

# Report on SEND July 2021



## 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 %	92/439 21%	81/439 19%	11/439 3%	53/81 65%	5/11 45%	28/81 35%	6/11 55%
% 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>
Northcote %	9/42 21%	9/42 21%	0 0%

### Reception:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>
Northcote %	16/61 26%	13/61 21%	3/61 5%

### Year 1:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>
Northcote %	9/59 15%	8/59 14%	1/59 2%

### Year 2:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>
Northcote %	5/55 9%	4/55 7%	1/55 2%

### Year 3:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>
Northcote %	12/50 24%	11/50 22%	1/50 2%

### Year 4:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>
Northcote %	17/60 28%	16/60 27%	1/60 2%

### Year 5:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>
Northcote %	11/57 19%	10/57 18%	1/57 2%

### Year 6:

	<u>Children on SEN Register</u>	<u>Children on SEN Support</u>	<u>Children with an EHC Plan</u>
Northcote %	13/55 24%	10/55 18%	3/55 5%

## 1. SCHOOL PROFILE

### Primary Type of Need

	Northcote	
	SEN Support	EHC Plan
Specific Learning Difficulty	<u>13</u>	0
Moderate Learning Difficulty	<u>2</u>	<u>1</u>
Severe Learning Difficulty	0	0
Profound & Multiple Learning Difficulty	0	0
Social, Emotional and Mental Health	<u>14</u>	<u>1</u>
Speech, Language and Communications Needs	<u>41</u>	<u>2</u>
Physical/Sensory	<u>1</u>	<u>1</u>
Autistic Spectrum Disorder	<u>10</u>	<u>6</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%)**

**3/45 children who have EAL are also SEN (7%)**

## 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.

### **COVID Impact Statement:**

We have evaluated the curriculum content we have missed or taught remotely. We have looked back on what teachers would've covered in school while pupils were learning from home, by looking at curriculum maps, long-term plans and medium-term plans.

For all aspects of the curriculum that were missed we decided whether to:

1. Edit this content down so it can be recapped in a **few weeks**, or
2. **Not** recap this content (or only touch on it lightly)

We divided our curriculum into:

1. Non-negotiable key concepts, knowledge and skills all pupils need to understand
2. Deeper concepts and knowledge you'd like pupils to learn if there's time (i.e. if you master the key concepts)

## 2. IDENTIFYING PUPILS WITH SEND

quicker than expected)

- Details that are a bonus for pupils to learn, but aren't necessary for a good level of understanding (if pupils master 1 and 2 in the time you have, you can dip into these.

Additional support has been put in place to support with reading in particular, to support our 'Learn to read, read to learn' mantra.

## 3. PROGRESS MADE BY PUPILS WITH SEND

### SEN Assessment Data for 2020-21 Academic Year

**(Data based on teaching, learning and assessment September 2020-April 2021, 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
<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.

## 5. SEND FUNDING

We have 8 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 £48,000 from school funds.

**SEN funding is spent on the following 2020-21:**

## 5. SEND FUNDING

Family Support Services  
 Educational Psychology SLA  
 SENISS dyslexia and dyscalculia assessments  
 Private Speech Therapy Support from CST  
 Fidget toys  
 Relevant literature  
 Trampoline  
 Weighted blankets  
 Ear defenders  
 Sloped desks  
 Chewelry  
 Magnifiers  
 Peanut ball  
 Lego sets for Lego Therapy  
 Balance cushions/wobble cushions  
 Lace up teddies  
 Lava lamp  
 Pencil grips  
 Rulers with handles  
 IDL subscription  
 Coloured overlays  
 Tinted work books  
 Boxall Profile

## 6. STAFF DEVELOPMENT 2018-19

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	Preparing Autistic SEND Children for going back to School

## 6. STAFF DEVELOPMENT 2018-19

	Support Staff	
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'
30.9.2020	SENCo	Allergy and asthma training
15.10.20	Support Staff	Sensory Circuits
2.11.21	Support Staff	Effective questioning
4.11.2020	SENCo	Autumn 2020 SEN Briefing
5.2.21	Support Staff	PECS
22.2.21	Support Staff	TEACHH Training
25.3.21	SENCo and TA	Precision Teaching

## 7. WORK WITH EXTERNAL AGENCIES

We continue to work with Family Support Services, Liverpool Speech Therapy, SALT, Chatterbugs, Hope school, Virtual Schools, SENISS, Social Inclusion, Alder Hey, CST, Children's Services, Brighter Horizons, Seedlings, Educational Psychology services and the early help hub in our mission to support children with special educational needs.