

Report on SEND September 2020



1. SCHOOL PROFILE

National Data released 2.7.20 based upon January 2020 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 %	82/400 21%	72/400 18%	10/400 3%	47/72 65%	5/10 50%	25/72 35%	5/10 50%
% across all setting nationally		12.1%	3.3%	64.6%	73.1%	35.4%	26.9%
National Primary State Funded %		12.8%	1.8%				

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 %	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%

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 %	16/60 27%	14/60 23%	2/60 3%	9/14 64%	0/2 0%	5/14 36%	2/2 100%

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 %	14/60 23%	13/60 22%	1/60 2%	6/13 46%	1/1 100%	7/13 54%	0/1 0%

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 %	4/57 7%	3/57 5%	1/57 2%	3/3 100%	0/1 0%	0/3 0%	1/1 100%

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 %	7/53 13%	6/53 11%	1/53 2%	3/6 50%	1/1 100%	3/6 50%	0/1 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 %	12/58 21%	12/58 21%	0/58 0%	9/12 75%	0/0 0%	3/12 25%	0/0 0%

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 %	15/59 25%	13/59 22%	2/59 3%	9/13 69%	2/2 100%	4/13 31%	0/2 0%

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 %	13/54 24%	10/54 19%	3/54 6%	8/10 80%	1/3 33%	2/10 20%	2/3 67%

1. SCHOOL PROFILE

Primary Type of Need Percentages

	Northcote			
	SEN Support		EHC Plan	
Specific Learning Difficulty	<u>10</u>	<u>14%</u>	0	0%
Moderate Learning Difficulty	<u>2</u>	<u>3%</u>	<u>1</u>	<u>10%</u>
Severe Learning Difficulty	0	0	0	0%
Profound & Multiple Learning Difficulty	0	0	0	0%
Social, Emotional and Mental Health	<u>14</u>	<u>20%</u>	<u>1</u>	<u>10%</u>
Speech, Language and Communications Needs	<u>39</u>	<u>54%</u>	<u>2</u>	<u>20%</u>
Physical/Sensory	<u>1</u>	<u>1%</u>	<u>1</u>	<u>10%</u>
Autistic Spectrum Disorder	<u>6</u>	<u>8%</u>	<u>5</u>	<u>50%</u>

- The most common type of need for pupils with an EHC plan is autistic spectrum disorders and for pupils with SEN support is speech, communication and language needs
- SEN Support is more prevalent in boys than girls, however there is no gender gap with EHC Plan children.
- Our school data is in line with the national picture.

20/72 children on the medical register are also SEN (28%)

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

3/34 children who have EAL are also SEN (9%)

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 implement a 'Recovery Curriculum' where required, as our children return to school, with social, emotional and mental health taking priority.

3. PROGRESS MADE BY PUPILS WITH SEND

SEN Assessment Data for 2019-20 Academic Year

(Data based on teaching, learning and assessment September 2019-March 2020, due to COVID19, so progress measures are not as positive as usual)

Expected Progress would be for pupils to make 6 points progress from their starting points.

Year Group	Number of SEN Pupils in Year (who have attended from September)	Reading Progress			Writing Points Progress			Math's Points Progress		
		% who made less than expected progress	% who made expected progress	% who made more than expected progress	% who made less than expected progress	% who made expected progress	% who made more than expected progress	% who made less than expected progress	% who made expected progress	% who made more than expected progress

3. PROGRESS MADE BY PUPILS WITH SEND

<u>1</u>	6	0%	100%	0%	0%	100%	0%	0%	83%	17%
<u>2</u>	10	40%	30%	30%	50%	40%	10%	50%	20%	30%
<u>3</u>	11	45%	55%	0%	36%	55%	9%	9%	88%	9%
<u>4</u>	12	33%	59%	8%	25%	67%	8%	41%	59%	0%
<u>5</u>	12	50%	42%	8%	33%	59%	8%	67%	25%	8%
<u>6</u>	10	30%	50%	20%	20%	70%	10%	30%	50%	20%

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND-END OF KS2 2020-NOT RELEVANT FOR 2020

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 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

5. SEND FUNDING

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

22.1.19	SENCo	SENCo attended Lego therapy training with parents at Picton Health Centre.
12.2.19	Reception Teacher	Attended full day SENISS course 'Inclusive Play in EYFS' at Toxteth Annexe
8.3.19	SENCO	Spring SENCo Briefings
7.5.19	SENCO	Delivered training on assessing children who have SEN to all teaching staff
9.5.19	SENCO	SENCO delivered whole school Lego therapy training.
6.6.19	SENCO	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	SENCO and TA's	Sensory and Motor Difficulties and the Impact on Education Training-COT
17.7.19	Year 3 staff	Diabetes training
2.9.19	SENCO	SENCo delivered to whole school-including specific needs, dyslexia booklets, sensory needs update and monitoring information.
4.10.19	SENCO	Neurodiversity Annual Conference
6.11.19	SENCO	Autumn SENCo Briefings
14.11.19	SENCO	Evening training at Alder Hey-supporting children with epilepsy
18.1.20	SENCO	SENCo started Level 5 BDA Specialist Dyslexia Teacher Training (ongoing for two years)
11.3.20	SENCO	Spring SENCo Briefings
29.4.2020	SENCO	An Introduction to Speech, Language and Communication-The Communication Trust
18.5.2020	SENCO	Understanding ADHD-Future Learn
21.5.2020	Teaching and Support Staff	Preparing Autistic SEND Children for going back to School
10.6.2020	Year 2 Teachers	CAMHS: Infant Mental Health training
June and July 2020	SENCO	Mental Health Lead Training
7.7.2020 15.7.2020	SENCO	AET Early Years 'Making Sense of Autism'

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.