



Annual SEND Report- Summer 2020-2021

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SEND Governor: Emily Arkell

Campsbourne Primary school is a mainstream school with children aged 3 to 11 years. We have a main SEND register which in May 2022 contained 85 pupils out of a total of 425 on roll. (For more information about specialist resources please see our "*SEND school offer*" on our website).

Profile of SEND Pupils Summer 2020/21

SEN Status EHCP (Education Health and Care Plans)

Boys	17
Girls	9
Total Pupils at SEN Status EHCP	26

SEN Status K (Not EHCP)

Boys	25
Girls	33
Total Pupils at SEN Status K	58

Number & Percentage of SEN Pupils by Year Group.

Summer 2022	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K / All other non EHCP	0	3	7	10	5	12	14	7
EHCP	3	2	1	5	4	5	2	4
Total	3	5	8	15	9	17	16	11

Area of Need		N	R	1	2	3	4	5	6	Total
1. Communication & Interaction [Speech Language and Communication Needs (SLCN) & Autistic Spectrum Disorder (ASD)]	B	0	0	1	6	4	7	2	2	37
	G	2	4	1	2	2	2	1	1	
2.Cognition & Learning [Moderated Learning Disability (MLD) & Severe Learning Disability (SLD)]	B	0	0	0	3	0	1	3	4	24
	G	0	1	2	1	0	1	3	5	
3.Social Emotional & Mental Health [SEMH]	B	0	0	0	0	0	0	0	1	4
	G	0	0	0	0	0	0	3	0	
4.Sensory and/or Physical Needs [Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), & Physical Disability (PD)]	B	0	0	0	0	0	0	0	0	0
	G	0	0	0	0	0	0	0	0	
5.Status K- Sen support but no specialist assessment of type of need or /'not specified'	B	0	0	3	1	1	1	1	0	19
	G	2	0	0	2	0	6	2	0	

Analysis of SEN within the school:

The number of children on the SEN register has increased due to a number of reasons and we remain committed to genuine inclusiveness and the innovative and personalised approach to teaching a large variety of children with SEND across the school. Our percentage still remains either higher than the LA and National statistics.

Similarly, national trends are seen within the school in terms of category of SEND need, with an increase in the number of children identified as their main need being Communication and Interaction (SPLCN, ASD) (42% of the register demonstrating SPLCN/ASD), plus cognition and learning trends rising (28% of the SEN register).

The number of annual applications for EHCPs is still high, in comparison to other local schools.

Analysis of COVID:

Earlier this year we had persistent absence due to Covid illness among staff and children with staff absence hitting a peak high in by January 2022. We remained committed to keeping the school open and provision for SEND children being delivered as normal.

Challenges

Despite the schools best efforts engaging all children with home learning during the lockdowns last academic year some children have struggled to make the desired progress in learning at home. Engagement of younger children was more difficult impacting more on our disadvantaged children. School leader's assessment of children's learning has identified gaps and disparities between groups. Homework clubs, extra tuition and responsive teaching, high quality CPD for all staff and interventions have helped to close gaps in learning for some but children who receive pupil premium funding, those on our SEND register and who speak English as an additional language have yet to close the gap.

The school faces a constant challenge in catering for children with additional needs, due the high volume of children with an EHCP. In 2018 1.8% of our cohort had an EHCP, in 2020 this had tripled to 3.5% and in 2022 we have well over double the national average. This is having a significant impact on our finances as money is drawn away from mainstream children to implement the increasing number of EHCPs.

This year in particular there is a significant number of children with complex and profound learning needs in our Year 3 cohort who are presenting as extremely dysregulated and this is causing significant disruption and challenge. The Haringey Learning Partnership is consulting with staff and some of these children and families to support de-escalation techniques and improvements to behaviour.

Currently

To address children making slower than expected progress, the following measures are in place:

Maths

The Maths Mastery Approach is embedded within school. Teachers use concrete and pictorial resources for many of the children with SEND. Staff are knowledgeable about teaching early mathematics through the Maths Mastery program which has resulted in good progress made by all children. For each concept taught, the concrete-pictorial-abstract approach to learning is used. This enables the children to use manipulatives to represent numbers, calculations and problems so they can visualize what they are being asked, and begin to make links between mathematical concepts and prior learning. Once the children demonstrate they are secure and efficient, they then begin to make pictorial representations before moving onto more abstract. Children can accelerate through this progression at different rates; therefore resources are accessible at all times for all learners. This includes things such as number lines, 100 squares, visuals, task planners and number formation support. SEND children are encouraged to learn the Maths vocabulary using additional scaffolds and a Word Aware approach (Take a word for a Walk/Word Wizards). We offer 1st class number Maths intervention for some children who need support with consolidation of the KS1 end of year objectives. Some children take part in 5 Minute Box maths who need regular overlearning and precision teaching i.e. working memory difficulties.

Literacy

Talk for Writing model is embedded across the whole school in order to enable all children to have the teaching, modelling and scaffolding required for improved vocabulary and written work. Many children demonstrate progress through the intense scaffolding and retelling of well-known stories to guide them. This constant repetition and encouragement through gestures, sequences and visuals helps those with memory needs. Other strategies of scaffolds and working walls/

vocabulary resources aid and support the progress of SEND learners. Widgit visuals are used for many of our SEND learners. Other scaffolds that are used include alphabet cards with visuals, sentence openers, concrete props for words, colourful semantics and shared writing.

Reading

In our drive to ensure ALL children can read fluently we introduced the Sounds Write Program in September 2020 across both schools. The teaching of phonics is rigorous and sequential and our reading pathway maps out the progression of books to be taught aligning with phonic sounds term by term. Regular training for teachers and support staff ensures phonics is taught with confidence and skill. All teaching staff attend the 4 day Sounds Write training to ensure they are experts in the teaching of phonics.

The school fosters a love for reading with teachers showing love for stories, poems and other books. Teachers read to children daily and foundation subjects have key texts identified in medium term planning to develop and expand a wide range of vocabulary, to develop interest and support learning in topics taught. Teachers support SEND learners with additional scaffolds such as word banks with visuals, reading rulers, highlighting the key vocabulary, yellow backed workbook and extra thinking time.

Neuro-diverse and SEND learners can access the *Dyslexia friendly* chapter books which allow them to enjoy high interest chapter books at an appropriately targeted reading age. Children moving into upper KS1 and lower KS2 who still need to consolidate their phonics skills take part in Daily supported reading.

Interventions

Interventions have been specifically chosen and adapted to suit needs. Academic targets have been led by the class teacher utilising and based around needs for the classroom. Speech and language sessions by external professionals have continued to occur throughout the year for children with EHCP's. All Early Years staff took part in Nuffield Early Learning Intervention (NELI) training (spring 2021) with a member of support staff delivering the intervention program to targeted children alongside Talk Boost which has been embedded for the past 3 years.

Interventions for 2021-2022

- Speech and Language support, NHS SLT Traded Services. (This was limited to EHCP children until September 2021)
- Sensory room timetables
- Revised support programmes for SEMH children: 5 point scale, "5 makes me", zones of regulations, play therapy
- Small group literacy and numeracy interventions
- Behaviour Support interventions, Haringey Learning Partnership
- Sounds Write phonics interventions (Initial and extended code)
- 1st Class Number @ Maths interventions
- EYFS Talkboost
- EYFS Neli
- KS2 Word Aware (vocabulary and language)
- Attention Bucket (ASD)/TEACH
- Lego therapy
- Hertfordshire Reading Fluency Project
- Happy to be Me (SEMH)
- SEND Secondary Transition groups
- 5 Minute Maths

SEND Needs and Funding Arrangements

- 85 children on the register.
- 27 EHCP Statements. 14 [Autism, Global Delay], 6 [Speech and Language] 6 [Cognition & Learning] 1 [SEMH]
- EHCP requests accepted and assessments pending:
 - Nursery: TopUp Funding – EHC requests accepted for 1 boy with complex learning difficulties, awaiting outcome for another child with SALT and SEMH needs. New child with ASD, sensory and SEMH needs on CP joined Summer term. Can apply for top up funding for Autumn 2022, potentially repeat a year in nursery.
 - Reception: EHC approved for boy with ASD, and two girls with ASD currently have EHCP's
 - Year 1: high percentage of children with Specific Learning Difficulties (struggling to blend and segment at age related expectations). 2 children with EHCP's (ASD) making good progress

- Year 2: 2 boys with EHCP's (ASD) who can present as extremely dysregulated and require a very high level of support. High percentage of children with specific learning difficulties.
- Year 3: 4 children with EHCP's (1 boy with ASD & ADHD, 1 boy with SEMH, SALT and Cognition and Learning needs, 1 girl with significant cognition and learning needs/medical needs), 1 boy with ASD and presenting with traits of PDA)
- Year 4: 3 children with EHCP's (1 girl and 1 boy with DLD and 1 girl with ASD who is making good progress) high percentage of children in this cohort with SEMH needs.
- Year 5: 6 children with EHCP's (2 boys with ASD, 1 boy with DLD, 1 boy with global delay, and 1 girl with ASD who is making good progress) Awaiting a 7th EHCP needs assessment request for a boy with specific learning difficulties.
- Year 6: 4 children with EHCP's (1 boy with ASD, 1 boy with DLD and significant specific learning difficulties, 1 boy with ADHD and dyslexia and another with ASD/ADHD and sensory processing difficulties). Needs assessment request with be put in for a girl with SEND after EP involvement/consultation.
- A Top Up Funding request to be submitted by July 23rd for 1 child in Nursery – suspected global delay
- Awaiting CAHMS/ CDC/OT/SALT and EP assessments for children in Reception (3 children), Year 1 (3 children), Year 2 (2 children), Year 3 (3 children), Year 4 (1 child), Year 5 (1 child) and Year 6 (2 children)
- Additional diagnosis of ADHD for girl in year 3, boy in year 6 and awaiting potential diagnosis for 3 more children in year 3 (2 boys, 1 girl)
- A transfer to a Special Needs School has not been accepted for a child in Year 2
- TAC and TAF Meetings (Team Around the Child - professional and parent collaboration) have been held regularly through the year for vulnerable families.
- EP services have been used this year to conduct learning assessments and/or observations for 8 of our SEND children and support for needs assessment request or amendments to their EHCP's.
- Teachers have had training on the new Haringey SEND CORE standards in Autumn term and performance management targets this year include a focus on class teacher differentiation and scaffolding

Working with Parents

- Ongoing Annual Reviews taking place throughout the academic year
- Regular TAF meetings taking place
- Invited to EP consultations with CT and DHT
- SEND Parent Coffee mornings held termly
- SEND Groupcall: SENCO sharing information about workshops and support groups for parents of children with SEND (e.g. Haringey monthly SEND newsletter, Haringey Autism Team, Markfield, OT/Sensory Support Worksop, Support Playgroup, Support for Children with Autism, siblings of children with ASD, Haringey Parent Forum Walks and Talks, Transition workshops)
- Celebrating difference at Campsbourne fair taking place Summer 2 term
- DHT is networking parents offering to support other parents who are new to the SEND system

Transition to Secondary School

- Transition meetings with Heartlands Summer 1 term. DHT pursuing SENCO's of schools (nursery and secondary) of children with SEND and EHCP's.
- 3 Year 6's referred to Haringey Learning Partnership Secondary transition programme
- Transition activities led by learning mentors: once a week for children with EHC Plans and SEND needs (Black Sheep Press resources)
- 1 Mentor coach from Rose Academy supporting Year 6 boy with EHC Plan ahead of their transition to Secondary School.

Resources Purchased

- Pencils and grips to support correct handwriting
- Sensory fiddle toys
- Therabands – sensory elastic band to help children who struggle to sit on a chair
- Theraputty
- Medicine balls
- Wobble cushions
- Bubbles
- Lego and Duplo
- Soft Foam
- Party blowers, wind-up toys and pop tubes for Attention Buckets
- Chew toys

Staff Training

- Autumn INSET on Word Aware support in school (CT's)
- Autumn INSET on SMART target setting for IEP's (CT's)
- Autumn INSET on Quality First Teaching and Differentiation (CT's)
- Spring INSET on Scaffolding in the classroom (CT's)
- In September 1 staff member attended course in 1stClassnumber@Number2 to run maths intervention for Year 4 who have not met the expected Key Stage Standards.
- DHT attended Positive Handling, Word Aware Training (vocabulary and language) and is participating in the WE project
- DHT, Lead practitioner and Year 1-3 Phase Leader attended training on Working Memory. Trained CTs on part 1 of 2
- Developing fine motor and handwriting skills training led by the OT team – 2 support staff attended
- Supporting Sensory Processing Difficulties part 1 and 2- 2 support staff attended
- Sounds Write training for LSA's and new members of teaching staff
- SEND review Autumn 2021
- Whole school Zones of regulation training Summer 2 term

Next Steps (for 2022-2023 academic year)

- Include IEPs on Edukey in order to track percentage meeting or working towards SEND objectives
- Collate figures of SEND children that either met or didn't meet their SEND objectives 2021-2022 year (both EHCP and K children)
- Analyse the progress made for children who took part in individualised SEND assessments due to their level of SEND needs and working below their expected key stage objectives.
- Implement PIVATS for children working below expected key stage objectives
- Implement intervention log for teachers to see on a weekly basis
- Performance management for TA's
- Continue to better match EHCP provision to reflect what is on the EHCP costing map for the individual child (their band) (The EHCP provision map highlights cost of adult support and cost of other provisions i.e. Lego therapy group, external SALT, external occupational therapist etc.) which amount to the child's EHCP funding.