

Annual Report to Governors about Special Educational Needs and Disabilities (SEND) September 2023

Analysis of pupils on the SEND register:

- At present, there are 40 children on the SEND register (as of September 2023) at Mawsley Community Primary School. This does not include children who are being closely monitored by the school.
- At present there are 6 children on the monitoring list.
- Pupils represent 14% of pupils on roll.
- 14 children have an Education, Health Care Plan (EHCP).
- 9 children are educated in the Hub (Unit Provision).
- 2 children receive Higher Needs Funding (HNF) and both are undergoing assessment for an EHCP.
- There are 2 Looked After Children (LAC) in school.

SEND profile by year group

Rec	Y1	Y2	Y3	Y4	Y5	Y6
9	3	4	5	4	10	5

Main area of need identified

Communication and Interaction	Cognition and Learning	Social and Emotional, Mental Health	Sensory and/or Physical needs
20	10	9	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. IEP’s are no longer statutory in the SEN Code of Practice however; they are in place for children with an EHCP or in receipt of HNF.

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 slopes, wobble cushions, kick bands etc.

The SEND Governor is Naomi Nanor

SEND funding:

Professionals:

Educational Psychologist

Louise Barltrop (SENDSense)

Georgia Hibberd (Specialist Mental Health Practitioner)

Jogo Behaviour Support

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 Buddies and 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:

- To implement the continual changes for SEND provision.
- Identify areas of need concerning CPD for staff and provide opportunities to develop skillsets, including developing toolkits for supporting communication.
- Develop a calendar for Annual Reviews that ensure they are carried out in the timescale required with all stakeholders offered the opportunity to contribute.

The Future:

As a school, we need to continue to support our families to support our children, we have a new cohort of vulnerable children joining us, so developing positive relationships with families as quickly as possible will be crucial to their settling and feeling of safety at school. The integration of the children who will be educated in the Hub with our mainstream site will be a working progress over the next few years.

Managing the growth of our Unit Provision will be challenging over the next few years and close work with the Local Authority will be important to ensure school are well informed of upcoming phase transfers and placements are well matched to the resources available.

Referrals to services continue to take longer since the pandemic. As a school, we need to continue our work in developing our own in-house expertise to best support all children, including those with SEN, particularly those on pathways for assessment to help them to continue to make progress. As well as in school support, our team continue to offer family support for managing challenges for families in their homes, whilst waiting for support from services.

Andrea Cox SENCo

1st September 2023