

## SEND Annual Governor's Report for academic year 2019-20



At Elm Grove Primary School, it is our belief that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disabilities, attainment and background. As our vision statement outlines:

**“Everyone Included. Everyone Valued. Learning & Thriving Together.”**

Special educational needs are split into 4 main categories of need. These categories are: Communication & Interaction, Social, Emotional and Mental Health needs, Cognition and Learning and lastly, Sensory or Physical Needs. Each child has a tailored approach to the management of their special educational need and all staff have an understanding that ‘fair means that every child gets what they need, not that everyone gets the same’.

*This report covers two of the three terms for academic year 2019-2020 (1<sup>st</sup> September to March 23<sup>rd</sup> 2020). Due to the Covid-19 pandemic and subsequent National Lockdown, attainment data for Summer term 2020 is inconclusive as children were not assessed by teachers and this data was not attained with SATs cancelled. The Covid-19 pandemic had an unprecedented effect on schooling and most children did not return to school in a regular pattern until Autumn Term 2020 (at the start of a new academic year).*

### Context of School

The following data is taken from spring term 2020. The SEND register will vary throughout the year as we are constantly reflecting on children's attainment and working in conjunction with outside agencies to identify need and progress.

Number on SEND register	EHCP's in school	Number being monitored
54	8	109

### How do we identify children with SEND?

As a school we follow the Local Authority Expectation of Schools, which outlines the ways in which pupils should be supported in schools. Further information can be found by following the Local Offer link at the bottom of this report. Additional information is also included in the school SEND policy which can be found in the policies section of the school's website. There are many ways a child might be supported at school. We run specific interventions, we set children individual challenges and we provide children with appropriate support and resources to facilitate their learning including using the expertise of external agencies to provide guidance and resources suitable. Some children may receive additional support in the form of small group work, one to one support or access to The Nest (our SEMH secure base provision that is facilitated by Inclusion Mentors. At the start of every term teachers, senior leaders and the school SENCo (Special Educational Needs Coordinator) meet to discuss current classes and needs in the class. During these meetings children with identified SEND needs are discussed and support agreed between the team. Each term during this review meeting, children are discussed and reviewed and support changed if needed.

## Who do we contact if we have concerns that our child may have Special Educational Needs?

If you have any concerns about your child, please raise it with the class teacher first. They will discuss a plan of support, intervention and monitoring approach with you. If, after an agreed period of time, the concerns still exist, the school SENCo and teacher will then meet with you to agree ways forward and to discuss future provision. This will be recorded and reviewed at least termly following the Graduated Approach of **Assess, Plan, Do, Review** model, which involves gathering evidence and further differentiating the learning experiences for your child to enable them to thrive and succeed.

## Who is in the Inclusion Team?

The school SENCo is Carla Kemp, who manages SEND provision across the whole school, liaises with all external agencies, monitors and tracks SEND progress and implements new initiatives as well as managing Education and Health Care Plans and any statutory requirements from the local authority. We also have a Lead Inclusion Mentor, Millie Watts, who focuses on children with attachment, early trauma and establishing links with parents/carers. Carla and Millie regularly meet to discuss caseloads and future needs. Carla and Millie direct two learning mentors called Tammy Bowles and Sam Barfoot who work with children across the school to deliver specific tailored provision and mentoring sessions. Both Tammy and Sam can be approached if you have any SEND queries and they will pass on your query promptly to be responded to if they cannot answer immediately. However, all staff at Elm Grove Primary School have access to ongoing training in SEND issues.

## Current Provision offered in school

Elm Grove School is a 'full buy back' school within Brighton and Hove. This means that we buy into the full range of services offered locally from the Brighton and Hove Inclusion Service. Under this service we have access to Educational Psychologists, Schools Wellbeing Service (Primary Mental Health Workers), Family Practitioners, Social Emotional Mental Health (SEN Specialist Practitioners - Behaviour), Autistic Spectrum Condition specialist advisors, Language, Sensory - Visual Impairment / Hearing Impairment practitioners and Early Years Specialists. In addition to these services, we also liaise with paediatricians and nurses from the Seaside View Child Development Centre and specialist CAHMs nurses. We have a school nurse that works with children and families and currently also have a Family Therapist and School Counsellor, who also work with young people and their families.

Here is a range of current provision that is offered across the school:

Year Group	Provision
Reception	School Start - sound and language Jump Ahead Phonics Speech and Language individual provision Physiotherapy/ Occupational therapy individual provision Bespoke timetables Inclusion Mentor in-class support Hillpark Outreach Support Worker Busy Hands Fine Motor Intervention

Year 1	<p>Jump Ahead  Additional Phonics  Talk Boost Intervention  Talkabout Intervention  Memory Magic Intervention  Speech and Language individual provision  Physiotherapy/ Occupational therapy individual provision  Bespoke timetables  Lego Team Build  Active Listening Intervention  Busy Hands Fine Motor Intervention</p>
Year 2	<p>Jump Ahead  Additional Phonics  Handwriting  Lego Team Build  Talkabout Intervention  Narrative Intervention  Active Listening Intervention  Busy Hands Fine Motor Intervention</p>
Year 3	<p>Narrative Intervention  Literacy Support Service (LSS)  Numicon Intervention  Lego Team Build  Active Listening Intervention  Busy Hands Fine Motor Intervention  Functional maths skills</p>
Year 4	<p>Literacy Support Service (LSS)  Learning Mentor  Bespoke timetables  Lego Team Build  Handwriting  Functional maths skills</p>
Year 5	<p>Literacy Support Service (LSS)  Speech and Language individual provision  Fine Motor Skills  Lego Team Build  Functional maths skills  Bespoke timetables</p>
Year 6	<p>Literacy Support Service (LSS)  Maths Club  Bespoke timetables  Lego Team Build</p>
Whole School	<p>Play Therapist councillor  Specialist Literacy Support teacher (LSS)  BHISS SEMH specialist worker  Educational Psychologist  Speech and Language Therapist  BHISS ASC specialist teacher  Family Therapy  School counselling  Inclusion Mentor in-class support</p>

Inclusion Mentor 1:1 sessions Therapy Dog and Handler providing nurture intervention
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### Impact of The Nest

- 100% of children accessing The Nest suffer from high anxiety or low mood.
- The Nest provision has been accessed this year equally between boys and girls. (An even 50/50 split).
- 91.6% of children accessing the Nest in class 100% of the time (apart from when they access intervention groups).
- The most vulnerable cohorts in need of SEMH support in school are Years 2,3 & 5. These cohorts make up 69.4% of the whole cohort who access The Nest.
- New groups have been implemented to meet a growing range of needs, for example, Toast Club to help morning transitions as well as a 'Girls' Club focussing on confidence and self-expression for Y6 girls to help prepare for secondary school

### Training and CPD (up until Feb 2020)

- Makaton Training - all KS1 and Y3 TA's.
- EYFS SEMH course for a teacher.
- BHISS ASC and SEMH Just Right Training.
- MAYBO physical management training (x3 staff members).
- Overview of Down Syndrome and strategies to support in class.
- Autism Awareness Champion
- BHISS ASC Advisor - Social Stories and Comic Strip Conversations training for INAs and KS1 TAs

### Attainment data for SEND pupils for 2019/20

Due to the Covid-19 Pandemic, statutory SATS exams were suspended in Summer term 2020 and no attainment data was collected for this academic year. The national lockdown that started on March 23<sup>rd</sup> 2020 continued until July 2020 which meant that most children had missed a whole term's worth of learning.

### Initial Impact of Covid-19 Spring/Summer 2020 National Lockdown

The national lockdown from Spring Term 2020 changed the landscape of the cohort who were regarded as 'Vulnerable' or having 'Special Educational Needs and Disabilities'. Although the extended school closure benefitted some children in regards to them having increased 1:1 adult supervision for their home learning tasks, it led to others becoming disadvantaged who had not previously needed support.

At the start of the lockdown in March 2020, the Inclusion Team ensured that the families with higher levels of SEND could continue to access education during the school closure, this was following a school risk assessment including those that were being monitored in school too. The Inclusion Team awaited contact from families who were struggling with home-schooling. It was not possible for the school to provide statutory provision for children with Educational Health Care Plans during this first lockdown (allowable under government guidance at the time). The biggest challenge for delivering remote learning for children with SEND was differentiation. Differentiation for SEND children in the classroom involves considering target outcomes, required support, appropriate timeframes, provision location, unique scaffolds and guides for pupils, access to specialist guidance and support (when needed) and generally using teacher intuition. All of which, cannot be easily translated to a home learning environment easily.

Following the easing of restrictions at the start of July 2020, Year 6 returned back to school in order to provide some emotional closure before going to secondary school. It was noted upon their return that their general stamina and resilience to learning had waned and they struggled to maintain focus for more than 20-25minutes in a 50minute lesson.

### Areas for further development in SEND provision for academic year 2020-2021

Next year we aim to have a further focus on:

1. Revisit and revive the implementation of EDUkey (the online tool to create a more consistent approach to plan/do/assess/review cycle, paperwork tracking, target setting for SEND pupils) and increasing communication of current provision and plans to parents.
2. Implement a 'recovery' curriculum for children to support their return back to formal schooling following the Spring/ Summer 2020 National Lockdown.
3. Increasing parent communication of provision and targets in school and ensuring clear communication between staff to support those children with SEND.
4. Ensure that should a future national lockdown occur that all vulnerable pupils and SEND children have access to appropriate technology at home to complete remote learning tasks on whilst also allowing paper-based tasks to be provided to meet individual needs. Also try to ensure that children with EHCPs are provided with their statutory requirement to in-school provision.

*Ongoing future SEND goals post Covid -19 period.*

- Focus on early intervention and identification of SEND needs for better longer-term outcomes.
- Increasing Educational Psychologist capacity to better meet early intervention aims and improve longer term academic progress.
- Begin to develop a more refined system for mapping smaller steps of progress for pupils with SEND using the expertise of the Downsview Federation assessment system called 'Onwards and Upwards'.
- Increase staff understanding and implementation of 'Just Right' strategies across the whole school.

For more information about the school, please visit our website, which can be found on: <https://www.elmgrove.brighton-hove.sch.uk>, and for further information about our Local Offer please visit: <https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/elm-grove-primary-school>.

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Position: SENCo

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