitored by the SENCo
- 1 child currently receives Chestnut Outreach intervention
- 1 child is referred (to be seen Sept 2021)

Other

- There are currently 4 pupils on a **part-time time-table**
- **20** pupils have an **individual behaviour support plan (IBSP)**

Pastoral team (in school support)

Nurture Lead Teacher: Laura Ford

Pastoral Support Assistants: Alison Johnson, Kelly Phipps, Charlotte Grime

Covid-19 pandemic

- During school closures / national lockdowns, we have continued to work with the Educational Psychology Service. Appointments have taken place via virtual meetings (yrs 1-6) and video observation (for children in EYFSP). Appointments have now returned to face-to-face assessments
- The SENCo has continued to complete and submit requests for statutory assessment
- Chestnut outreach service has supported a total of 4 children during this period
- Physiotherapy appointments within school have commenced
- Annual review meetings have been completed on time with LA risk assessments/reasonable endeavor forms being completed for those children with an EHCP who did not attend school

SEN CPD

- 'Blank Level' and 'Colourful Sentence' training has been delivered by the Speech and Language Therapist to all teaching and support staff. (Oct 2020)
- 3 TA's have been trained to deliver 'Drawing and Talking' intervention
- Makaton training delivered by Portage for EYFSP/Yr 1 staff (March 2020)
- The SENCo has completed the National Award for SENDCo's Postgraduate Course (Sept 2019)
- 5 staff have been trained in a 'playful approach to learning' - Play Torbay (Jan-Feb 2020)
- 10 members of staff have been trained to deliver Lego Therapy (Sept 2020)
- 12 TA's have been trained to deliver CBT/'Therapeutic approach' (Oct 2020 and Jan 2021)

Monitoring progress of pupils with SEND:

To ensure the class teachers are aware of the needs of the children in their classes, an initial meeting is held in July with the SENCo to discuss their needs, outcomes and provision prior to transition.

Progress of children with SEND is monitored termly at Pupil Progress Meetings with the class teacher and phase leader. Concerns are then discussed with the SENCo

Implementation plans are written for children with an EHCP and for those children who have been seen by the Educational Psychologist. Progress towards targets is reviewed termly by teachers and 1:1 TA's.

EHCP annual review meetings are held by the SENCo with parents and relevant professionals. The Local Authority also monitors EHC plans and meets with the SENCo termly to discuss these. Learning journals are kept for children with EHCPs - these show evidence of progress towards individual EHCP targets and are shared with parents at annual review meetings.

All pupils on the SEN register have an Individual Learning Passport (ILP) outlining areas of need and highlighting provision and intervention. These are reviewed termly and shared with parents.

SEN is included on the parents evening forms and discussed at the meeting.

Teachers signpost parents to the SENCo where further discussion is necessary.

The SENCo supports parents to access healthcare professionals, SENDIASS, LA SEN team and other professionals as necessary.

The SENCo also supports parents wishing to apply for special education provision through the SEP process.

During class observations, phase leaders ensure quality first teaching and focus on SEND provision. This is then discussed with the SENCo. Where necessary, good practice will be shared, or support given to teachers/teaching assistants.

The SENCo has regular communication with teachers and TA's supporting children with SEN.