



# Annual Special Educational Needs and Disability (SEND) Report September 2019

The information and data in this report relates to the academic year 2018/19

## Provision

Holy Trinity C of E Primary school is a two-form entry mainstream school with a maintained nursery attached.

Pupils are aged 3 - 11 years.

## PROFILE OF PUPILS 2018/19 PUPILS

There are **491** pupils on role.

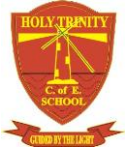
There are **76** (15.2%) pupils on role who have been identified as having some additional needs.

**15.27%** (75) of our pupils require SEND support. This is above the national comparison of 14.4%.

This breaks down into following primary needs:

Level of Need	Number of pupils
Statement / Education Health and Care Plans (EHCP)	3
School Support	55
Monitor	2

Areas of Need <i>(some children may have 2 areas of need or more)</i>	Cognition & Learning	Communication & Interaction	Social, Emotional and Mental health difficulties (SEMH)	Sensory and/or physical needs		
				ASC Hearing Impairment	Visual Impairment	Complex Physical Medical Issues
Number of Pupils	25	36	10	1	1	1



### SEND Attainment and Progress 2018-2019

Key Stage 1 (14)	Reading	Writing	Maths
Attainment	Meeting expectations 35%	Meeting expectations 26%	Meeting expectations 42%
Key Stage 2 (40)	Reading	Writing	Maths
Attainment	20%	17.5%	20%
Progress	2.1	2.4	2.35

### Attendance of Pupils with SEND

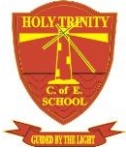
2018-2019	% Sessions missed due to overall absence		% persistent absentees – absent 15% or more sessions	
	School	National	School	National
No SEND	4.3	3.8	0.8	1.6
SEND support	5.7	5.2	0.4	4.4
SEND with EHCP	11.9	6.3	0.2	7.4

### **Annual Reviews / EHC Plans**

- Two children had their EHCP plan reviewed and Higher Needs funding was continued.
- 3 children had their Higher needs funding renewed.
- 3 new applications for Higher Needs funding were submitted and accepted. The amounts of funding for each child have decreased by approximately 35%.

### **Resources Purchased / Accessed**

- Stabilo pens, pencils and grips to support correct handwriting grip
- Sensory equipment
- Speech Link
- Nesy
- IXL
- Speech and Language service level agreement
- Edukey tracking system
- Sensory room resources
- Light table



Learning and caring together, building a firm foundation for the future

### **Interventions delivered during 2018-2019**

- Sounds Write Phonics programme for small groups
- Group Comprehension
- Group Reading to increase a love of reading
- Mathematics intervention based on Singapore Mathematics to over-learn basic skills
- 1-1 Reading with staff
- Wellbeing Groups
- BEAM –Balance, Education and Movement programme
- Clever Fingers
- Confusing Letters
- Digraph Sounds and Comprehension
- Fine Motor Skills
- Gross Motor Skills
- Language Gap
- Nessy
- IXL
- Social Skills Group
- Social Understanding of Language programme
- Sensory Circuits
- Spelling Made Easy
- Wrist Exercises
- Teddy Talk
- Beanstalk Reading Intervention
- Memory Skills
- Speech Link

### **Staff Training received 2018 – 2019**

- Challenge and Extend able learners.
- Awareness for Primary and Secondary Schools.
- Sensory Processing.
- Intensive Interaction.
- Supporting children with self-regulation –getting calm and staying calm.
- Speech and language in the mainstream classroom.



Learning and caring together, building a firm foundation for the future

**To address children making slower than expected progress 19-20, the following measures will be put in place:**

1. From September 2019 a new SEND team will be put in place, consisting of a 1 Special Educational Needs and Disability Coordinator (SENDCo), 1 Deputy SENDCo and 2 Associate teachers (1 Early Years, 1 Key Stage (KS) 1 and KS2).
2. Implementing a more accurate SEND register which highlights our top areas of need and analysing these against national data.
3. SEND data is updated, accurate and shared with all staff.
4. Accurate Health Care Plans for students identified with high medical needs.
5. Personalised Learning plans to be reviewed three times per year by class teachers and shared with parents. Ensuring a consistent plan/do/review cycle implemented by all staff across the school.
6. A rigorous tracking and monitoring system for SEND children will be research and implemented.
7. Fluency of reading to be improved across the school by the introduction of Oxford Reading Tree.
8. Whole school provision map.
9. Training Associate Teachers on how to use baseline assessments to ensure interventions are appropriate.
10. Better induction procedures for casual admissions, particularly EAL students.
11. Gathering the view of the child in their learning through pupil questionnaires/ casual interview formats.

**Mrs. R. Bayliss**

Special Educational Needs and Disabilities Co-Ordinator

September 2019