

## **Annual Report to Governors about Special Educational Needs and Disabilities (SEND) September 2024**

Analysis of pupils on the SEND register:

- At present, there are 64 children on the SEND register (as of September 2024) at Mawsley Community Primary School. This does not include children who are being closely monitored by the school.
- At present there are six children on the monitoring list.
- Pupils represent 22% of pupils on roll.
- 36 children have an Education, Health Care Plan (EHCP).
- 28 children are educated in the Hub (Unit Provision).
- One child receives Early Help Locality Funding (EHLF).
- There is one Looked After Child (LAC) in school.

### **SEND profile by year group**

Rec	Y1	Y2	Y3	Y4	Y5	Y6
8	16	10	7	8	5	10

### **Main area of need identified**

Communication and Interaction	Cognition and Learning	Social and Emotional, Mental Health	Sensory and/or Physical needs
43	8	12	1

### **Identification of special needs:**

Mawsley School staff members continually identify any special educational needs as early as possible – each teacher is responsible for the children in their class, as stated in the Special Educational Needs Code of Practice. If any child presents any area of concern, then a referral is made to the school’s Special Educational Needs Co-ordinator (SENCo). If it is agreed that there are special needs, beyond the classroom differentiation, then interventions are discussed and shared with the parents.

Targeted support class-based interventions are recorded on a Class Achievement Plan (CAP) half-termly. Wave 2 and 3 interventions are recorded on an online Provision Mapping programme (Edukey). The interventions are implemented and then reviewed half-termly or termly. If it is felt necessary then a referral will be made by the SENCo to an external agency for further advice, this is always discussed and agreed with parents prior to the referral process. IEPs are no longer statutory in the SEN Code of Practice however; they are in place for children with an EHCP or in receipt of EHLF.

### **Analysis of provision:**

As with all children at Mawsley School, it is essential that Quality First Teaching is used and targeted to support children's specific needs. This includes providing lessons with clear differentiation that allows all children to succeed and make progress. In addition, 1:1 and small group work may be carried out during the school day, mainly delivered by Teaching Assistants (TAs). This provision is closely planned and monitored by class teachers and SENCo. Targeted interventions support children, including those with SEND, to make progress in line with national expectations.

As well as support to improve academic progress there is also provision in place to support the behavioural, social and emotional development of the children in our care. Teachers refer to the SENCo requesting support from our Pastoral Support Team: Mrs Groom (Family Support Worker - FSW), Mrs Smith (Emotional Literacy Support Assistant –ELSA) and Gareth Weston (Anti- Bullying Lead). We have a wide range of resources, which can be used with children with high levels of anxiety, anger management challenges, friendship issues, bereavement etc. Our FSW is able to offer and lead our Early Help Assessments (EHAs) and works with the school, the family and outside agencies to support and meet the needs of the individual child and their family.

We have interventions and /or support in place for children following recommendations from speech and language therapy, occupational therapy and medical services as well as following advice from Educational Psychologists, Community Paediatricians and SEND Support Services. Support in classrooms may include physical equipment, such as a writing slope, wobble cushion, kick band etc.

The SEND Governor is Naomi Nanor

SEND funding:

### **Professionals:**

Educational Psychologist

Jogo Behaviour Support

Blossom OT

### **Resources:**

Additional staffing

Online Provision Mapping

Online resources to support reading and spelling

Online resources to support mathematical development

Coloured overlays

Coloured workbooks

Pencil grips

Chew pencil toppers

Specialist resources for specific physical / sensory needs

A range of games and books related to emotional development

Multi-sensory spelling resources

#### **Areas for further development:**

- Develop a cycle of in class monitoring for various curriculum subjects to gather the level of ongoing inclusivity for all learners across the curriculum.
- Formalise transition procedures for pupils with EHCP's who are due to phase transfer from Mawsley School.
- Create further opportunities for shared CPD, particularly support staff, following training sessions so that skillsets are developed across the school.
- Develop an efficient work system for collating and presenting the necessary information to complete the high volume of annual reviews within the timescale required, with all stakeholders offered the opportunity to contribute and review information prior to meetings.

#### **The Future:**

This year we have two new cohorts of vulnerable children joining the Hub, developing positive relationships with our new children and their families continues to be crucial to support the children in settling and their feeling of safety at school. The integration of the children who are educated in the Hub with our mainstream site continues to be a working progress.

Managing the growth of our Unit Provision continues to require careful consideration and management, particularly as phase three has been brought forward this year to merge with phase two. Creating a consistent teaching and learning environment for students within the Hub will pose a challenge over the next academic year, with the sudden increase in numbers (both students and staff) and will therefore need careful management and time allocated to developing consistent routines, expectations and environments across all teaching spaces.

Referrals to external services continue to take longer since the pandemic. Continued development of in-house expertise to best support all children, including those with SEN, particularly those on pathways for further assessment, continues to be a priority for all. Our team continue to build knowledge of services that parents can be signposted to in order to access family support for managing challenges in their homes.