



## Analysis of SEN Numbers 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) (48% of the register demonstrating SPLCN/ASD), plus cognition and learning trends remaining high (34% of the SEN register).

The number of annual applications for EHCPs is still high.

### SEND Needs and Funding Arrangements

- 89 children on the register (an increase of 9 pupils compared to last Autumn)
- 24 EHCP children
- 6 EHCP requests pending, 2 EYFS top up requests submitted
- 24 EHCP's have been moderated with the new banding model

**Nursery:** 2 children are on waiting list for social communication assessment. School has applied for top up funding (new high needs funding pathway for reception children) for both. One of them will be repeating nursery next year. Another child has received SLT input and is making good progress.

**Reception:** Neli language intervention was delivered to a group of children with identified and suspected speech and language difficulties and they made expected progress. One we will refer onto further SLT assessment although she made good progress from her starting point. Talkboost intervention was delivered to another group of children with attention & listening needs and they all made expected progress. We are monitoring all of these children next year as they transfer these skills into a wider context and will assess if there is a need for additional intervention. We have two children in reception who have EHCP's and attend the Wiltshire SEND Hub. One attends full time as he has profound needs and is finding it difficult to settle into a fulltime timetable and another who attends the SEND provision in the mornings and his mainstream class in the afternoon.

**Year 1:** This has been a challenging cohort and we have identified a large number of children presenting with specific learning difficulties and social, emotional and mental health needs. They are working below key stage and struggling in literacy, phonics and with their attention and listening. We've applied for an EHCP for one of them. They will receive small group, targeted daily phonics and reading intervention in year 2. In addition to that group, we have three EHCP children are working on a modified curriculum, one being non verbal and the other two presenting with behaviours that challenge. We also have another EHCP child who has significant SEMH needs who we are working to engage parent and this can prove challenging. HLP were involved with this child in Autumn term and this summer term we have employed a dedicated, committed and reliable key worker which has made an impact on the frequency of the child's behaviour incidents. This is still an area of concern as although this has improved, the child can have sudden severe outbursts that put him at risk of exclusion.

**Year 2:** We have a child with complex needs who previously needed a room free of any distraction and she is now in our Wiltshire class (the SEND Hub). Haringey SEND panel have agreed but parents have only consulted one school with a very long waiting list. Her brother is in our reception year and we are awaiting outcome of mainstream to specialist. He has a very similar profile and is also in our SEND hub. Another girl joined our school in September with complex needs. She is still in nappies and relies on PECS for most communication and checking for understanding at a pre early learning goal level. We've been seeking support from the school nurse to implement a home/school toileting plan but this is proving challenging as the school nurse team said she requires specialist and we are awaiting an outcome of our OT referral. She is also in our SEND hub. Another girl with ASD has had a change of key worker (we have replaced an agency key worker with a school employed key worker) and she has been making much better progress. We have a boy with ASD and demand avoidance with a concerning amount of behaviour incidents who has had 2 fixed term suspensions and only has 15 hours of support through his EHCP. We've held an Annual Review This is a child who requires 3:1 on school trips and to make way to the trip before the rest of the larger group. There is a significant group of children (12, 2 of whom mid-year arrivals) identified with cognition and learning needs such as phonological processing difficulties in this year 2 cohort. They attend daily phonics/reading group with the HLTA.

**Year 3:** There is a group of children who have been identified to have phonological processing and learning difficulties. They did pass their re-sits for phonics however it is evident they would benefit from further targeted phonics and we need to prioritise capacity for this. Our HLTA did a 6 week intervention with them Summer 2. During the class reading lesson, they attend daily supported reading with their TA. Some of them will continue to do this in year 4 whilst the data is telling us two of these individuals are ready to join the class in destination reader in Autumn. I will be applying for a EHCNA for a new girl who joined us in year 3 this year who appears to have learning difficulties, potentially global delay. One boy has

been recently diagnosed with ADHD and we will be running a circle time in the Autumn to support current Hockney class with their understanding of neurodivergent learners.

**Year 4:** We have another boy who had a concerning amount of behaviour concerns early last academic year but this has reduced significantly after reallocating his key worker. He has ASD and a recent diagnosis of ADHD. We are on target with increasing his independency from his particular key worker and observe increased time where he can manage in the classroom independently. The rest of the SEND children in that year 4 class are supported well in their teaching and learning. The other year 4 class have a significant amount of children with specific learning difficulties that have been identified. They attend daily supported reading sessions daily and intervention twice a week with the Lead Practitioner. We need to consider how to grow our offer for this group of children (i.e. tablet classroom, scanning pens etc.) whilst in the classroom and how well the children's specific needs can be met through the schools universal and targeted offer of support. The challenge we face is that this selection of universal and targeted support is very limited due to the level of SEND in the school and so we are working on early and emergency annual reviews where other professionals (EP or LAST team) attend (at a cost) to ask the LA to rectify the funding to reflect the needs particular children who need constant supervision. We have had success we this in our annual reviews and panel outcomes and so this is improving. A year 4 girl has received an EHCP for ADHD needs and the class are accessing capacity with support particularly around executive functioning. We've submitted an EHCNA for another boy in year 4 with severe dyslexia and are awaiting outcome. We are transitioning him to a scanning pen to support with his reading and he is in a reading intervention with the lead practitioner.

**Year 5:** This cohort continues to have a significant amount of learning needs with several complex needs who have "spiky" profiles in which they are sometimes regulated and then often dysregulated which can impact the environment, peers and staff. The LAST team (Haringey Autism team) is involved with these individuals for ongoing specialist support. An EHCP boy with ASD has had a very difficult year so far in a constant state of dysregulation with several exclusions involving harming peers, adults and damage/disruption to the learning. We've worked with the family, applying to panel for increase of funding and consideration for specialist provision. The panel have agreed to this and he is now in a Special School. We have done the same for a year 5 girl with complex trauma, ASD and ADHD and panel have agreed to Special school for year 6. A third boy in this class was diagnosed with ASD last year and his disengagement levels have increased significantly this year. His EHCP was rejected as they suggested we refer to CAMHS. CAMHS queried this decision but agreed to family support and so we have referred and resubmitted his EHCNA request, awaiting outcome. Another child has been at risk of exclusion with persistent disruption to learning, and his EHCP funding has been increased at panel. An additional boy who over the previous years had significant behaviour incidents and several exclusions has made very good progress this year developmentally socially and emotionally. We have just had a successful annual review for him and are supporting his transition into year 6 and consulting mainstream Secondary. CAMHS Trailblazers lead has run a friendship group this term with a group of SEND and non-SEND boys who had a number of behaviour incidents at playtimes. We will monitor the impact moving into the new school year.

**Year 6:** The SEND children in this cohort are making very good progress and being well supported with teaching and learning. There were three SEND children in this cohort were at risk of exclusion in Autumn term but the risk has greatly reduced for all of them. One boy with ADHD, has improved in number of incidents resulting in almost none for the summer term. His EHCP was agreed in Spring term. Another boy has dyslexia and has been recently diagnosed with ADHD and ASD. An EHCNA has been requested for him and his incidents have greatly reduced. Haringey Learning Partnership are involved and have had ongoing sessions with him. We have a girl at risk although her incidents have reduced this Summer term. She is in process of an ASD assessment and has a background of trauma. Her EHCNA has been agreed to.

#### **Working with Parents**

- Ongoing Annual Reviews taking place (12 took place this term for EHCP children)
- Ongoing TAF meetings taking place to support parents of SEND children across the school.
- SENCO continues to share information about workshops and support groups for parents of children with SEND (SEND parent Groupcall register is regularly used to send live and up to date information about SEND support in the school and LA community, termly SEND coffee mornings with hosts/visitors from Haringey) Summer term we delivered a workshop on "Brain Buddies" supported by our CAMHS Trailblazers lead.

#### **Transition to Secondary School**

- Transition group was led by one of our Year 6 key workers and includes the Year 6 SEND children. EEF supported social communication intervention group for support with transition to Secondary school.
- The LAST team (Haringey Autism Team specialists) met with children in year 6 with a diagnoses of Autism to create All About Me projects to support their understanding of their diagnosis in preparation for Secondary school. These children shared their posters and diaries based on these sessions around the school during Campbourne Celebrates our Differences week in June.

- SENCO signposted LA updates and seminars for parents/carers of children with SEND transitioning to Secondary school (both year 5 and 6).