

## **SEND Report to Governors Sept 2021**

The School's work with families, children and a range of agencies to sustain the learning, development and well-being of individual pupils with Special Educational Needs and Disabilities (SEND), including those who may face challenging circumstances, is deeply embedded at all levels.

### **Key Staff:**

- Special Educational Needs Co-ordinator (SENDCo) – Mrs. Helen Collins
- Pastoral Pathways Lead- Mrs Michelle Wintle
- SEND Teaching Assistant attached to the Hive - Mrs Julie Edmonds
- Speech and Language Teaching Assistant- Mrs Helen Truscott
- 1:1 High Needs SEND HLTA- Mrs Helen Costall
- High Needs Teaching Assistant Lead Early Minds Understanding-Miss Vicky Wentworth
- Teaching Assistant- Early Year Early Minds Understanding- Mrs Sharon Ashton
- Pastoral Practitioner – Mrs Kim Jeffrey
- Pastoral TA- Mrs Sherrie McCarron
- Attendance and Welfare Officer Mrs Sharon Watson

### **This Report should be read against the context of the following policies and documents:**

- SEND Code of Practice (2015)
- The Children and Families Act (2010)
- Equality Act (2010)
- Statutory Guidance for Supporting Pupils with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)
- Teaching Standards (2012)
- School Admissions Code (DfE 2012)
- Parkwood Primary SEND Policy 2021-22
- Achievement for All (SEND) School Improvement Development Plan
- Parkwood Primary SEND and Pastoral Offer

### **Number of pupils with SEND: Currently- 97**

<b>Level of Need</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>SEN Support</b>	65	94	<b>100</b>
<b>EHCP</b>	8	3	10
<b>TOTAL</b>	84	97	110
<b>% of school</b>	<b>13%</b>	<b>17%</b>	<b>18%</b>

Over the past three years the number of pupils with more complex needs has risen. These pupils often need to have allocated hours of one-to-one support. The overall number of pupils with EHCP plans projected to increase by the end of the academic year 2021-22. In July 2021 3 EHCP holders left to transition to secondary school. 1 to mainstream and 2 to specialist provision. 2 Other EHCP holders left due to transition to specialist provision.

## **Children with Medical Needs and Disabilities**

Children with varying medical needs	62
Children who require personal care	7

Specialist nursing staff e.g. for epilepsy, physical disability etc. come into school to offer training to key staff or, in some cases, may attend an Annual Review e.g. epilepsy nurse or hearing impairment professional.

Individual Health Care Plans state named staff with designated responsibilities linked to a child's care.

The School Currently has 7 staff who have received NHS training for Diabetic needs. It is noted that with the new batch of EHCPs potentially gained before end of term 2, 2021, there is likely to be an increase in EHCP holders with medical needs that will need monitoring and support in school

## **EHCPs**

Each of the pupils who have an EHCP have allocated provision and 1:1 support. This is managed by the SENDCo. Funding is applied for using the Element 3 Funding allocation through Medway Local Authority. The school and the Local Authority (LA) fund support for EHCP holders to ensure provision within school.

In the Year 2020-21 4 Rounds of Element 3 funding was approved for 4 EHCP Holders. It is anticipated that in the year 2021-22 the number of children in receipt of Top up Funding, will increase in-line with the increase in EHCPs.

## **DATA Sept 2021**

The data for this academic year was collated from Sept 2020- Sept 2021 and should be read within the context of the Covid-19 Pandemic.

## **The outcomes for children within our school with SEND for 2020/21**

The following information has been collated from PiXL and teacher assessment information and is current as of July 2021 for the new academic year. This will be renewed across the year in conjunction with the Pupil Progress Cycles which vary and are timed to work with National Testing and Screenings within each year group.

Year group	Reading % children making expected or better progress		Writing % Sen children making expected or better progress		Maths % Sen children making expected or better progress	
	SEND	All	SEND	All	SEND	All
Year 1 (7)						
Year 2 (13)	31%	27%	0%	0%	42%	35%
Year 3 (15)	0%	49%	33%	80%	33%	53%
Year 4 (22)	16%	51%	1%	66%	8%	56%
Year 5 (18)	30%	60%	9%	46%	17%	40%

Year 6 (11)	22%	73%	0%	27%	0%	29%
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### **Attendance March 2021-July2021**

<b>Grouping</b>	<b>January- March Lockdown 2 In School Attendance</b>	<b>March 2021-July 2021 Attendance</b>
SEND	23%*	92.39%
All	13%	95.37%

\*Recognising the school made more places available for those children who had SEND during the second lockdown.

### **Reduced Timetables as of Sept 2021**

<b>Key Stage</b>	<b>Number of Children</b>
KS 1	4
KS 2	4

School has placed children on reduced timetables due to diagnosed need or after seeking professional advice. School will always seek to increase the time a child is in school but works with the family to ensure the timetables in place are the best possible way of ensuring a child can access as much of their full timetable as possible.

School has a named Attendance Officer Sharon Watson, who liaises with the SENDCo and Pastoral Team. The Deputy Head Teacher, SENDCo, Attendance Officer and Office Manager monitor attendance and school exclusion data of pupils with SEND.

The School has bought into the Attendance and Advisory team and has support from a designated Inclusion and Attendance Officer who is able to work with the school in dealing with any attendance issues, including any persistent lateness.

### **2020-2021 Exclusions**

<b>Exclusion Type</b>	<b>No of Exclusions</b>	<b>Total of days</b>
External Fixed Term	13	30 days

The school recognises that these are due to a small number of pupils who had received more than one fixed term. All of these resulted in school seeking further advice from either the SEN Team at Medway or School Support Group in order to support those pupils. School works proactively with a number of external agencies and works with the Medway Inclusion Team- Lynn Simms to proactively limit exclusions.

### **External Professionals working in school 2021-22**

<b>Role</b>	<b>Professional</b>	<b>Days In School</b>	<b>2020-2021 No of Children</b>	<b>2021-2022 Projected No of Children</b>
Speech and Language (NHS)	Bunmi Olugunbanke	As dictated by NHS Caseload- At least 10	6	10
Speech and Language	Sarah Post	8 Days	9	12
Specialist Dyslexia Teacher (SPLD)	Gemma Easom	8 Days	18	12
Occupational Therapy	Simon Worthington	8 Days	16	16
Occupational Therapy	Emily Millward	As dictated by NHS caseload	2	2
Marlborough Outreach (ASD)	Kelly Parkinson	Booked to meet needs	5	7
Bradfields Outreach ASD and Associated Behaviour	Renee Titmus	Booked to meet needs	Not Applicable	3
Family Solutions (Early Help)	Various Allocated from the team	As dictated by caseload within school	4	4 +
Small Steps – Family Action	Jennie Fretwell	Drop in Sessions	3	6+
School Nursing Team	Various	Working with families remotely	12	12+
Learning Disability Nursing Team	Various	Working with families remotely	3	3+
CAMHS-	Various	Working with families remotely	4	5

### **Teaching Assistant Team 2021-22**

Class Based Support – Teaching and Learning	21	There is close liaison between the SENDCo and 1-1 SEN support TAs re training needs. A cycle of performance management will be started in November 2021 to support the continuing professional development of TAs.
1:1 Support Teaching Assistants	4	
Specialist Teaching Assistants	4	
Total	29	

	This did not occur fully in 2020-21 due to the ongoing effects of the Covid-19 Pandemic.
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### **The significant developments in SEND in 2020/21 and 2021/22**

<b>Communication and Interaction</b>	<p><u>Sept 2020</u> External Speech and Language Therapist- Sarah Post working within school to assess and plan my plans for specific children. Continuing in academic year 2021-22</p> <p><u>June 2021</u> The School introduced Communication in Print (Widget) in all public areas within school and also for behaviour visuals. As consistent with the SIDP for SEND. The use of a communication friendly system will be phased in across the school in the current academic year.</p> <p><u>Sept 2021</u> Full Time Speech and Language Specialist TA in place running speech and language therapy and interventions.</p>
<b>Cognition and Learning</b>	<p><u>December 2020</u> 8 Staff completed TEACCH style training for working with children with ASD. Including SENDCo and Assistant Head Curriculum</p> <p><u>April 2021</u> Precision Teach Training for teaching team. 2 hours INSET run by Educational Psychologist- Sarah Evans in preparation for September 2021</p> <p><u>September 2021</u> 1) Precision Teach Training for Support Staff by SENDCo- Implementation of Precision Teach Programme across the school. 2) Dyslexia Specialist Teacher- Gemma Easom employed by the school to review provision for Dyslexic Children and plan targeted learning interventions. 3) SEND Teaching Assistant in post to work with children on Specialist Programmes including: Fine Motor Skills- Handwriting Dyslexia Programmes High Needs Support for EHCP holders.</p>
<b>Social Emotional and Mental Health (SEMH)</b>	<p><u>April 2021</u> Pastoral Lead and DLACT in place Review of Pastoral Support across the school</p> <p><u>Sept 2021</u> Structure of Pastoral Support Reorganised within school</p>

**Sensory and Physical**

Sept 2020 (Continuing in academic year 2021-22)  
External Occupation Therapist- Simon Worthington working with school to assess, plan and advise on Sensory and Physical needs within school

**Systems for identifying pupils and tracking progress for pupils with SEND (Reviewed July 2021)**

According to criteria in the SEN Code of Practice pupils are marked as SEN on SIMS. A SEND register produced is regularly monitored and updated. The register is monitored by the SENDCo and Deputy Head and children are added, removed or need types updated at any point during the academic year.

Children are referred in to the SENDCo using the school referral form from class teacher, or by parental request or by external professionals such as medical professionals. They are then logged, provision in school is looked at and where necessary referrals are made to the appropriate external agency.

Children recorded on the SEND register are reviewed regularly with further discussion at pupil progress meetings. Evidence of interventions recorded on year group provision maps and cycles are reviewed when children meet targets, need new targets or are reviewed at Pupil Progress Meetings, which ever happens first.

A Year Group Provision Map provides targets and key data for the implementation of provision for all children who receive additional support as defined by the graduated approach. This is updated in conjunction with either Pupil Progress Meetings or in review with the SENDCO

Children with an EHCP are reviewed through the use of a School Based Plan, in addition to an Annual Review. School based plans are co-produced by the SENDCo, Class Teacher and Parent.

Children who are defined as high needs have an Individual Costed Provision Map and School Based Plan which is monitored and updated twice yearly or bi-termly depending on the individual child.

Pupil's data is regularly reviewed using PiXI and pupil progress meetings as well as at In School Review meetings, held 3 times per year.

The School tracks and monitors the attainment and progress of each pupil closely, enabling appropriate intervention to provide effective academic and/or social and emotional support. Rigorous assessment practices in the form of personalised differentiated pupil targets for pupils with SEND are in place.

The School places value on early intervention and uses a range of different investigative tests to highlight pupils who may be experiencing difficulties with reading and aspects of writing.

In some cases, a Boxall Profile will pinpoint primary needs and support for pupils who may be experiencing difficulties with emotional and linked behavioural development.

## Provisions Available Academic Year 2021-22

Provision Plan Parkwood Primary 2021-22

Area of Need	Step 1: Quality First Teaching	Step 2: Interventions	Step 3: Parent Discussion Possible Referral	Step 4 SEND Diagnostic Conducted by HC/MW/HT/JE External: GE SW SP SE JF	Step 5 School Based Plan
<i>Cognition and Learning</i> Global Delay Dyslexia Dyspraxia Auditory Processing Disorder (APD)	Differentiated: <b>planning</b> , activities, delivery and outcome. Visual prompts / modelling Word Banks Sentence Starters Task Boards Writing frames Mind Maps Longer processing time Multi-sensory approach	Precision Teaching Handwriting: Letters and Sounds Toe by Toe Colourful Semantics Daily Reading Stile: Reading Comprehension Mind the Gap Feedback	Meeting with parents to discuss school and parental concerns.  Discussion documented on Parent Contact Form and copied for pupil file, both SEND files.	Specific Learning Difficult Assessment Numeracy Assessment Reading Benchmark Phonics Screening Memory Screening Referral to Educational Psychologist	Targets to be written with the SENCO/CT and shared with parents and child.  To be reviewed termly.
<i>Communication and Interaction</i> ASD Speech and Language Need	Visual timetables Simplified/Modified language Children to repeat back instructions Increased visual aids / modelling etc Communication in Print Structured class routines	Colourful Semantics Speech group- <b>Neli</b> Language group- Talk Boost Communication in Print My Plan targets written by Speech and Language Therapist.	Complete SEND referral form and pass onto the Inclusion Team for discussion.	Speech and Language Link Language for Learning Referral to Speech and Language Therapist. Small Steps Team	
<i>Emotional, Behavioural and Social</i> ADHD OCD ODD	Whole school / class rules Class reward systems Circle Time Emotional Check In	CBT Lego Therapy Social Stories		Boxall Profile Referral to Educational Psychologist Referral to school nurse Small Steps Team Family Solutions ( Early Help)	
<i>Sensory and Physical</i> Visual Impairment Hearing Impairment Physical Disability	Sensory circuits Writing slopes Pencil grips Ear Defenders Fiddle toys Wobble Cushion Weighted Snake/blankets	BEAM/Hopscotch FIZZY Clever Hands Sensory Circuits Sensory tent/bags Heavy work Movement Break OT Student Passport Targets		Fine and Gross Motor Checklist Referral to Occupational Therapist, Hearing or Visual Impairment Team	

### Communication and Interaction

Targeted Speech and Language interventions support pupil progress effectively in the areas of listening, attention, and memory, expressive and receptive language.

The school has a Speech and Language Specialist TA who works with the SENDCo to reviews and implements all Speech and Language Provision.

A private speech therapist works in conjunction with the Speech and Language TA to create My Plans and Schemes of Work.

Profound speech and language needs are met by a named NHS Speech And Language Therapist. They regularly meet with the SENDCo and create intervention plans which are implemented by the school.

The school recognises that Early Speech Intervention is key

	<p>and uses the Nuffield Early Language Intervention Scheme in EYFS and in Terms 1 and 2 in Year 1.</p> <p><b>Evidenced Based Provisions Used:</b></p> <ul style="list-style-type: none"> <li>- Speech and Language Link</li> <li>- Talk Boost</li> <li>- Sound Linkage</li> <li>- Sulp- Wendy Rinaldi</li> <li>- NELI</li> </ul>
<p><b><u>Cognition and Learning</u></b></p>	<ul style="list-style-type: none"> <li>- Differentiated daily phonic sessions for KS1 and some lower KS2 pupils.</li> </ul> <p>Interventions running in current academic year include</p> <ul style="list-style-type: none"> <li>- 'Read, Write Inc.',</li> <li>- Precision Teaching</li> <li>- Clever fingers</li> <li>- Stile Dyslexia Programme</li> <li>- The Hornet Spelling Programme</li> <li>- A small phonics group is in place for some pupils to support reading and spelling</li> <li>- Reading eggs'</li> <li>- Spelling Programme- Alpha to Omega (at KS1 and 2) strengthen this support.</li> <li>- All Y6 SEN pupils have SATS booster groups, and 1-1 tuition for reading and writing is provided for identified Upper KS2 pupils.</li> <li>- Handwriting programmes and Interventions are used in conjunction with sensory methods implemented across Key Stage 2 by the SEND TA who monitors in class provision and effectiveness.</li> <li>- Mind the Gap Catch up Interventions for daily catch up and feedback sessions.</li> <li>- School also employs a SPLD tutor who manages a caseload of children who have dyslexia and Specific Learning Difficulties related to this. She supports the SEND TA who delivers the programmes in school.</li> </ul>
<p><b>Social Emotional and Mental Health</b></p>	<p>The Pastoral Pathways Lead meets with some pupils on a 1-1 basis each week, with a number of pupils identified as requiring access to the pastoral provision in the Hive, either for organised interventions or for drop in sessions at lunchtime.</p> <p>Programmes for self-esteem and social skills support also takes place in a small group setting with the Pastoral Pathways lead or the Pastoral TAs.</p> <p>The School recognises the challenges that some children face in terms of Social Emotional and Mental Health and has the following structure in place to support.</p>



	<p>1 School Counsellor (1 day a week) 1 Pastoral Practitioner (4 days a week) 1 Pastoral Teaching Assistant</p>
<p><b>Sensory and Physical</b></p>	<p>The school employs an Occupational Therapist- Simon Worthington. The SENDCo liaises with parents and refers children with more complex OT needs for an assessment and My Plans which school then implements and monitors.</p> <p>A number of children identified for coordination; gross or fine motor skills support, have access to Occupational Therapy designed sessions put in place by the occupational therapist.</p> <p>The OT TA also runs programmes for some children and works with class teachers to ensure support is available in the classroom as well through activities and resources.</p> <p>To accommodate children diagnosed with Autistic Spectrum Disorder visual timetables are used in classrooms. In KS2 staff scaffold tasks and use task work boards to support and encourage independent working. In KS1 staff successfully utilise the TEACH style of learning which involves a rigid routine of task 1, task 2 and then a choice of activity simplified in the form of a 'Now, next' board. Similarly, some 1-1 support TAs use individual behaviour management systems with related rewards and sanctions for pupils experiencing emotional/behavioural difficulties.</p>

### **The Hive Provision-Academic Year 2021-22**

The School has a specialist area which is divided into two. A pastoral area with toilet facilities and kitchen, and a SEND classroom. Currently in Sept 2021 use of the two rooms includes:

Speech and Language 1:1s  
 Speech and Language Small Group Teaching  
 Key Stage 1 Phonics Groups  
 Key Stage 1 Small Group Teaching  
 Key Stage 2 Small Group Teaching  
 Year 1 Precision Teaching  
 1:1 or 1:2 support sessions for EHCP holders and children who are struggling to access mainstream classes  
 Pastoral Support Sessions  
 Lunchtime Drop In's  
 Assessment space for External Agencies  
 Meeting Space for Multiagency Meetings such as Family Solutions (Early Help)

### **Provision for National and Local Testing**

Some pupils with SEND are eligible to be registered for extra time in KS2 SATs examinations; they may be allowed a reader and/or a scribe and rest breaks. Other pupils with SEND may sit their tests in a smaller, quiet room with close adult supervision

rather than in the main testing areas in order to reduce anxiety. The SENDCo manages all special access arrangements for all external testing including SATS and area specific tests such as the Medway Test for Secondary Selection. The SENDCo and Deputy Head work together to manage the administering of these tests when they occur in school.

## **Communication with Stakeholders**

### **Parents**

- Parents and carers attend and contribute to reviews of School Based Plans and Person-Centred Annual Reviews (PCARs) where EHCP holders are involved.
- Parents are supported through all stages of Statutory Assessment process for EHCPs
- Parents and their children are signposted to the Children and Young People's Service (CMYPWS) for mental health care support.
- Outside agencies as already identified work in collaboration with parents and school
- Parents/carers are involved in the drawing up of Intimate (Individual) Care Plans and 1-1 TA support with the Deputy Head Teacher/ SENDCo.
- The current SEND Policy is available to parents on the School website.

**The school website holds information about the complaint's procedure.  
This information can also be requested from the school office**

### **Transition for Pupils with SEND:**

- School communicate assessment information during the transition of Pre-school to KS1 and KS2 to KS3. This is to ensure smooth transfer for those pupils with additional needs.
- The SENDCo has close contact with the local Pre-school leaders and the local KS3 SENCOs at the main feeder schools to ensure early interventions are established for these children when they start school.
- Transition for Y6 children with SEND – School liaise with main feeder schools (KS3) to arrange visits for SEND and vulnerable children. Some children deemed to need additional visit days may attend with TA's or parents. KS3 staff introduce themselves and their school to children prior to their transition. A review on all SEND children by school SENCO / Inclusion and Welfare at the end of the last term with a handover of the individual child's records (paperwork) is undertaken. KS3 staff may attend any professional meetings and Annual Reviews to guarantee continuity of case.
- At times it is helpful for some pupils e.g. with communication and interaction (C & I) difficulties, or other difficulties such as anxiety conditions, to have phased transfer to a new class or Key Stage to ease the transition process. This may take the form of extra visits with their TA to meet their new teacher and classroom, and making a booklet with photographs ahead of transfer.

## **Appendix One-Governors Updates in Academic Year 2020-21**

### **Covid and Lockdown Provision.**



### **Governors SEND Update January 2021- Lockdown Offer**

#### **SEND Support**

Key Stage 1- 31 children

Key Stage 2- 49 children

#### **EHCPS: 7**

EHCPS at panel: 1 in process

#### **General Context**

This summary identifies how children with SEND are being supported and where the challenges are, given the current home learning/key worker bubble model.

#### **Placement of staff in school**

Bubbles have staff matched to learning and SEN needs.

EYFS- TAs with skills in 1:1 support, visual communication, ASD behaviour support strategies and OT training are spread across the week.

Lower Key Stage 2 staff have been placed who have nurture training. Children are accessing learning set from their class teacher but supported by adults they know and who can support their SEMH throughout the day as this is prominent in this bubble. Children with SEMH have been given vulnerable place to meet needs.

Upper Key Stage 2- Bubble Staff are all experienced teachers who work with those children normally and can offer continuity.

#### **Bubble Learning Offer**

Differentiated learning via teams and for some of higher needs SEN individual teams catch up sessions with class teachers.

Option to access different year groups teams provision based on learning need  
Feedback from bubble teachers live to support learning.  
Bubble Staff feeding back to class teachers and SENCO about concerns and how these are being met.

### **Home learning Offer**

Differentiated learning via teams and for some of higher needs SEN individual teams catch up sessions.

Option to access different year groups teams provision based on learning need.  
Individual sessions with class teachers to review learning.

Year 6- Teacher with specific responsibility 1 day a week to plan individualised sessions and live teams to offer feedback and support over difficulties across the week.

### **SENDCo Support Helen Collins Role (4 days a week)**

Class teacher support with needs and differentiation.

Teams with class teachers to discuss concerns and plans for provision and to talk through any concerns parents have raised.

Contact with Parents either by call of teams to discuss concerns, learning and next steps and where support can be accessed.

Support for parents with technology and apps to support specific needs for specific children

Referrals still being completed to all agencies.

EHCP applications still going to panel.

Liaison with external agencies such as SEN Team in school and at Medway, Admissions team to try and secure specialist provision for EHCP holders who need this and Secondary School transfer EHCP holders , all external providers as listed below, Early Help Liaison to access further support.

Constant discussion with inclusion lead about children, vulnerable, needing support, accessing services etc.

Catch up sessions. Parental Option of HC teams meets with their children if they regularly have contact with HC in school. Similar to class teachers, I get work to look at and send emails back to children to boost esteem.

Annual Reviews happening remotely.

2 Days a week in school to be teaching member of staff in the Upper Key Stage 2 Bubble.

### **EHCP Provision**

#### **Key Stage Two**

2 EHCP holders are in school full time in the Year 6 bubble.

3 EHCP Holders are learning at home

1 EHCP Holder is splitting time between home and bubble provision

SENDCo reviewed appropriate provision and a plan has been made. Children have access to completely separate resources. Catch up sessions with CT, Specialist Teacher and SENCO where appropriate.

#### **Key Stage One**

One Child- At home receiving full TEAMS access.

One Child in school when his 1:1 is in school.  
Staffing allocated to meet the needs of the EHCP holders when they are in their bubbles.

## **SEND External Agency Support January 2021**

### **Speech and Language**

1 Child currently receiving speech and language therapy remotely.  
SALT and SENCO are working on a way of doing all reviews and assessments remotely.

### **OT Services**

All visits cancelled currently as assessments cannot be done remotely.

### **Educational Psychology Support Services**

EHCP assessments- occurring remotely  
Intervention Programme- Year 6 Social and Emotional intervention has to be postponed because there is no way of making this happen remotely as a group  
Precision Teaching Intervention Training successful delivered at end of Term 2 to Year 3 team

### **Marlborough Support Services**

Remote support from specialist teacher.  
All visits cancelled and currently reviewing how teacher can support, observe remotely.  
Training delivered in Term 2 on intervention for ASD children.

### **SEMH Councillors and Emotional First Aid**

Pastoral Team supporting

### **SEND Support Children**

- Interventions such as precision teaching which were going to happen in Year 3, which had been planned for and staff trained in, cannot happen because the children need to be in school. This had been discussed at ISR and would have involved 18 children. 6 from each class. 3 low ability and 3 SEN. This will be up and running as soon as possible when the children return.
- 6 Staff were trained in Autistic Spectrum Teaching Techniques in late November, this was to be implemented in January for named children. However this will only work when in school and so has had to be put on hold.
- Circle of Friends SEMH intervention which was due to be run by the Educational Psychologist for 40 children in Year 6 has had to be postponed.

**SEND Update May 2021**  
**Return to School after 2 Lockdown 2021**

<b><u>Register Total</u></b>	<b><u>SEND Support</u></b>	<b><u>EHCPs:</u></b>
Key Stage 1 - 28 Children	Key Stage 1- 26 children	Key Stage 1 – 2 Children
Key Stage 2 - 50 children	Key Stage 2- 45 children	Key Stage 2- 5 Children

**Attendance**

	<b><u>Attendance since March 6<sup>th</sup> %</u></b>	<b><u>Reduced Timetables</u></b>
<b><u>SEND Support</u></b>	94.6	1
<b><u>EHCP</u></b>	81.0	3

**Funding**

4 Element 3 Funding Offers received for 4 EHCP Pupils  
 Future Funding to be applied for:  
 3 EHCP Holders  
 5 High Needs Children to be reviewed for funding.

**Parental Involvement**

High Levels of demand for SENCo discussion based on need seen in lockdown and next steps sign posting.  
 EHCP discussions with 5 parents and guidance through the process.  
 Parents engaging in advice from SENCo to make the home/school partnership more successful. Currently working with Early Help with 2 families to improve outcomes for the children.  
 Parent Classes- 3 Sets of parents are involved in parenting classes to support referral.

**Speech and Language**

NHS Speech Therapy  
 3 Children are currently receiving therapy intervention sessions  
 3 Children have had My Plan reviews

**Private Speech Therapy**

Sarah Post remotely assessed 2 Children at the end of lockdown  
 She is due in to see 3 children at the end of Term 5

### **Speech and Language TA – Helen Truscott**

- EHCP Language Support 1:1 x 3 times a week 15 min sessions
- Emergency Triage of Speech and Language when requested by SENCo
- Liaise with Private Speech and Language Therapist to oversee therapies.

<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>
2 Children 1:1 Intervention x 3 Term 5- Speech and Language Link Update assessments Term 6 Talk Boost Interventions	My Plan Intervention and follow up for 1 child. Term 5 – Speech and Language Link Assessment follow ups from causes for concern in Year 1.	Year 3 Reading Egg Support- 18 Children Year 3 Talk Boost Intervention 6 Children 3 x weekly. 4 Children 2 x weekly

### **OT Services**

Remote OT referrals have been completed. Over the final 2 terms the OT is booked in to review 12 children on site who will all receive an OT assessment and an ongoing My Plan to be implemented by the school. School will have had all its intended allocation of OT time despite lockdowns.

### **Educational Psychology Support Services**

- 1) In School Review Interim – March 31<sup>st</sup>  
15 Children discussed- Next steps and actions to be implemented by the SEND and Pastoral Pathways team. This is already being actioned.
- 2) Precision Teach Training delivered to all teaching staff on 20/4 and 27/4 so that Precision Teach as an Intervention can be implemented in September.
- 3) Circle of Friends Intervention  
Delivered on 22/4 to 2 Year 6 classes.  
2 Group Interventions created -13 children involved overall. HC to hand over to class TAs for rest of the term.  
Intervention to be tracked and then used in other classes across the school in September.

### **Marlborough Support Services**

5 Children being seen	<b><u>Outcomes</u></b> - Review of provision in class for all children
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	<ul style="list-style-type: none"> <li>- Next Steps provided and children monitored by Outreach provision</li> <li>- Reports to be used for evidence in support of the EHCP process</li> </ul>
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### **Pastoral Support**

27 Children accessing pastoral support in terms 5 and 6

### **The Hive**

The Hive reopened on the 19<sup>th</sup> April offering zoned areas to allow for bubbles to be protected and provision delivered.

<b><u>Academic</u></b>	<b><u>Pastoral</u></b>
Julie Edmonds 1:1 Support and SEND TA	
EHCP Holder has some 1:1 sessions in here including lunch.	19 Children accessing support
High Needs Child accessing Maths support from 3/5	



