**SEN Shoscombe September 2020**

**SEND School Context**

September 2018 to July 2019 there were 3 pupils with EHC plans and 1 in the process with, 12 pupils with a support plan, 8 EAL, 2 LAC with 22 children on our SEND register. Needs range from communication and interaction, cognition and learning, physical, and social, emotional and mental health. This brings our overall SEND numbers is approximately 23% currently, which is above average for a school of our size however, 6 were EHC Plans and the average is 1 EHCP for 75 children which means significantly above average. In 2018-19 five children were monitored by the specialist literacy and dyslexia teacher with the view to going for statutory assessment. Out of the 5 children we monitored we applied for 4 EHCPs and 3 of those children were awarded EHCPs. We also had 1 pupils with significant and potentially life-threatening allergies. Five of the children with EHCPs have now left the school - 3 to secondary schools, 1 to a specialist and 2 to other mainstream schools in the area.

September 2020 we have 1 children with EHCPs and 18 children on the SEN register. We are waiting to hear whether one has been awarded an EHCP. We have identified 2 children that we will are preparing to apply for EHCPs.We still have 6 EAL children and 1 LAC children. Four children have remained in their previous year group. The children are summer born and were already significantly behind. We sort the advice of the school nurse and the Education Psychologist.

**Pupil Outcomes in the subject including official key stage data**

**Whole School Achievement Headlines**

* SEN Children in year 6 made accelerated progress
* SEN/LAC child ARE in reading writing and Maths
* Accelerated progress in reading prior to lockdown.

**Interventions**

O/T (Occupational therapy) – they have carried out routine screening of all EYFS pupils to identify any need as early as possible. They have designed specialist programs for the two children with EHCPs. The OT was furloughed during Lock down but did provide recommendations for one of the children with EHCPs.

Speech and language Therapist (SLIP)- The speech and language therapist is carrying out screening of all reception children. Supporting 2 children with EHC plans and 4 others with support plans. In addition, we buy into a service level agreement for them to deliver high quality interventions to our SEND pupils weekly throughout the year. Work which is then followed up and reinforced by 1:1 TA’s, Class TA’s and class teachers.

Educational Psychologist

They have carried out assessments on 4 pupils and have made recommendations for their provision maps thus offer advice on next steps. The EP reviews/monitor these children 6 monthly/ yearly as appropriate. They have contributed to requests for EHC plans and provide reports for pupils with SEND. The EP was able to come into school at the end of term 6 and carry out socially distanced assessments.

Behaviour support

They have worked with the 2 children and their parents in a variety of ways including; delivering an intervention based around sport and raising self-esteem and promoting leadership skills; a mentoring programme that provides a mentor to work alongside an individual child and activities after school and at the weekends; a key worker to work weekly on a tailored programme to raise self-esteem, become aware of how we feel our emotions and how to manage them; counselling and a parent support worker. The key worker delivered Zoom interventions in term 6.

ASD support

The ASD support team support is not currently supporting children. They have made recommendations for their support plans and thus offer advice for next steps. They also review and monitor this child.

School nurse

The school nurse has delivered a program to one child who suffered a bereavement. She has given advice to two children suffering with sleep disorders.

Southside

Currently one family is supported by Southside.

Mentoring Plus

A mentor has been working with one child since April. The mentor phoned to touch base with the parents during lockdown.

Counselling

A trained therapist works with 2 children to support their emotional needs. The counsellor all provides a drop in available for all children on a Thursday lunchtime – this was used extensively. Two LAC children received counselling online through lock down.

Thrive

This year all children at Shoscombe have had a group Thrive Assessment and each teachers has an action plan to be delivered. We used this assessment to create nurture groups within each class and a separate plan was devised. 8 children have individual action plans.

**SEND BUDGET**

**2020-21**

SEND high needs top up funding will be approximately £14089

SEND funding because we have a higher than average number of EHCPs £4,500

**2019-20**

SEND high needs top up funding will be approximately £16,000

SEND funding because we have a higher than average number of EHCPs £10,000

**2018-2019**

The following amounts have been allocated to Shoscombe School.

SEND high needs top up funding £41,680

Top up funding because we have a higher that average number of EHCPs £29,105

**This is used for the following:**

SEN TAs

Purchasing services from Specialist such as SLIP, SEN teacher and EP

Buying into SEN network

Buying into Behaviour support network

Resources and training –emotional health and well-being resources/resources and games to support speech and language/writing slope/fiddle toys/ sunshine circle and mindfulness resources and Rapid phonics See also cpd and training section

**Key successes and strengths**

* Pre lockdown Accelerated progress in reading as a result of phonics intervention and guided reading
* All children at school have now been Thrive assessed.
* A new streamlined system of class provision mapping
* Bespoke phonics intervention has replaced rapid phonics
* High quality SEN intervention delivered on Dojo
* Outside agencies supported children with SEN over zoom through lockdown.

**Areas for development this academic year and headings from action plan**

* To continue to ensure TAs effectively utilised to maximise impact on pupil progress
* Ensure vulnerable children can access playtime – OPAL
* Ensure SEN documentation/policy and procedures kept up to date, including conducting all EHC and medical reviews.
* Monitor how the wider curriculum is being adapted to ensure that SEN children can make progress
* Thrive ensure more consistent monitoring
* To develop a more child and parent centred approach to SEN.
* Continue to utilise SH and AW to support with SENCO role.

**Your impact as a subject leader on raising standards**

* Training
* Monitoring of all interventions, liaising with the specialists that carry out the interventions and co-ordinations of interventions. Resulting in the effective delivery of interventions and thus maximising progress.
* Re - deployment of Teaching Assistants –
* Managing individual EHCp budgets and ensuring children
* Efficient and effective use of outside agencies.

**Golden moments to celebrate**

* TR completed NaSENCO award
* SEN children welcomed back into school during term 6