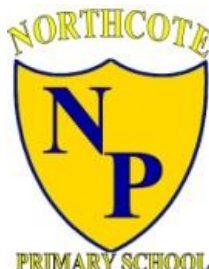


Report to Governors on SEND

June 2020



1. SCHOOL PROFILE

National Data released 4.7.19 based upon January 2019 census

Overall data:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>	<u>Boys on SEN Support</u>	<u>Boys with an EHC Plan</u>	<u>Girls on SEN Support</u>	<u>Girls with an EHC Plan</u>
Northcote %	86/443 19.4%	77/443 17.4%	9/443 2.03%	51/206 24.8%	4/206 1.9%	25/237 10.5%	5/237 2.1%
National Primary State Funded %	14.2%	12.6%	1.6%	16.4%	2.3%	8.6%	0.8%

Nursery:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>	<u>Boys on SEN Support</u>	<u>Boys with an EHC Plan</u>	<u>Girls on SEN Support</u>	<u>Girls with an EHC Plan</u>
Northcote %	12/42 28.6%	12/42 28.6%	0/42 0%	9/21 42.9%	0/21 0%	3/21 14.3%	0/21 0%
National Primary State Funded %	6.0%	5.8%	0.3%	11.2%	1.5%	4.9%	0.6%

Reception:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>	<u>Boys on SEN Support</u>	<u>Boys with an EHC Plan</u>	<u>Girls on SEN Support</u>	<u>Girls with an EHC Plan</u>
Northcote %	9/60 15%	9/60 15%	0/60 0%	4/24 16.7%	0/24 0%	5/36 13.9%	0/36 0%
National Primary State Funded %	9.3%	8.2%	1.2%	15.1%	2.0%	7.2%	0.7%

Year 1:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>	<u>Boys on SEN Support</u>	<u>Boys with an EHC Plan</u>	<u>Girls on SEN Support</u>	<u>Girls with an EHC Plan</u>
Northcote %	4/56 7.1%	3/56 5.4%	1/56 1.8%	3/28 10.7%	0/28 0%	0/28 0%	1/28 3.6%
National Primary State Funded %	12.6%	11.2%	1.4%	17.2%	2.3%	8.6%	0.8%

Year 2:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>	<u>Boys on SEN Support</u>	<u>Boys with an EHC Plan</u>	<u>Girls on SEN Support</u>	<u>Girls with an EHC Plan</u>
Northcote %	10/56 17.9%	8/56 14.3%	2/56 3.6%	3/19 15.8%	1/19 5.3%	5/37 13.5%	1/37 2.7%
National Primary State Funded %	14.5%	13%	1.5%	18.4%	2.5%	9.8%	0.9%

1. SCHOOL PROFILE

Year 3:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>	<u>Boys on SEN Support</u>	<u>Boys with an EHC Plan</u>	<u>Girls on SEN Support</u>	<u>Girls with an EHC Plan</u>
Northcote %	12/56 21.4%	12/56 21.4%	0/56 0%	9/29 31.0%	0/29 0%	3/27 11.1%	0/27 0%
National Primary State Funded %	15.8%	14.2%	1.7%	19%	2.7%	10.5%	1.0%

Year 4:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>	<u>Boys on SEN Support</u>	<u>Boys with an EHC Plan</u>	<u>Girls on SEN Support</u>	<u>Girls with an EHC Plan</u>
Northcote %	15/60 25%	14/60 23.3%	1/60 1.7%	10/31 32.3%	1/31 3.2%	4/29 13.8%	0/29 0%
National Primary State Funded %	16.6%	14.8%	1.9%	19.2%	2.8%	10.9%	1.1%

Year 5:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>	<u>Boys on SEN Support</u>	<u>Boys with an EHC Plan</u>	<u>Girls on SEN Support</u>	<u>Girls with an EHC Plan</u>
Northcote %	13/56 23.2%	10/56 17.9%	3/56 5.4%	8/24 33.3%	1/24 4.2%	2/32 6.25%	2/32 6.25%
National Primary State Funded %	17%	15.1%	1.9%	18.8%	3.1%	10.9%	1.2%

Year 6:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>	<u>Boys on SEN Support</u>	<u>Boys with an EHC Plan</u>	<u>Girls on SEN Support</u>	<u>Girls with an EHC Plan</u>
Northcote %	11/57 19.3%	9/57 15.8%	2/57 3.5%	5/30 16.7%	1/30 3.3%	4/27 14.8%	1/27 3.7%
National Primary State Funded %	17%	14.9%	2.1%	22.3%	23.4% (very high NA)	13.3%	13.5% (very high NA)

Primary Type of Need Percentages

	Northcote				State-funded primary schools	
	SEN Support		EHC Plan		SEN Support	EHC Plan
Specific Learning Difficulty	10	13%	0	0%	10.2%	3.4%
Moderate Learning Difficulty	1	1.3%	3	33%	23.8%	8.6%
Severe Learning Difficulty	0	0%	0	0%	0.3%	3.5%
Profound & Multiple Learning Difficulty	0	0%	0	0%	0.1%	1.8%
Social, Emotional and Mental Health	16	20.7%	0	0%	16.4%	11.4%
Speech, Language and Communications Needs	40	52%	1	11.1%	30.3%	25.2%
Physical/Sensory	1	1.3%	0	0%	2.4%	7.3%
Autistic Spectrum Disorder	9	11.7%	5	55.6%	4.9%	28.7%

Most common primary types nationally in 2019- SLCN for SEN support, and ASD for EHC Plans (same as our data).

EHC Plan data subject to change as 4 EHC assessments are underway.

17/71 children on the medical register are also SEN (24%)

31/174 children who are in receipt of pupil premium are also SEN (18%)

6/42 children who have EAL are also SEN (14.3%)

2. IDENTIFYING PUPILS WITH SEND

All pupils at Northcote Primary School are rigorously tracked in English and Mathematics. There is also tracking in place for the other subject areas. If there are concerns about progress or if any child needs extra support, then this is identified early and acted upon. Staff complete cause for concern sheets with support from SENCo and parents. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress. Senior leaders meet with staff and discuss this progress during Pupil Progress Meetings. If a child is new to our school, then progress will be discussed with the previous school or nursery.

Due to coronavirus, we will be focusing on a 'Recovery Curriculum' as our children return to school, with social, emotional and mental health taking priority.

3. PROGRESS MADE BY PUPILS WITH SEND

By the end of KS2 2019:

Reading

No. of pupils	Making less than sufficient progress		Making sufficient progress		Making more than sufficient progress		Excluded from data	
10	0	0%	8	80%	1	10%	1	10%

Writing

No. of pupils	Making less than sufficient progress		Making sufficient progress		Making more than sufficient progress		Excluded from data	
10	2	20%	5	50%	2	20%	1	10%

Mathematics

No. of pupils	Making less than sufficient progress		Making sufficient progress		Making more than sufficient progress		Excluded from data	
10	1	10%	7	70%	1	10%	1	10%

Two children who did not make sufficient progress in writing both had dyslexia and were diagnosed in year 4. One was also a PA. One child who did not make progress in math's was same PA child from writing cohort.

By the end of KS1 2019:

Reading

No. of pupils	Making less than sufficient progress		Making sufficient progress		Making more than sufficient progress		Excluded from data	
10	1	10%	6	60%	3	30%	0	0%

Writing

No. of pupils	Making less than sufficient progress		Making sufficient progress		Making more than sufficient progress		Excluded from data	
10	1	10%	9	90%	0	0%	0	0%

Mathematics

No. of pupils	Making less than sufficient progress		Making sufficient progress		Making more than sufficient progress		Excluded from data	
10	2	20%	4	40%	4	40%	0	0%

Child who did not make sufficient progress in reading also did not make sufficient progress in mathematics. Under assessment for ADHD. FSS involved due to home barriers. Second child who did not make progress in mathematics also under assessment for

3. PROGRESS MADE BY PUPILS WITH SEND

ADHD. Child who did not make sufficient progress in writing now attends specialist provision.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND-END OF KS2 2019

	Reading	Writing	Mathematics	RWM
Pupils with SEND	70%	40%	70%	30%
Pupils without SEND	80%	92%	88%	74%
Attainment gap between our SEN and our none SEN	-10%	-52%	-18%	-44%
Pupils with SEND Nationally	35.7%	33.7%	40.3%	21.9%
Attainment gap between our SEN and national SEN	+34.3%	+6.3%	+29.7%	+8.1%

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

We target support for pupils with SEND on a needs led basis. The child and their needs are assessed, we then plan how to meet the needs, put what has been planned in place and then review/evaluate impact of support. Once this process has been completed, often via our one page profiles and provision maps, the decision is then made as to whether SEN support is still required or not, or in fact if the needs have increased and therefore HNF/EHC Assessment request may be required. Advice from outside agencies is implemented immediately. We currently have six children undergoing EHC assessment.

Headlines from meetings between the SEND coordinator (SENCO) and the SEND governor in September 2019:

- SLCN remains prominent need in the school. We receive support from SALT at Alder Hey, but have to wait for this support. SENCO has liaised with Sophie Humphries (private therapist we have worked with previously) and created a bespoke package of support for our children.
- Our SEN attendance data is better than national SEN attendance data, showing that we are making progress with removing barriers as our children want to come to school. SEN PA children are often in this category due to medical appointments/treatments linked to their SEN.
- School Offer was updated after parent meeting, which SEN link Governor attended, on the 17th October.

5. SEND FUNDING

We have 6 children who are in receipt of high needs funding because they have a 1-2-1 in place. We cover the first £6000 of this support, and the SEN team contribute the rest. This equates to £36,000 from school

5. SEND FUNDING

funds.

SEN funding is spent on the following 2019-20:

Family Support Services

Educational Psychology SLA

SENISS dyslexia and dyscalculia assessments

Fidget toys

Relevant literature

Trampoline

Weighted blankets

Ear defenders

Sloped desks

Magnifiers

Peanut ball

Lego sets for Lego Therapy

Balance cushions/wobble cushions

Lace up teddies

Lava lamp

Pencil grips

IDL subscription

Coloured overlays

Boxall Profile

6. STAFF DEVELOPMENT 2018-19

	Audience	Who delivers
22.1.19	Clare	SENCo attended Lego therapy training with parents at Picton Health Centre.
12.2.19	Reception Teacher	Chloe Hartley attended full day SENISS course 'Inclusive Play in EYFS' at Toxteth Annexe
8.3.19	Clare	Spring SENCo Briefings
7.5.19	Clare	Delivered training on assessing children who have SEN to all teaching staff
9.5.19	Clare	SENCO delivered whole school Lego therapy training.
6.6.19	Clare	Delivered feedback from learning walk (adult deployment focus) from 29th April, and delivered training and advice on effective adult deployment to all teaching and support staff.
11.7.19	Clare and Carol	Sensory and Motor Difficulties and the Impact on Education Training-COT
17.7.19	Year 3 staff	Diabetes training for Annabelle
2.9.19	Clare	SENCo delivered to whole school-including specific needs, dyslexia booklets, sensory needs update and monitoring information.

6. STAFF DEVELOPMENT 2018-19

4.10.19	Clare	Neurodiversity Annual Conference
6.11.19	Clare	Autumn SENCo Briefings
14.11.19	Clare	Evening training at Alder Hey-supporting children with epilepsy
18.1.20	Clare	SEnCo started Level 5 BDA Specialist Dyslexia Teacher Training
11.3.20	Clare	Spring SENCo Briefings

7. WORK WITH EXTERNAL AGENCIES

We continue to work with Family Support Services, Liverpool Speech Therapy, SALT, Hope school, SENISS, Educational Psychology services and the early help hub in our mission to support children with special educational needs.