

East Peckham Primary School Special Educational Needs and Disability (SEND) Report July 2021

Leadership and Management of SEN

SENCo: Kate Worrall, senco@eastpeckhamprimary.org.uk

SEN Governor: Karen Ray

SEN Register

Year Group	SEN Support without HNF	SEN Support with HNF	EHCP without HNF	EHCP with HNF
Reception	2	0	0	0
Yr 1	1	0	0	1
Yr 2	2	1	0	0
Yr 3	1	0	0	0
Yr 4	4	2	0	0
Yr 5	3	1	0	0
Yr 6	3	1	1	0
TOTAL	Total SEN Support: 23 National Average = 12.2%		Total SEN/EHCP: 4 (but there are 2 pending and highly likely to go through) 6 out of 160 = 3.75% National Average = 3.7%	
Total SEN at East Peckham %	14.38%			
SEN Need type (priority)				
Year Group	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
Reception	2	0	0	0
Yr 1	1	1	0	0
Yr 2	1	2	0	0
Yr 3	0	1	0	0
Yr 4	1	5	0	0
Yr 5	3	1	0	0
Yr 6	3	1	1	0
TOTAL	11	11	1	0

Of the 23 children on the SEN Register. 3 were new pupils to East Peckham in KS2.

11.37% of children were on the SEN Register in September 2020 so this is a significant increase bringing us above the national average at the end of July 2021 at 14.38%.

Monitoring List

Prior to going onto the official SEN register pupils are placed on the monitoring list. This is part of our graduated response and a working document, based on discussions with teachers and data provided. It is highly significant list. Teachers are asked to place children on this list if they have concerns. We look closely at pupil data, emotional needs of these pupils, relevant medical diagnosis and the levels of support they require beyond quality first teaching.

There are currently 25 children on the Monitoring List (July 2021)

There were 17 Children on the Monitoring Register in September 2020

There are 48 pupils on the SEN Register and Monitoring List altogether. This equates to 30% of pupils at East Peckham Primary. Many of the pupils on the monitoring list have a diagnosis and their own barriers to learning and, although they don't meet the criteria to go on the SEN Register, we monitor them closely.

We passionately believe that "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN." Code of Practice (2015)

Of the 48 children on the Monitoring List and the SEN Register 13 are Pupil Premium children.

Online/ Home Learning during both Lockdowns

Of the 23 children on the SEN register 4 accessed home learning regularly, 3 accessed it a limited amount and 16 didn't access it at all. We provided packs for parents who couldn't access online learning.

Of the 25 children on the Monitoring List 10 accessed home learning regularly, 1 accessed it rarely and 14 didn't access it at all. We provided packs for parents who couldn't access online learning.

To combat the loss of learning children have been placed in catch up groups which have run across the school for 6 weeks. We have also run the Better Reading Programme across the school which has had a very positive impact on reading levels. Individual children have also had daily one to one reading. Maths curriculum has been changed in Summer Term 1 and 2 to go back and cover the gaps in learning. Pastoral Support has been very effective at reaching out to parents who have been hard to reach; communication has significantly improved, albeit over the telephone.

Second Lockdown

Across the school we offered 11 children from the SEN register, Monitoring List and Pupil Premium List a vulnerable place during the lockdown (3 places were turned down).

Pupils with a diagnosis in school

The following children have a diagnosis or are on the ASC/ADHD pathway. It is important to note that many children are missing from this data, they are still waiting to see Paediatricians. Many children will have a co-current diagnosis (for example ADHD and Cognitive/ Dyslexia Traits) and it is hard to unpick the priority. The diagnosis does not change the support these children get at school. We are mindful and reactive to their needs; diagnosis or not.

Autism Diagnosis	8
Autism Pathway	2
ADHD Diagnosis	6
ADHD Pathway	1

There are currently 9 children (not included in the list above) who have been referred to Speech and Language or the Community Paediatrician or both.

No children currently have a Dyslexia Diagnosis in East Peckham. We screen for dyslexia but these are an indicator for staff. As with all other diagnoses we are mindful and reactive to a child's need and not the diagnosis itself; using dyslexia friendly strategies in the classroom.

SEN Funding

Notional SEN budget top up rate working

Notional AEN/SEN Budget

IDACI	£2,771	
Looked After Children	£514	
Low Cost, high Incidence SEN	£17,774	
English as an additional language	£1,015	
Element of Lump Sum	£6,235	
Total (with London Fringe if applicable)		£28,309
School Contribution per Pre-16 Pupil		£6,000
AEN/SEN Top Up per Pre-16 Pupil		£5,151
Maximum Contribution for all Pre-16 Pupils		£5,662

The school receives High Needs Funding for the following pupils.

Pupil 1 EHCP	£11,473.18
Pupil 2 EHCP	£2,428.25
Pupil 3 LS	£4,622.02
Pupil 4 EHCP	£3,547.90
Pupil 5 EHCP	£4,284.81
Pupil 6 EHCP	£6,814.64

Monitoring and Review of SEND

Monitoring and Review of SEND across the school has taken the following forms this year:

- Analysis of Pupils achieving their Individual Personalised Provision Plan targets (outcomes have shown more impact - progress - please see interventions below)
- Provision Maps - On entry and Exit Data (this data has improved but there is still scope for improvement).
- TA, Teacher and SENCo observations - tracking sheets and comments improved. Formal observations recorded on CPOMS.
- SENCO has observed all TAs doing BRP and had an informal feedback session, looking at their tracking sheets. This was a very effective collaborative approach.
- Pupil Voice has been added to the tracking forms on the Individual Personalised Plans.
- Parent voice has been added to the Individual Personalised Plan but only one parent returned the form with their comments last term. This is an area which we would like to make improvements to.
- Pre-Key Standards to track pupils working below age expectation. Some targets set against Pre-Key Standards.
- Using assessment week to assess some SMART targets (an area for development).
- Benchmarking/ running records - using benchmarking to track and monitor reading, has empowered TAs teaching of reading.
- Using Bug Club to track reading skills at home and answering comprehension questions. Bug Club also follows pupils' phonic knowledge.
- Phonic Assessment in KS1/ Year 3 to track phonological awareness.

Specific SEND Assessments/ Screeners

- Language Link (for all Year R pupils)
- Junior Language Link (for all Year 3 and new pupils)
- Speech Link (Infants) to assess specific children who we identify with speech sound difficulties.
- Dyslexia Rapid (a new 15 minute screener - all Year 2 and above) (this is a screen not a diagnostic assessment) NEW
- GL Assessment - individual dyslexia and dyscalculia screeners (this is a screen not a diagnostic assessment)
- Phonological Battery Assessment (paper)
- WRIT assessment (paper)

Areas of strength across the school are identified as:

- Relationship with pupils - As a small school staff know children very well. This facilitates effective tracking and monitoring of pupils. The graduate response used to identify pupil level of need is based on open communication with teaching staff/ SENCo and parents and data.
- Enquiring Curriculum - an ambitious curriculum tailored for all the pupils in school. Where possible SEND pupils do not miss their project lessons to attend interventions. This is an exciting development about celebrating subjects that are not literacy based.
- The majority of interventions take place in the class as high quality teaching (except extra phonics, one to one reading and social skills group). We are placing emphasis on inclusion and independence.
- Increased use of ICT to support SEND pupils in the classroom - particularly Clicker Write, Chrome and Widget
- Sensory Circuits - run outside after breaktime for small groups. Excellent use of Mindfulness/ Yoga across school for all children.
- Teachers provide a calm environment where staff listen to the needs and wishes of pupils. Behavior across the school is excellent.
- Effective Reduced Timetable for a pupil in distress. Excellent communication with parents. Excellent support from the Specialist Teaching Service.
- Good communication with external professionals and referral's system is fully embedded. Excellent support from STLS (Specialist Teaching Service).
- Applications for EHCP (7 in total this year). 6 have been agreed (being drafted). 1, which was a parental request, was turned down.
- Provision Maps and a new Individual Personalised Plan have been revamped. Interventions are showing much more progress/impact from previous years (please see below).
- NQTs and NQTs +1 are going to get 5 days of SEND training next academic year
- Training has taken place this year despite difficulties with face to face meetings.
- Excellent pastoral support and communication with parents despite the challenges of the pandemic. New telephone system has been extremely helpful in facilitating communication for the SENCo.
- Pastoral Support has been very successful at reaching out to one particularly hard to reach parent.
- BRP (reading programme) is now fully embedded and happening in ALL classes. Impact has been evidenced.

Areas for development include:

Inclusion *"is an unending process of increasing learning and participation of all students... An inclusive school is one that is always on the move"* The Index, Booth and Ainscow.

Therefore at East Peckham we are always striving to develop and improve our provision for all students. These are the following areas for development.

Training Required

- Staff have requested; Zones of Regulation Training, Widget Training, Clicker Training. Practical training which can then be used in class and is part of inclusive practice. They can then show / evidence use of these resources in books. This will be timetabled into the next academic year.
- Colourful Semantics - needs a training refresher. Not always being used systematically/ correctly across the school.
- Visual in Classroom - resources not being used consistently in some classrooms. Therefore visuals in Classroom Training Required. Now and next boards need to be embedded for children with poor

processing skills. Visual Timetable transition list to be created by SENCO so resources move up with children.

- Autism/ ADHD booster training required in 2021/22
- Promoting Independence and metacognitive skills training - need to see more independent work for SEND pupils even if there are mistakes. Implementation plan for vocabulary (KW to liaise with SW)

Social and Emotional Learning

- Social Skills groups are ad hoc and not happening in some classes despite being set up by the SENCo.
- Zones of Regulation are not **fully** embedded. This is extremely important for Social and Emotional wellbeing - labelling and understanding emotions. Needs to be included on the behaviour policy and SIP. Emotional vocabulary needs to show more progression across the school
- SENCO to attend Mental Health training from September 2021.

Inclusion Project

- SENCo has studied Inclusion as part of her NASENCO course and high quality inclusion links with outstanding practice
- Inclusion and the wider community - embracing diversity in our school community. This to be included in SIP but discussed with SLT
- Inclusion and Neurodiversity - Neurodiversity Week - assemblies on Autism, ADHD, Dyslexia. Linking with famous people with these conditions.
- SENCo to link up with the SEND Governor next academic year to discuss inclusion and the wider community
- SENCO to update the SEND Policy with a focus on inclusion

Phonics/ Writing

- Phonics - high number of pupils in Year 1 WT. These children will require extra phonics in Year 2. SENCO to liaise with Year 2 teacher/ literacy lead.

Language Groups

- Beyond Year R Language Link groups aren't happening. Why?
- K Sutcliffe, N Tait and K Worrall to attend Nuffield Language Training September 2021

Tracking and Monitoring

- Next academic year teachers will set their own targets on Individual Personalised Plans. They will base these targets on their on entry data.
- SEND Children will have targets on their desk based on their target from the personalised plan.

Strategies/ Resources used in classrooms to support children with special educational needs

Colourful Semantics, Precision Teaching, Pop-Up Screens, Wobble Cushions, Clicker 7, Visual Timetables, Reward Pots for Individuals, visual reminder cards (e.g 'good listening'), Now and Next Boards (with timers if necessary), Social Stories, Zones of Regulation, Sensory Diet Activities, Safe Space Tent in the Library Area, ear defenders, language/modelling used by staff to promote understanding/ expressive language.

Review of the Interventions during 2020-2021

Autumn Term 2020

100% = Yes

0% = No

Autumn Term			
Year group	Intervention	Number of pupils	% making progress/achieving targets
R	Settling In Period		100%
	Phonics for SEN Pupils	1	100%
	Handwriting	4	100%
	Language Link (Term 2)	2	100%
	Speech Link (Term 2)	1	100%
1	Phonics group	5	100%
	1:1 Support individual	1	100%
	BRP	2	100%
2	Phonics Group	2	100%
	BRP	2	100%
	1:1 Reading including pre-teaching key words	2	100%
	Maths separate planning	2	100%
	Speech and Language Intervention	1	100%
	Guided Writing Group	4	100%
3	BRP	2	100%
	Clicker	1	100%
	Zones of Regulation	1	100%
4	BRP	2	100%
	BRP Working Towards Students	3	100%
	Reading Comprehension	6	80%
	Flash Cards/ Phonics	4	100%
	Separate Maths Planning	4	100%
	Spelling	2	100%
	Clicker	3	100%
	Writing Support in Class	2	100%
	Lego Therapy	3	100%
	Sensory Circuits	1	100%
	Emotional Regulation	1	100%

	Colourful Semantics	4	100%
5	Clicker	1	100%
	BRP	2	Unclear
	Reading Comprehension	5	Unclear
	Clicker	4	100%
	Zones of Regulation/ Emotional Support	1	0%
	Sensory Circuits	3	100%
	Lego Therapy	3	100%
6	BRP	2	100%
	Maths group	7	100%
	MAThs Arithmetic	2	100%
	Clicker	1	100%
	1:1 Reading HNF	1	Unclear - attendance too low

We need to make sure interventions are a little more consistent across class groups. Some classes have lots of interventions, many of which are part of QFT. Priority interventions for school next academic year; phonics intervention, BRP, 1:1 reading for WT pupils, colourful semantics, clicker, maths groups (where applicable for WT pupils), Sir Linkalot, social skills group, sensory circuits.

Spring Term

Sadly, the Coronavirus Pandemic put a halt to all interventions in Spring 2021, however these resumed when children returned to school.

Summer Term 2021 Interventions

100% = Yes

0% = No

Summer Term			
Year group	Intervention	Number of pupils	% making progress/achieving targets
R	1:1 Reading	1	100%
	Small Group Phonics SEN Pupils	3	100%
	Small Group Phonics	5	100%
	Language Link	3	100%
	Speech Link	1	100%
1	BRP	2	100%
	1:1 Reading	2	100%
	Guided Writing (in class)	3	100%
	Handwriting Group	4	100%

	Time to talk	5	80%
	Language Link Group	3	100%
2	BRP	2	100%
	1:1 Reading	2	100%
	Handwriting Group	8	100%
	Clicker	2	100%
	Colourful Semantics	2	0%
3	BRP	4	100%
	Phonics Intervention Group	3	100%
	Guided Writing Group (in class)	3	100%
	Clicker	2	100%
	Guided Reading Group	3	100%
	Lego Therapy	3	100%
	Zones of Regulation	1	100%
4	BRP	4	100%
	Reading Comprehension	4	100%
	Spelling Group	6	100%
	Sensory Circuits	5	100%
	Social Speaking	3	100%
	1:1 Reading	2	100%
5	BRP	2	100%
	Reading Comprehension HAP	3	100%
	Reading Comprehension LAP	7	77.7%
	Clicker	5	100%
	Maths Group LAP	4	
	Maths Group MAP	4	
	Reduced Timetable	1	100%
	Sensory Circuits	3	100%
6	BRP	2	100%
	Maths LAP Group	7	0%
	SEMH/ ADHD Support	1	0%

Discussion with Year 6 children regarding lack of progress in Year 6

- SEMH/ ADHD pupils were very anxious about transition to Secondary school, all transition days were cancelled due to tightened restrictions at the end of Summer Term 2.
- LAP Maths - Pupils struggled after the lockdown to catch-up. Progress was replaced with catching up on prior learning.

Academic Year 2020/ 2021 Working Towards Data - Pre-Key Standards

100% = Yes

0% = no

Pupils making progress over the academic year				
Year group	Pupils working towards (below their Year group expectations)	Maths	Writing	Reading
Year R	N/A	N/A	N/A	N/A
Year 1	5	100%	100%	100%
Year 2	2*	100%	100%	100%
Year 3	1	100%	100%	100%
Year 4	3*	100%	100%	100%
Year 5	0	100%	100%	100%
Year 6	2	100%	100%	100%

*one pupil has not been included in the data because of high absence rate

Parent support

The SENCo and/ or Teachers normally meet with parents and pupils with SEND at the end of each long term to review their provision as part of the Assess, Plan, Review cycle. The discussion at this meeting centres on the progress the child has made during the term towards the personalised outcomes on their Individual Personalised Plan. Teachers and SENCO have been in contact with parents via telephone and the evaluated Individual Personalised Plan will be emailed to parents in Summer Term 2. Face to face meetings will (hopefully be scheduled next year)

Transition

Again, this has been particularly hard. All transition dates to Secondary Schools have had to be cancelled because of an increase in Covid Cases in schools at the end of the Summer Term. We have provided all children at East Peckham with a class transition powerpoint. Individual Children have had their transition plans personalised. One pupil has had one to one transition visits when the classroom is empty, a virtual meeting and will come in one day early to look where his desk will be. ALL children have been given a powerpoint booklet with photos of their new class/ class teachers. They have also had the opportunity to write their own thoughts and feelings so they can share these with their teacher before they start.

Training and Professional Development SEND Specific - this has been limited because of the pandemic and lack of face to face meetings (please see a separate training audit)

Training in 2020-2021	Uses in the school and impact
General SEND Training (RECENT)- Book Scrutiny - SEND Ticklist for Books. Promoting independent work for SEND pupils. Celebrating successes/ strengths.	Impact to be seen in books from September 2021
Nessy - Dyslexia Training	High quality teaching
Early Reading Training (SS) - teaching phonics	On going - impact will be seen next academic year
Speech and Language Training - All teaching assistants	100% in Year R. Language link is fully embedded in Year R. Language Link groups aren't happening in the rest of the school. Colourful Semantics - staff need more training Teachers need the Language Training
Better Reading Programme (TA training followed up with observations and feedback)	100% impact across the school. Year 5 were unsure of impact in Autumn Term 1 and 2
SENCo - NASENCO Course ongoing	Having a big impact on my understanding of Inclusive Practise.
SEND and Learning Behaviours	We have created a metacognition implementation plan to measure impact.

Commentary:

How can we encourage teachers to also prioritise Zones of Regulation and Social Skills Groups when there are other academic pressures?

How can I support some teachers to write effective Individual Personalised Plans?

Are teachers and teaching assistants aware of all SEND needs in their classroom including monitoring list children?
Do we need better handovers at the end of the academic year?

Policies

SEND Policy 2020

Medical Needs Policy 2020

Pupil Premium Policy 2020

Intimate Care Policy 2020

Accessibility Action Plan 2020

Behaviour Policy 2021 (The updated Behaviour Policy will impact our Social, Emotional, Mental Health.