

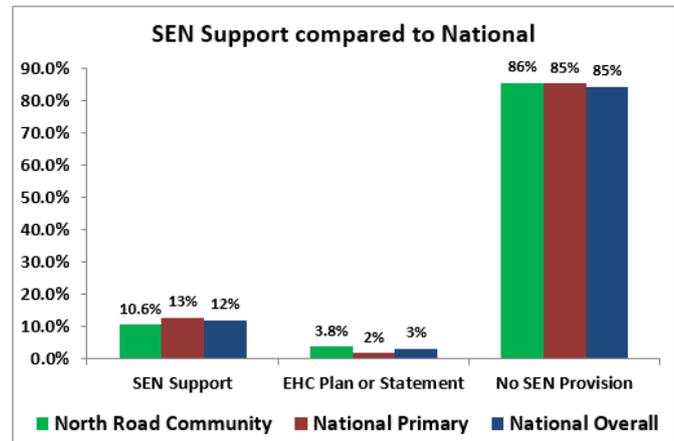
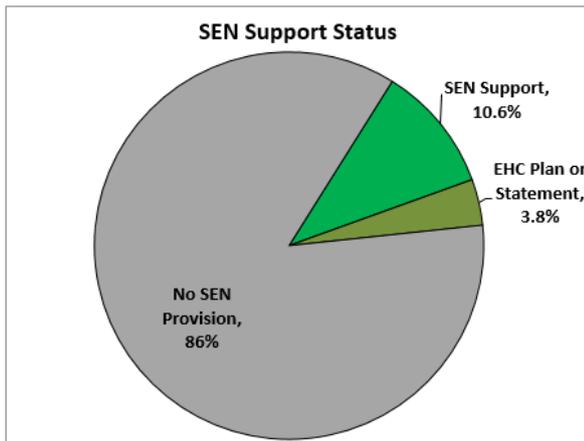


## SEND Impact Report 2021

SENDCo	Miss Emma Westall
Headteacher	Mrs Sarah Stillie
SEND Link Governor	Dr Kerry Holland
Adopted	February 2021
Review date	February 2022
Renewal cycle	Annually

### SEND profile for last 12 months (related to Jan – Jan)

*National Overall percentages combine primary, secondary and special schools.*



Broadly, our figures are slightly below national averages, with 13.3% of our students experiencing a special educational need, compared to the national figure of 15.4%.

Our number of children with an EHCP is 2.8%, lower than the national figure of 3.3% (Department of Education National Strategists published in July 2020). Just under two-thirds of our children with special educational needs are boys. This is higher but consistent with the national picture, as boys are more likely to be categorised as having a special educational need.

According to national figures, 30% of pupils with an EHC plan have Autistic Spectrum Disorder as a primary type of need in July 2020. In our school, all of our children with an EHCP have an ASD diagnosis.

Since September, we have a number of children undergoing further assessments, and we intend to begin the process towards an EHCP Needs Assessments later this year. Unfortunately the restrictions of Covid has delayed this process significantly.

## Updates on the Implementation of the governing body's policy for pupils with SEN

### Update on Aims from the Policy:

- *Meet the needs of all pupils who may have additional needs by offering them a broad, balanced and differentiated curriculum*

During the first lockdown, children with SEND needs were given individualised challenges, however, this could not replicate the broad and balanced curriculum that they would have received in normal circumstances. In term 1, September 2020, children with SEND needs had access to a broad and balanced curriculum which was differentiated accordingly and My Plans were set and reviewed.

- *Secure high levels of achievement for pupils who have SEND.*

No data tracking or data to measure progress could be completed from March – July 2020. Progress was RAG rated from term 1 (Sept 2020) and showed slow and satisfactory progress in most areas. Achievement will need to be accelerated once children return to school.

- *Ensure that all children learn to appreciate and value their own strengths, feel equally valued within the school community, secure high levels of achievement and are motivated by their future ambitions.*

Regular well-being calls to families of children with SEND in term 3. No children with SEND have presented with new or significantly increased SEMH needs in light of the school closures as yet.

- *Build upon success and to encourage pupils to recognise their own achievements and take some responsibility for their learning.*

Children were able to have some involvement in their learning and Pupil Passports were completed in September 2020. Staff reviewed My Plans in December 2020, some of these were shared with children, although not consistently as they were due to be shared in January 2021.

- *Empower all children to be active in decisions about their education.*

See above

- *Attain high levels of involvement and satisfaction from parent and carers.*

Due to the ongoing Covid restrictions since March 2020 we have been unable to involve parents face-to-face and have missed the physical ease of talking and creating a community of parents of children with SEND. This is something that we will continue to work hard to foster over the coming year and plan on involving parents further in the initial writing of the My Plans.

- *Work cooperatively with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of pupils who have SEND*

This year North Road Primary School has had support from Occupational Therapy, Educational Psychologist, Speech and Language Therapist and Inclusion Support. We have also participated in virtual meetings. Due to Covid, we have been unable to have visitors into school and this has slowed advice and support from external agencies.

- *Support all children to make a successful transition throughout each milestone of their education.*

Transition period delivered through virtual meetings with new teachers and providing social stories, calendars and teacher photos. SEND transition completed remotely for secondary school transfer, secondary schools made direct contact with parents to explain their side of the transition.

### **Staffing for SEND**

North Road Primary School employs a SENCo and four SEN TAs to support pupils with EHCPs.

### **Training of Staff to Support children and young people with SEN**

Miss Tamara Hambly is continuing her training towards the completion of the National Award in September 2021 and attended virtual Attention Autism training.

We have an experienced team of teaching assistants and class teachers. This year, one of our KS2 1:1 SENTA's attended Higher Level Language Training. We continue to employ an experienced ELSA and her training is up to date.