

## Annual Report to Governors October 2022

### Current SEND School Profile

At present, SEND pupils make up 17% of the whole school population.

	October 2017	October 2018	October 2019	Covid19	February, 2021	October 2022
SEN Support	99	104	98			76
EHCP	3	2	2		3	3

### SEND Profile per Year Group:

	3	4	5	6
SEN Support	12	19	11	17
EHCP	0	0	2	1

### Identifying Special Educational Needs

Pupil's needs may be categorised into four bands areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

### Number of Identified Needs across the School:

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and / or Physical
SEN Support	27	28	23	17
EHCP	3	2	2	2

Pupils can have more than one area of need, and so even there are currently 59 children on the SEND register, there are 104 identified needs.

### Identification of Pupils who Need Support

High quality teaching, differentiated for individual pupils by the class teacher is the first step in ensuring that all pupils achieve and make progress.

Pupils can be then identified as needing additional support through a variety of ways. These include:

- information gained through meetings with the pupil's previous setting
- information gained through meetings with other professionals that might be in contact with the pupil
- concerns raised by a parent or carer, or a member of staff
- significantly lower than expected levels of achievement

- significantly lower than expected rate of progress
- failing to close the attainment gap between themselves and their peers
- widening the attainment gap between themselves and their peers

Once a child has been identified as having a special educational need, the school follows the Graduated Approach as set out in the *SEND Code of Practice, 2014 (paragraph 6.44)* to remove barriers to learning.

### Provision

Any child identifies on the SEND register receives additional support. This is outlined on the whole school provision map.

*Support and Resources for Pupils with Special Educational Needs:*

Academic interventions	Holistic interventions	Tools, Resources and Clubs	Assessments	Internal Professionals	External Professionals
Twinkl Phonics	Fine Motor Skills	Teaching Assistants	Academic Termly Assessment	Play Therapy	Educational Psychologist
Twinkl Dyslexia Support	Gross Motor Skills	1:1 SEND Teaching Assistant	Accelerated Reader	Family Support Worker	Borough Speech and Language
Pixl Reading	Sensory Needs	Senior Management Team – for targeted mentoring	Pupil Progress Meetings	Speech and Language (Unlocking Language)	Borough Occupational Therapy
1:1 Readers	Group Theraplay	Reading schemes, eg. Rhino	LASS Dyslexia Screening	Wellbeing and Behaviour Support	Autism Advisor
Pixl Maths	Sport Impact PE Accessibility	Times Tables Rock Stars	Motional Assessment	Sport Impact	Physical Disability Service
Maths Fluency	Attention and Listening / Concentration Development	Zones of Regulation	DASH – Detailed Assessment of Speed of Handwriting	Pets as Therapy	Visually Impaired Service



Pre-Key Stage Groups	Social Skills Group - ELSA	Sport Impact 1:1	Irlen Screening for Visual Stress	Hearing Impaired Service
EAL Beginners	Maple Lunchtime Club	Breakfast Club	British Picture Vocabulary Scale	CAMHS
	Sport Impact Lunchtimes, with Play Leaders	Art Club	Griffin OT Fine Motor Skills Assessment	School Nurse
	Worry Box	Sports Clubs	Griffin OT Sensory Assessment	Educational Welfare Officer
	1:1 Mentoring	Speak Like a Native Club	SDQs - Strengths and Difficulties Questionnaire	Roehampton University - Play Therapy
	School and Family Works - Anxiety workshops with parents and child	Twinkl SEND resources	Behaviour Observational Record	Institute of Arts Therapy Education - Counselling
	ESOL Parents Group - signposting for homework support	The Hub	Checklists for Specific Learning Difficulties	School and Family Works
				Guide Dog Association
				Youth Bonds
				Police
				Social Services
				Let's Talk / CADA

## Key SEND Actions: February 2021 – October 2022

- Worked with The Bridge to support educated-off site pupil return to Victoria, as well as advice on school-based anxiety-non attendance
- Worked with 2 x pupils with Borough Speech and Language
- Provided placements and mentoring for 2 x therapy students, adding resources to the Hub
- Worked with SENSS business manager and team to manage organising specialist physical disability equipment, and hearing equipment
- Worked with 2 x mid-year transfers for EHCP pupils
- Planned Mental Health Awareness week for whole school
- Autism advisor guidance for 2 x pupils, with 1 x current pupil longstanding specialist input to training, classroom approaches and environmental factors
- Worked with 3 x Sport Impact coaches for providing additional support
- Applied for 3 x high needs funding - declined
- Ongoing recruitment for 1:1 specialist staff – 3 x pupils
- Set up weekly lunchtime support with Youth Bonds and Sport Impact
- Completed 2 x Annual Reviews
- Attended transition meetings for Cardinal Road Infant School
- Attended Year 6 / 7 Transition event, and met with SEND transition leads at VJS for targeted transition
- Declined 2 x SEMH EHCP requests as unable to meet needs
- Ongoing work with CAMHS specialist teacher to support attendance due to separation anxiety diagnosis
- Developed a Reduced Timetable plan for 2 x SEMH pupils
- Collaborated with David Clark / Hannah Clements (Hounslow's SEND Advisor) with observation meeting and Ordinarily Available Provision framework and review of SEND provision
- Focus School Discussion and SEND Review – with Hannah Clements and Satbir Sidhu
- Refined Pre-Key Stage Standards framework for staff to use, renaming our level descriptors and becoming more consistent
- Reviewed 8 x pupils with EP
- Developed learning space and 1:1 provision for 1 x SEMH pupil
- Ensured all Year 6 SEND pupils applications were completed with parents and carers, with appropriate setting requests
- Consulted with SEND Social Worker for a family with complex needs
- Set up Parent and Carer Workshop for Year 3 Anxiety
- Met with all new Year 3 SEND parents during Autumn term
- Developed swimming plan and risk assessment with Feltham Airparks for 1 x complex ASD child
- Developed and presented with 1 x pupil awareness assemblies for Blooms Syndrome

## SENCO CPD:

- Emotionally Based School Non-Attendance (EBSNA) training from Hounslow Educational Psychology Team
- Twinkl phonics
- Hounslow SENCO forum x 3
- Webinar: How To Identify The SEMH Needs Of Your Students



- Pastoral Network: 'Supporting Autistic children and Young People In Mainstream Schools'
- Phonics
- Placement Educators Support – Roehampton University
- TEACHH – Using TEACHH strategies in the classroom
- Senior Mental Health Lead training – Anna Freud

#### **Staff CPD:**

- Support in the classroom - Vision Impairment Advisory Team
- Support in the classroom - Hard of Hearing Advisory Team
- TEACHH – Using TEACHH strategies in the classroom

#### **Delivered INSET:**

- Zones of Regulation with Unlocking Language
- Use of Visuals in the Classroom
- Use of Manipulatives in the Classroom

#### **Upcoming INSET planned:**

- Using Visuals for Individuals
- Zones of Regulation with Kamal Riar, ASD Advisor

#### **Referrals:**

- CAMHS: 9
- Unlocking Language: 11
- Play Therapy: 9
- Occupational Therapy: 12
- EP: 5
- Visual Stress: 4
- Youth Bonds: 2
- Trainee Therapy referrals: 11
- EHCP: 6 (5 x Hounslow, 1 x Surrey)

#### **Diagnoses:**

- ASD: 4
- ADHD: 2
- Depression: 1
- Separation Anxiety: 1
- Mild expressive and receptive language disorder: 2
- Moderate expressive and receptive language disorder: 2
- Severe expressive and receptive language disorder: 6



**Updated and replenished resources:**

- Ear defenders
- Fiddle toys
- Chew tops, chew noodles, chew bands
- Lined paper, tinted books
- Triangle pens, pencils and sharpeners
- Chunky, HB and colouring pencils
- Specialist cutlery
- Sensory Circuits book
- Timers
- Theraputty
- Wobble cushions
- Left-handed pens

**Renewal of online support:**

- Twinkl SEND
- LASS – Dyslexia Assessment
- Motional – SEMH Assessment

**Future Actions:**

- Purchase 'Communication 4 All'
- CPD for targeted staff – sensory needs, dyslexia
- 1 x EHCP referral
- 1 x transfer for specialist provision
- Review of Enrichment afternoon to move provision map to weekly approach
- Continue to explore alternatives to Unlocking Language
- Review Access Arrangements for Year 6 SEND SATs
- Working with Southville Primary School for Sensory Circuits

*Jo Lewis*

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