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| Annual SPECIAL EDUCATIONAL NEED Report to Governors | |
| **Annual SEN Report to Governors** | |
| **SENCO** | Rebecca Watson-Shardlow |
| **SENCO assistant** | Jackie Wood |
| **SEND Governor** | Claire Davis |
| **Date of report** | 5th October 2020 |
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| **SEN Profile for the last 12 months** | |
| The graduated response to SEN is continuing to work well and children are flexible in terms of their support and need at that time.  Children are being supported by Quality first teaching in class and discussions are being had between SENCO and teachers regarding pupils who are displaying concerning behaviours – socially or academically.  Teachers are expected to complete and highlight the QFT document to aid their teaching in the classroom to support the progress and learning of all  SENCO continues to be more actively involved in whole school pupil’s progress and analyses data termly to ensure that expected progress is being made. Discussions are had with teachers to have an overview of support given to individual children.  Tracking of progress will continue during pupil progress reviews – data was inputted as a retrospect of where we feel pupils would have reached at the end of the 2019-2020 academic year. Due to Covid assessments were not as thorough as we would have liked and a huge emphasis of teacher assessment was needed at this time.  We will continue to monitor from the year 2 attainment data.  Pupil First remains an element of our weekly staff briefing – this is now done electronically on a Sunday evening. Any concerns need reporting to Mr Christopher or Mrs Shardlow before the weekend to ensure that all staff are aware +where we discuss individual children (on a confidential and need to know basis) so all staff team are aware of difficulties children are experiencing.  Case studies continue to support our children who are displaying difficult behaviours or face challenges in the classroom. These children who are at Level 3, Pupil premium and potentially dyslexic pupils have a case study to demonstrate schools approaches to supporting individual pupils. These track interventions used and the effectiveness. This is a document that follows the children through school as a working document so we are able to monitor the effectiveness of the support given and add to this when needed.  **Additional Staffing Needs**  To meet the significant needs of the Early Years class (Willow) we have needed to make appointments using the additional funding awarded by the family and the money awarded by the Authority to fund the additional roles. However, the funding does not equate to the amount needed and therefore we have had to use the schools budget to supplement.  The amount of SEN funding continues to be a challenge to be awarded for pupils who genuinely require additional support.  For September we have 1 pupil with an EHCP (Education and Health Care Plan) after a lot of reports and application bids for funding, and after 2 rejections we were finally awarded HLN1  We have also been awarded:  Low AFN for a pupil in F2 (1 term only to be reviewed at the next SENCO meeting)  Low AFN for a pupil in year 3  Medium AFN awarded (1 term) for an F2 pupils who subsequently rejected the place at Lambley and repeated their year in F1 placement at a school in Arnold – this had major implications for the SEN funds we had allocated to employ an additional career (job share over 4 days) and a 1:1 carer for F2.    **Projected SEN Support for the 20/21 academic year:**  Already this academic year staff have had to undergo A LOT of training to meet the needs of our F2 child with an EHCP.   * Physio training * Occupational therapist * Toileting and handling training   In addition to liaising with adaptations who have said Lambley can meet the needs of this pupil and was therefore named on the EHCP which is a legal document in which Lambley need to adhere to and ensure that we are accommodating his needs. Unfortunately the Disabled toilet in the new unit was not sufficient and the space was far too small to store and use his equipment.  This is being relooked at as it is not acceptable to have this child using the toilet in the hall as this means he would have to be going outside in all weathers.  Mr Christopher has requested that part of this is undercover and that there should be a canopy to have his journey partially undercover – Adaptations are trying to make the toilet facilities in Willow a useable space.  In additional to the physical needs we have a large amount of pupils in **F2 with Allergies** – Training has been provided to staff.  An **F2** pupil has Type 1 Diabetes and is insulin dependent, he has a pump and a blood sugar level reading patch on his arm. Training has been delivered to staff by the Diabetes team at the City Hospital and Mum has been in to support staff. We have a member of staff at Lunchtime to monitor his foods and to input the readings onto his device.  **Year 1** pupil who is severely visually impaired  **Year 6** – we have a year 6 pupil who joined us in Spring term who has significant behavioural needs. A bid will be placed to support him in class as he requires 1:1 as he struggles with the demands of the classroom. External agencies are involved and he is at Level 3 of the Graduated response to external agency support on the Pathway to provision. We are working closely with Mum and Dad, Educational Psychologist, Family support Team, and the GP to ensure this pupil receives the appropriate support. Paediatric appointments are almost impossible to get. Social Care referrals have been made but rejected. This would take this family to Level 4 on the Pathway to provision.    **Additional External agency support at Lambley:**   * We have access to support from Gedling behaviour partnership to support challenging behaviour (to be used as and when required.) This has been requested for a pupil in Year 3 and a virtual consultation has taken place this term. * Schools and Families Support Services (SFSS Early Years) * SALT * Specialist Mental health Team support. * Trained ELSA Teaching Assistant (Emotional Literacy Support) to support the high demand of social and emotional need present in school. * Team Around a child (TAC) Multi agency work to support a family. * School Nursing Team is heavily involved at Lambley with regular meeting with the SENCO delivering packages of work for a variety of different children and their individual needs.   **Current agency support in school**  It is becoming increasingly more difficult to seek support from agencies due to agencies dispersing.  Springboard meetings are held termly where we are able to seek support or advice (with written parental consent)   * SFSS (Schools and Family support service) – Early Years * Social and Emotional Mental Health team * School Nursing team * CAMHS (Child and adolescent mental health service) * Educational Phycologist * A new referral will be made to the GAP tea, for behavioural support. * Physiotherapy * Occupational Therapy * Diabetes support Team * Early Help Team * Visually Impaired Team   **Academic year 2020/21**  **Current number of pupils at level 3 in the Summer Term on the SEN register = 10 (162 pupils = 6%)**  At Lambley, pupils’ SEND requirements are separated into areas of need.  The table below displays the number of pupils with each need per year group.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Area of Need: | F2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | Cognition and learning |  |  |  | 1 |  |  |  | | Social, emotional and mental health |  |  |  | 1 |  |  | 1 | | Communication and Interaction | 1 |  |  | 2 |  |  |  | | Physical and medical needs | 3 |  |  | 0 |  |  |  | | Visually Impaired |  | 1 |  |  |  |  |  | | Total amount | 4 | 1 |  | 4 |  |  | 1 |   We currently have 162 pupils on role at Lambley  6% of our children from Early Years to Year 6 are on the Special Educational Needs register.  1% has an EHCP  4 Pupils have additional funding  2018/2019 pupils with SEND at Lambley =8% (compared to SEND nationally 11.9% )  2019/2020 Pupils with SEND at Lambley = 7.8% (11 pupils compared to 12.1% Nationally)  2020/2021 Pupils with SEND at Lambley = 6% (10 pupils)  Nationally SEN is more prevalent in boys than girls, with boys representing 73.1% of all pupils with an EHC plan and 64.6% of pupils with SEN support. All pupils at Lambley with an SEN are male.  **Graduated response at Lambley**  Children are placed at **level 3** in order to make progress they require over and above Quality first teaching and short term interventions are not having the desired impact in supporting progress. Termly SEN reviews keep the SENCO and parents informed of termly progress and the support.  Children are placed at **level 2** when they have been identified as not making sufficient academic progress or they have been identified as having asocial or emotional difficulty. Children who are placed at level 2 need to be working 1 full academic year behind the age related expectation. Reporting to parents on progress for level 2 children takes place in the form of termly Family conversations.  The SENCO (Rebecca Watson-Shardlow) monitors the children’s progress and interventions that are used to ensure that these are effective in making progress.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year group** | **SEND support** | **AFN** | **EHC plan** | **High needs funded** | **Pupil premium** | **SEND and EAL** | | **Early Years** | 4 | 1 | 1 | 1 | 0 |  | | **Year 1** | 1 |  |  |  | 0 |  | | **Year 2** |  |  |  |  |  |  | | **Year 3** | 4 | 1 |  |  |  |  | | **Year 4** |  |  |  |  |  |  | | **Year 5** |  |  |  |  |  |  | | **Year 6** | 1 |  |  |  |  |  | | |
| **Policies and other SEND Documentation** | |
| **The local offer** is a key document which identifies the universal offer Lambley primary school is able to offer all children with or without a Special Educational Need. It clearly states that we are not specialists in Special Educational Needs but the support we are able to offer beyond the quality first teaching. It is a statutory requirement that there is a link to the local offer on the school website. This has been updated in September 2019 and will require an update September 2020.   |  |  |  |  | | --- | --- | --- | --- | | **Policies/procedures** | **In place? (Y/N)** | **Date of last review** | **Date of next review** | | **Special Educational Needs and Disabilities Policy** | Y | September 2019 | To be reviewed | | **Admissions Policy** | Y | September 2019 | To be reviewed | | **SEN Information Report** | Y | September 2019 | To be reviewed | | **Local Offer** | Y | September 2019 | To be reviewed | | **Supporting pupils at school with medical conditions** | Y | September 2019 | To be reviewed | | **PEEP** | Y | September 2020 | September 2020 | | |
| **Pupil Progress**  **Assessment for the academic year 2019/20**  Due to Covid assessments were completed in the Spring Term before schools were closed for Lockdown.  Children were making good progress before lockdown, accessing home learning packs and progress is being closely monitored now school is reopen  Academic Year 2020/21 progress will continue to be based on Pupils Year 2 performance Data and personal progress of 3 points across the Academic year. | |