

# Annual SEND report to Governing Body

School: Folly View Primary School	Date of Report: July 2024
SENDCO: Helen Cox	SEND Governor: Wayne Hinton-Lewis

## Special Educational needs and disabilities (SEND) profile for the last 12 months

SEN Stage	Number of pupils	% of whole school	National %
No SEN	217	71.4%	82.7%
SEN Support	64	21.8%	13.6%
Education, Health & Care Plan	12	4.1%	4.8%
Total number of SEND	78	25.9%	18.4%

### Any High Needs Funding (HNF) or EHC needs assessment applications currently in process?

6 Education Health & Care Needs Assessments have been submitted and all have been agreed to assess and 1 is awaiting a panel decision. 6 early years requests for additional funding have been submitted, one has been agreed until August 2024 and the others are awaiting approval.

6 applications for transition funding are due to be submitted.

### Any HNF applications or EHC needs assessments applied for but refused?

No

### Any significant changes in the SEND profile since last year?

There has been a considerable rise in EHCP's being issued and more children have been added to the register. As the school is increasing in size year on year, we are finding this is affecting the SEN register greatly. At the beginning of this academic year there were 9 EHCP's as we end the year there are 12 with another 5 in the assessment stage. We are also finding a significant trend in the number of children with significantly high need coming into the early years. Many of which either already have an EHCP or need one applying for as soon as they start.

Area of need	Number of pupils	% of SEN pupils	National %
Cognition & Learning	14	21.9%	30.06%
Communication & Interaction	30	46.8%	37.95%
Social, Emotional & Mental Health	16	25%	19.56%
Sensory & Physical	4	6.3%	5.37%
Other	0	0%	7.06%

Primary area of need	Number of pupils	% of SEN pupils	National %
Autistic Spectrum Disorder	10	15.6%	14.22%
Hearing Impairment	0	0%	1.60%

## Annual SEND report to Governing Body

Moderate Learning Difficulty	14	21.8%	15.29%
Multi- Sensory Impairment	0	0%	0.31%
Other Difficulty/Disability	0	0%	3.61%
Physical Disability	4	6.3%	2.53%
Profound & Multiple Learning Difficulty	0	0%	0.75%
SEN support but no specialist assessment of type of need	0	0%	3.45%
Severe Learning Difficulty	0	0%	2.31%
Social, Emotional and Mental Health	16	25.0%	19.56%
Specific Learning Difficulty	0	0%	11.70%
Speech, Language and Communications needs	20	31.3%	23.73%
Visual Impairment	0	0%	0.94%

<p>What are the most significant types of primary need within the school? e.g. dyslexia, ASD</p>	<p>The highest need sits within communication and interaction due to the high number of children currently diagnosed with ASD and awaiting diagnosis. There has been an increase in the number of children being added under cognition &amp; learning and this is due to a more rigorous assessment timeline, identifying children's difficulties within this area. SEMH continues to affect a wide range of children and while some children sit under communication &amp; interaction this can also affect the social, emotional &amp; mental health needs leading to this being a key focus for all children on the register.</p>
--	--

### *SEND Staff (please list all current SEND staff or note any changes in the last 12 months)*

Name of staff member	Role
Helen Cox	SENDCo

### *Equality and accessibility arrangements*

<p>Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?</p>	<p>Due to building regulations this school is much more accessible for children with physical needs.</p> <p>The lighting can sometimes be an issue for children with sensory needs, however the lighting can be dimmed and all classrooms have lots of natural light from large windows. Teacher have been encouraged to use softer lighting (fairy lights).</p> <p>The display board have all been changed for soft hessian style backing and foliage for edging to ensure there is no sensory overwhelm.</p>
---	--

# Annual SEND report to Governing Body

## Progress and achievement of SEND pupils.

### Statutory data

EYFS – The percentage of children meeting good level of development (GLD)

Early Learning Area		% of SEN	% of year group
Communication & Language	Listening & attention	0%	72%
	Speaking	0%	72%
Personal Social Emotional Development	Self-Regulation	12%	74%
	Managing Self	25%	78%
	Building Relationships	75%	93%
Physical Development	Gross-motor	75%	96%
	Fine motor	38%	85%
Literacy	Comprehension	0%	70%
	Word-Reading	0%	67%
	Writing	0%	67%
Mathematics	Numbers	0%	67%
	Numerical Patterns	12%	74%
Understanding the World	Past & Present	25%	72%
	People, Culture & Communities	0%	72%
	The Natural World	0%	72%
Expressive Arts & Design	Creating with Materials	0%	83%
	Being imaginative & Expressive	0%	85%

Phonics – The percentage of children meeting an expected level in phonics

Year	% of SEN	% of year group
1	33%	73%
2 (retake)	10%	38%

End of Key Stage 1 - The percentage of children meeting an expected level

Subject	% of SEN	% of year group
Reading	36%	65%
Writing	36%	63%
Maths	43%	63%
Combined RWM	21%	57%

### Attendance and exclusions of SEND pupils

	% of SEND Support	% of EHCP	% of non-SEND
Attendance	94.26%	85.03% (93.29%)	93.34% (94.31%)
Persistent absentees	7 chn (11%)	1 child (8%)	20chn (0.02%)
Fixed term exclusions	3 (2 children)	2 (1 child)	0
Permanent Exclusions	0	0	0
Any actions required?			

# Annual SEND report to Governing Body

Attendance of EHCP children is very low in comparison to the other two groups. However, we currently have 2 children who are permanently on a reduced timetable, and this skews the data. The data above in brackets shows the figures with these children removed which shows we are only just below the target figure. A huge amount of work has gone into improving whole school and SEND attendance this year and we have seen improvements from last year.

There have been many fewer fixed term exclusions this academic year due to a stronger focus on the new behaviour policy and a small number of high-level children not accessing the appropriate specialist provision. The number of exclusions is focused on three high level children who have had 100% of the exclusions.

We need to continue working with the parents of our SEND and EHCP pupils to ensure we can enable to access school, meet needs and improve their attendance.

## SEND Funding

Type of funding	Notional budget	Top up / HNF	Funding from EHCP's	Other
Total received in last 12 months	£110,099	£1,944	£5085.60	£0

Any significant changes in funding in the last 12 months? (Include any changes as a result of HNF / EHCP funding ceasing, reducing or increasing)

We have received additional funding as more EHCP's have been granted and an EYFS RAF was granted.

What impact has the funding have e.g. value for money?

Due to the high levels of need within the children already at Folly View many children were already receiving 1:1 or specialist support prior to their EHCP being granted. The delay in the county council's processes and applications for EHCP's has had a knock-on effect to how this funding has been used. In some cases, we are in significant deficits as the children with very high-level needs require additional provision and funding to support their needs. One child's EHCP was applied for at the beginning of 2022 and was only granted in April '23 leading to a high level of support being provided to this child without additional funding.

## Staff SEND CPD in the last 12 months

Staff	Date	CPD	Provider
Teachers and TA's	Sep 2023	Safeguarding	In house
TA's	Nov 2023	Sensory circuits training	Central trust staff
Teachers	Various dates x 3	5 a day approach	In house
All staff	Jan 2024	RWI training	RWI trainer
Teachers	Feb 2024	Children's ,mental health	OCC
All staff	April 2024	PACE	Virtual school
All staff	March 2024	Attendance awareness	SENSS C&I Team & Autism Education Trust
TA's, teachers & SENDCO	June 2024	Mulberry Bush curriculum	Mulberry Bush Outreach
TA's, teachers & SLT	Various dates	Team Teach	The Mulberry Bush School
All staff	May 2024	Sexualised behaviours - safeguarding	Barnados
All staff	June 2024	First Aid	White Leaf

# Annual SEND report to Governing Body

## SEND Provision

<p>What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?</p>	<p><i>There have been a number of interventions happening this year which have included Lego Therapy, drawing and talking therapy, Play therapy, turn taking, OT. However, the need within the school remains significantly high with the level of complex needs taking up most of the TA's time. In order to support the rest of the children on the register we have delivered a high quality curriculum, based on the 5 a day principals which supports all children in the classroom through high quality teaching, scaffolded learning and positive trusting relationships. All children receive brain or movement breaks as what works for SEND children works for all.</i></p>
<p>What has been the impact of the above in-school provision?</p>	<p><i>Children have spent more time learning a breadth of topics and have been able to access more in class provisions as a result of less out of class interventions.</i></p>
<p>What have been the most effective provision / interventions / resources and why?</p>	<p><i>Staff have received PACE training this year and this appears to have had a significant impact upon staff understanding of what trauma looks like and how to support it. Staff feel more confident when dealing with children who are dysregulated.</i></p>
<p>Which external professionals have been involved in providing support? What has been the impact of external agency work?</p>	<p><i>Educational Psychologist: Anne-Marie Bavistock SENSS C&amp;I Advisory Teacher: Rhonda Oliver SENSS EYSEN Physical Disability Teacher: Amanda Boyden SENSS EYSEN Physical Disability Support Worker: Michelle Holt Physio Therapist: Jo Mercer Occupational Therapist: Lori Sheffield Speech &amp; Language Therapist: Kiran Kamal Speech &amp; Language support: Paula Chester Play Therapist: Laura Wright The Mulberry Bush School outreach The propellor Fitzwaryn outreach</i></p>

## Complaints relating to SEND

<p>If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes</p>	<p>None</p>
--	-------------

## SEND Self-evaluation summary

<p>What are the key strengths of the SEND provision?</p>	<ul style="list-style-type: none"> <li>• FVP is a highly inclusive school</li> <li>• FVP has very experienced SENDCo leading SEND</li> <li>• Thorough processes and procedures in place</li> <li>• Staff have good knowledge about each child in their class and how best to support them</li> <li>• Staff utilise TA expertise to provide support across year groups in some areas of the school</li> </ul>
--	--

## Annual SEND report to Governing Body

	<ul style="list-style-type: none"> <li>• Staff have a better working knowledge of provision map enabling the SENDCO to have a stronger oversight of the provision</li> <li>• Children's needs have been identified earlier due to a rigorous assessment schedule for SEN children and children on a monitoring list.</li> <li>• Continued positive relationships with professionals leading to further support for children at our setting.</li> <li>• Outstanding SEND review Lead by Inclusion lead from the improvement team</li> </ul>
What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?	<ul style="list-style-type: none"> <li>• Improving academic progress for pupils with SEND.</li> <li>• Thorough handover for New SENDCO in order for them to be able to rigorously monitor SEND regularly.</li> <li>• Consistent use of ZoR and scaffolding used across the school</li> <li>• Consistent collection of pupil voice, put onto pupil profiles</li> <li>• Class teacher to share outcomes with TA's, TA's to share outcomes with children. Everyone is aware of what the outcomes are.</li> <li>• Staff will begin to use the Mulberry Bush curriculum in Early years.</li> </ul>
Actions/successes	<ul style="list-style-type: none"> <li>• Teachers and teaching assistants have a higher level of understanding around trauma.</li> <li>• Focus and use of Orchard has been greatly improved</li> <li>• £10,000 funding secured for sensory room</li> <li>• Stronger focus on high quality teaching support by TA's</li> <li>• More professional being used to support a variety of needs</li> <li>• SENDCO has built strong relationship with parents</li> <li>• Emotional dysregulation thinking in more focussed on communication &amp; trauma rather than naughty behaviour</li> <li>• Staff retention is good, and less absence has been in place this year, staff have covered each other well.</li> <li>• Employment of more support staff of a high quality</li> </ul>
Concerns	<ul style="list-style-type: none"> <li>• Increasing levels of EHCP and SEN support children</li> <li>• High levels behaviour incidents impact staff wellbeing and ability to remain resilient to challenges</li> <li>• Long wait times for OCC annual review paperwork disadvantages pupils with EHCP</li> <li>• OCC process for specialist provision leaves children in settings they cannot cope in – this leads to them being at risk of PEX and on reduced timetables</li> <li>• Challenges around parents' mental health and ability to cope with increasingly anxious children</li> </ul>
Next academic year	<ul style="list-style-type: none"> <li>• Train and support all new staff about SEND process and interventions</li> <li>• Continue to deliver high quality training for all staff</li> <li>• Higher levels of monitoring and classroom visits by SENDCO</li> </ul>