

Annual SEND report to Governing Body

School: Folly View Primary School	Date of Report: July 2023
SENDCO: Lauren Cronk	SEND Governor: Ian Pugh & 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	164	71.9%	82.7%
SEN Support	55	24.1%	13%
Education, Health & Care Plan	9	4%	4.3%

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

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

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. The school went through significant changes in cohort due to the change from infant school to primary school which affected the SEN register greatly. At the beginning of this academic year there were 37 children on the SEN Register, this included 7 EHCP's and 30 children with SEN support. Since then, one child with an EHCP has left the school and three more have been granted. One child has been removed from the SEN register and 29 children have been added to the register. 12 of these children are in our early years and reception provision (having only joined the school this academic year) and 2 children have joined mid-year.

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%

What are the most significant types of primary need within the school? e.g. dyslexia, ASD	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 & 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 & interaction this can also affect the social, emotional & mental health needs leading to this being a key focus for all children on the register.
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SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role
Lauren Cronk	SENDCo

Equality and accessibility arrangements

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?	Due to the move of school, there have been a wide range of activities to support children to access the environment. Children on the SEN register found the move challenging and some have found the new style of classrooms and larger spaces overwhelming. Some children with sensory difficulties have found the smell of the building uncomfortable but as time has gone on this has subsided.
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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	13%	64%
	Speaking	38%	69%
Personal Social Emotional Development	Self-Regulation	0%	71%
	Managing Self	0%	76%
	Building Relationships	13%	78%
Physical Development	Gross-motor	38%	87%
	Fine motor	50%	85%
Literacy	Comprehension	25%	69%
	Word-Reading	13%	65%
	Writing	13%	64%
Mathematics	Numbers	0%	65%
	Numerical Patterns	0%	65%
Understanding the World	Past & Present	25%	69%
	People, Culture & Communities	0%	60%
	The Natural World	50%	87%
Expressive Arts & Design	Creating with Materials	50%	85%
	Being imaginative & Expressive	25%	75%

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

Year	% of SEN	% of year group
1	58%	65%
2 (retake)	50%	50%

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

Subject	% of SEN	% of year group
Reading	19%	47%
Writing	13%	40%
Maths	19%	43%

Attendance and exclusions of SEND pupils

	% of SEND Support	% of EHCP	% of non-SEND
100% Attendance	93.15%	88.54%	92.86%
Persistent absentees	0	1 child (See below)	0
Fixed term exclusions	43%	57%	0
Permanent Exclusions	0%	0%	0%

Any actions required?

Attendance of EHCP children is very low in comparison to the other two groups. However, if the child who is struggling to attend is discounted from this result the average attendance for EHCP children would be

Annual SEND report to Governing Body

91.68%. This child has started to show signs of emotional based school avoidance and an attendance contract has been supported by the SENDCO through home visits. There are two other children with EHCP's where their attendance is lower and impacts this percentage further, these are down to health conditions where they are supported by the paediatrician.

There have been many more fixed term exclusions this academic year due to a stronger focus on the 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 in year three who have had 90% of the exclusions. The other exclusions were by one child who has now left the school and another who has not had any incidents since October 2022.

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
Teaching assistants	4 sessions across the academic year	Supporting high quality teaching	OXSIT
SENCO & Nursery Lead	January 2023	Supporting children with physical disabilities in the early years	EYSEN Physical Disability team
SENCO	March 2023	Good Autism Practice	SENSS C&I Team & Autism Education Trust
TA's, teachers & SENDCO	Various dates	SCERTS training	SENSS C&I team
TA's, teachers & SLT	Various dates	Team Teach	The Mulberry Bush School

Annual SEND report to Governing Body

SEND Provision

What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?	<p><i>A wide range of interventions have happened this year although due to the high level of SEN children within each class the focus of support staff has been to support high quality teaching and scaffolding within the classroom. Staff have started to use A spot of feelings which is a younger child friendly intervention similar to zones of regulation. This has enabled the staff to support children as young as two with their emotional regulation.</i></p> <p><i>Children have also had access to SALT resources by assessing children and consulting the speech and language service on a no names consultation support has started earlier and is continuous whilst waiting for a specialist to see the children which can be up to three years.</i></p>
What has been the impact of the above in-school provision?	<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>
What have been the most effective provision / interventions / resources and why?	<p><i>Staff have continued to implement provision map software which has helped to record and track outcomes. They have utilised a wide range of differentiation and have been able to implement interventions with success including:</i></p> <p><i>A spot of feelings</i></p> <p><i>Zones of regulation</i></p> <p><i>1:1 speech and language support</i></p> <p><i>Physiotherapy</i></p> <p><i>Children have made good progress against their speech outcomes and many children have been discharged from specialist support.</i></p>
Which external professionals have been involved in providing support? What has been the impact of external agency work?	<p><i>Educational Psychologist: Anne-Marie Bavistock</i></p> <p><i>SENS C&I Advisory Teacher: Rhonda Oliver</i></p> <p><i>SENS C&I Support Worker: Ken Bradshaw</i></p> <p><i>SENS EYSEN Physical Disability Teacher: Amanda Boyden</i></p> <p><i>SENS EYSEN Physical Disability Support Worker: Michelle Holt</i></p> <p><i>Physio Therapist: Jo Mercer</i></p> <p><i>Occupational Therapist: Lori Sheffield</i></p> <p><i>Speech & Language Therapist: Kiran Kamal & Sara Lavaggi</i></p> <p><i>Speech & Language support: Paula Chester</i></p> <p><i>Art Therapist: George O'Shaugnessy</i></p> <p><i>Play Therapist: Laura Wright</i></p> <p><i>The Mulberry Bush School: Ray Burrows</i></p>

Complaints relating to SEND

If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes	None
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Annual SEND report to Governing Body

SEND Self-evaluation summary

What are the key strengths of the SEND provision?	<ul style="list-style-type: none"> • Staff have good knowledge about each child in their class and how best to support them • Staff utilise TA expertise to provide support across year groups in some areas of the school • Staff have a better working knowledge of provision map enabling the SENDCO to have a stronger oversight of the provision • Children's needs have been identified earlier due to a rigorous assessment schedule for SEN children and children on a monitoring list. • Continued positive relationships with professionals leading to further support for children at our setting.
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"> • Early identification & referral for EYFS children who may need to be referred for SALT, SENSS C&I, Paediatrics etc. • Whole school emotional regulation strategies to support social & emotional development • Universal strategies linking to tiered provision to improve inclusive provision for all children • Stronger focus on provision tracking including beginning and end tracking data • More streamlined approach to pastoral support including appropriate use of break out rooms and nurture rooms. • Attendance of EHCP children
Actions/successes	<ul style="list-style-type: none"> • Teachers and teaching assistants have a higher level of understanding around different needs. • Stronger focus on high quality teaching support by TA's • More professional being used to support a variety of needs • SENDCO has stronger understanding of different processes including appeals, emergency annual reviews and additional funding etc. • Emotional dysregulation thinking in more focussed on communication & trauma rather than naughty behaviour • Staff retention is good, and less absence has been in place this year, staff have covered each other well.
Concerns	<ul style="list-style-type: none"> • Increasing levels of EHCP and SEN support children • High levels behaviour incidents impact staff wellbeing and ability to remain resilient to challenges • Long wait times for OCC annual review paperwork disadvantages pupils with EHCP • 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
Next academic year	<ul style="list-style-type: none"> • Focus on early identification in EYFS continue to be implemented • Train and support new EYFS staff to identify and support children with all needs especially SEMH • Higher levels of monitoring and classroom visits by SENDCO