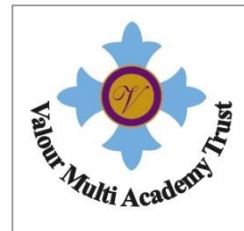




Annual SEN Report Sept 2020

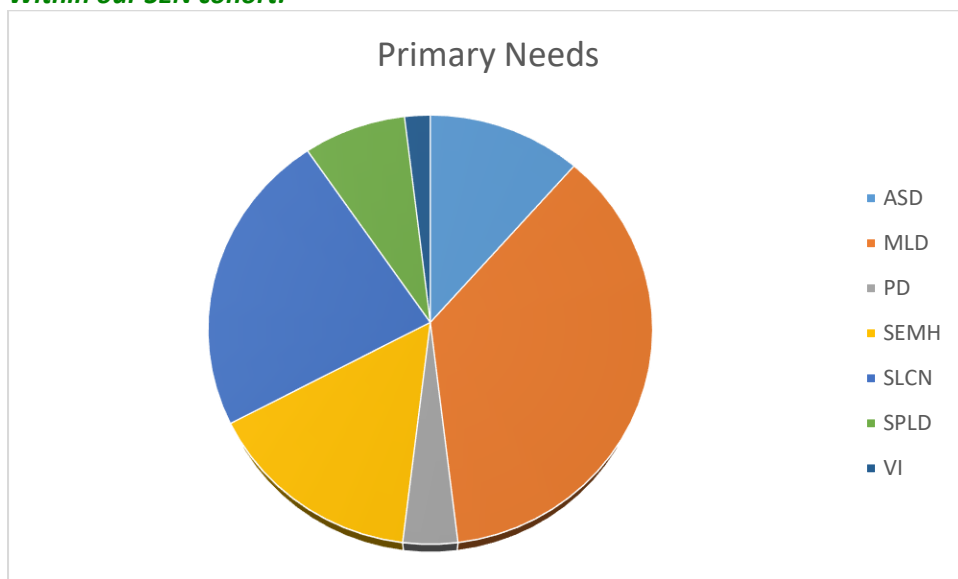
Evaluating the Effectiveness of Beech Hill Primary School's Provision for Pupils with SEND



The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

School Population	No of pupils	School %	National %
SEN total	52/417	12.5%	15.5
SEN support	48/417	11.5%	12.1
EHCP	6/417	1.4%	3.3
SEN + PP	36	69%	

Within our SEN cohort:



Children with Cognition and Learning difficulties:

MLD = 19 or 37% (Nationally – 18 %)

Spld = 4 or 8% (Nationally – 11%)

Children with Communication and Interaction difficulties:

ASD 6 = or 12% (Nationally – 11 %)

Sp and I = 12 or 24 % (Nationally – 20 %)

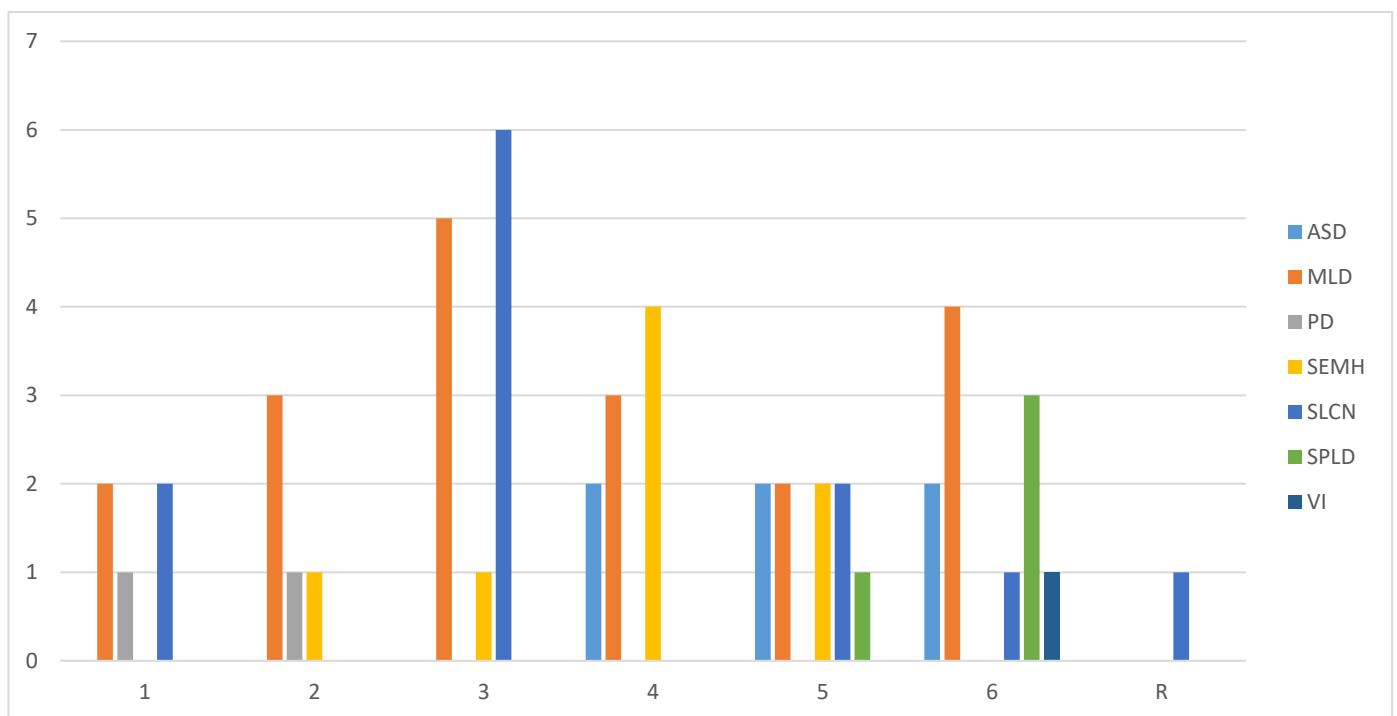
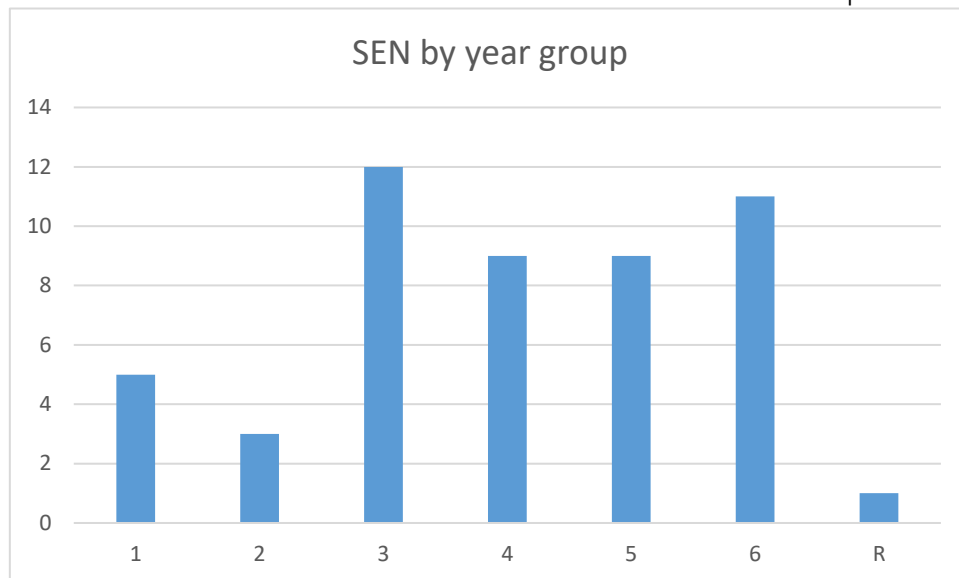
Children with Social, Emotional and Mental Health difficulties: 8 or 15% (Nationally – 17%)

Children with Sensory and Physical difficulties:

Physical = 1 or 2% (Nationally – 3%)

Hearing = 0 or 0 % (Nationally – 2%)

Vision = 1 or 2 % (Nationally - 1 %)



Summary of our SEN population:

Our SEN numbers are low at this point in the year although this is expected to rise as we identify needs within our new nursery/reception cohorts. We will continue to review the children on our SEN register and those causing concern, especially the children identified as MLD as we have a much higher prevalence than the National – we are monitoring some children with a view to removing them next term if progress continues. Most of the SEN needs within our school fall within Cognition and Learning and Communication and Interaction. We have a high prevalence of children with moderate learning difficulties and also speech and language difficulties.

SEN absence:

SEN- 5.1% compared to 4.3% for non-SEN pupils (Locally: SEN 5.4% and non-SEN 3.8%).

There is a gap in absence rates between our SEN children and non-SEN children at both a school and local level. Our FSO continues to work with families whose attendance is poor and where appropriate we contact outside agencies to provide additional support with this.

Staff Training and Expertise:

All classes were provided with a "Help me learn" box with a variety of inclusive resources such as coloured overlays, agronomical pencils, recordable whiteboards, etc

Staff training on how to make referrals to the SPOC team.

Teaching staff are updated with SEN information on a regular basis in staff meeting times.

Working with Outside Agencies

Due the changes within how the local authority operates, schools now need to buy-in services which were previously available to us. We have a high number of special educational needs within our school and need to draw upon the support and advice from outside professionals and agencies. During 2019-2020 we bought into the following services:

- Jump Ahead: A motor coordination intervention for children in Reception/Year 1 whereby early intervention is crucial in dealing with difficulties with motor skills and self-esteem.
- Specific Learning Difficulties (Dyslexia) traded support: This team of highly qualified, experienced specialist teachers offer professional expertise and knowledge and provide assessments, support and advice to SENCOs, teaching/support staff and parents in relation to individual children with specific learning difficulties (dyslexia) and speech and language difficulties.
- Educational Psychology Service: The Educational Psychology Service offers input in relation to a wide range of issues that impact on children's learning and progress, including specific and general learning difficulties, language and communication skills, issues relating to social, emotional and mental health and physical / sensory difficulties.
- SEN Consultancy: Our school bought into the Silver level service which includes 1 consultancy days offering support and advice to SENCOs.

COVID measures:

These uncertain times have been difficult for us all, but I feel that this has been a particularly difficult and disruptive time for children with SEN. During lockdown the SEN team tried to minimise the disruption by:

- Children with an ECHP or those that we felt were vulnerable were offered a school place alongside keyworker children.
- SEN section on our home learning tab on the school website offering support and advice.
- SENCO liaised with SENCOs from the high schools to support around transition.
- Phone calls home to families who were vulnerable
- Risk assessments completed for all children with an EHCP.
- Social stories to support children returning to school
- School visits in the summer term for children who were anxious about coming back into school.
- Transition meetings for children who would need extra support on their return
- Reduced timetables for the first couple of weeks back into school to build up confidence.

Upon returning back to school, leading SEN has not been without challenges as we all have to find a new way of working. For example, our assistant SENCOs would normally deliver targeted interventions with children across different year groups but we have been unable to do this due to crossing of bubbles so instead they are spending more time supporting in year groups with higher needs. Staff absences and periods of isolation have also meant that there has been some disruption to planned interventions and also in access to professional services. However, it was somewhat reassuring to hear at the latest SEN network meeting that these issues are being faced by SENCOs across

the city. Last week, we received some positive news that we would be getting an additional £5000 as top up funding to support SEN in our school. We have a staff meeting in a couple of weeks' time where I will be asking the staff for their contributions about what additional support they feel would be beneficial.

Pupils Views:

- We collect pupil's views termly on their individual provision maps. These are collected by the Assistant Sencos and are read by the teachers and shared during pupil reviews. Examples of pupil comments from the previous academic year include:
- "Year four is great because my teachers are the best and the lessons are fun. I enjoy going out with Mrs Nelson-Taylor because we talk and play games...He helps me with my anger. By the end of year four, I would like to get better at handwriting (joined up) & my timetables. "
- "Year six is really fun and I'm learning lots of new things. I'm enjoying year six because I'm curious about what new things I'm going to learn next. My best lesson is art because I can paint & draw, which is my favourite thing to do!!! I'd like to get better at science because it's difficult & hard to do!!!"

Parents/Carers' Views:

- I had planned an autism awareness coffee morning in April however due to lockdown this was unable to happen. I hope to be able to offer this again later on this year.
- Parent's views are collected during parent's evenings and reviews and are recorded on children's individual provision maps.
- It is pleasing to hear during reviews that many parents are very appreciative of the work our SEN team do.

Next steps:

- Carry out a parent's survey this academic year and publish a report on the school's website.
- Review the implementation of the Newcastle Assessment Tool for children working significantly below age related expectations.
- SENCO to provide training on the completion of the SPOC referral form.
- Whole school virtual training on Autism in January 2021.

Date: September 2020