

Holy Trinity Church of England Primary School



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Chair of the Governing Board: T. Fettes

SEND REPORT

F. Fargher (SENCO)

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School

Autumn Term 1st November 2022

***'I know that there is nothing better than to make people happy
and to do good while they live' Ecclesiastes 3:12***

To be an inspirational place of learning where:

- we facilitate opportunities so **every child** can flourish in a place where they feel safe, happy and confident.
- **staff** well-being and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment.
- the school provides facilities that enable an optimum learning **environment**.
- the school plays a central role within our **community** and enjoys strong links with the church, local companies and other schools.

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'I know there is nothing better for people than to be happy and do good while they live.'
Ecclesiastes 3:12

SEND throughout the school

	All	Year Groups																				
		R			Y1			Y2			Y3			Y4			Y5			Y6		
		all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys	all	girls	boys
SEND	33	0	0	0	1	0	1	5	0	5	4	1	3	6	1	5	7	2	5	10	6	4
EHCP	5	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	0	0	2	1	1

Overview of SEN – Autumn 2022

- 38 pupils on SEN register which includes 5 with EHCPs across the school (Years 2, 4, 5 and 6)
- Most pupils on the SEN register have an Individual Education Plan (IEP) with specific targets set to monitor progress
- 4 pupils have a diagnosis of Autism (Autistic Spectrum Condition), with an additional 6 on the CAMHS waiting list for assessment
- 5 pupils have a diagnosis of ADHD, with an additional 3 on the CAMHS waiting list for assessment
- 8 pupils are under the NHS SALT (speech and language therapy) service; one of our Ekkan trained TAs is now delivering speech and language across the school to all those pupils with a therapy plan.
- 4 pupils access specific Sensory Circuit activities with a TA each week
- 6 pupils access specific Occupational Therapy activities with a TA each week
- Our ELSA list remains fluid so that we can prioritise those pupils most in need of emotional support, but at least 10 pupils are accessing ELSA support at any one time.
- We have bought into counselling service, Number 22, and our assigned counsellor is working to support 3 vulnerable pupils with more significant emotional needs
- We now have 3 pupils with EHCPs who require 1:1 adult support at all times of their school day to keep themselves and others safe. Two of these pupils are on a reduced timetable as they are not able to cope with attending full time; this is agreed with RBWM and reviewed regularly.

Concerns:

- Lack of special school places means that at least 1 pupil with an EHCP is being supported in mainstream against both professional and parents' wishes.
- We are also concerned about options for another EHCP pupil's transition to a secondary placement in view of difficulties with accessing specialist placements.
- Parental choice in EHCP setting has resulted in a pupil joining from a specialist setting despite the school's consultation response indicating that this would be 'incompatible with the efficient education' of others. Parental choice has more weighting than school's professional view for pupils with EHCPs.
- SALT service – despite employing more therapists, the service is still having to prioritise pupils and so speech and language reviews are not as frequent as they should be and it is more difficult to refer pupils into the service
- The CAMHS waiting list remains at 36+ months as there has been an increase in referrals post covid. The Shine Team can support pupils with an autism diagnosis but not if they are still waiting for assessment.
- Boxall Profiles would ideally be rolled out to higher number of pupils so that social and emotional needs can be identified and targets set; this has not happened as fast as initially intended due to staff absences and time limitations.

- Intervention work with pupils across the school has been negatively impacted by staff absences and the need for TAs to be pulled to cover elsewhere.
- 3 pupils requiring 1:1 adult support (all with EHCPs) reduces the flexibility to move staff around to cover absences.

Actions addressed and effectiveness since the last report:

- Both the SEND Policy and SEN Information Report have been reviewed and updated as appropriate (annual requirement)
- The needs of each class continue to be reviewed at regular intervals so that support is put in place as early as possible.
- Counselling service (Number 22) has been sourced to support our most vulnerable pupils
- Recording of interventions has been made consistent across the school, with an 'Intervention file' held in each class for pupils on the SEN register, allowing support to be logged across each week
- Continued access to training through RBWM and external organisations enables professional development and ensures best practice is identified and applied
- Effective working relationships with other SENCOs in the borough continues to be important, as well as with specialists attached to the school (Educational Psychologists, Speech and Language therapists, Shine Team, Early Help, specialist literacy support)
- Continued referrals for support as needs arise to ensure earliest possible interventions
- Consideration of TA strengths and pupil needs prior to the start of the new academic year means that pupils are supported as effectively as possible. This year, for example, it has been possible for one Elklan trained TA to deliver all speech and language therapy across the school which means it is easier to track intervention and progress. It also means that she can liaise directly with the SALT team and SENCO rather than several TAs being involved with NHS therapists.

What works well:

- Regular communication with class teachers to review needs of SEND pupils, as well as support for updating IEPs and preparing reports for EHCP Annual Reviews
- Ensuring close liaison with school ELSA to enable pupils to access support needed quickly
- Maintaining an 'open door policy' with parents of pupils with SEND and ensuring they are kept informed about referrals, support, progress made
- Sharing information with parents and signposting to support remains an important part of the SENCO role
- Continued regular liaison with external professionals (SALT team, Early Help, EP, the Shine Team and OT) to maximise the support we are able to offer
- Consideration of staff training and deployment of staff skills means that the pupils receive the right support and that it is effective
- Being proactive with CAMHS referrals (ASD, ADHD) and NHS referrals (OT and SALT) is important in view of excessive waiting lists; if pupils on the waiting list are not assessed until after they have left Holy Trinity, this may reduce the transition support available to them
- Effective communications with transition schools (pupils joining and leaving), of particular importance for SEND pupils
- Ongoing data analysis to ensure pupils making inadequate progress are identified and concerns addressed
- Boxall profiles completed for some of our pupils with social/emotional needs have enabled class teachers to focus on specific targets which are not always academically driven. We are also able to send and receive Boxall profiles for pupils leaving and joining the school (where appropriate)
- One page 'Pupil Profiles' have been introduced this year for all pupils on the SEN register and these are found in the intervention files together with copies of the current IEPs; these help to ensure pupil

strengths and difficulties are clearly understood in line with the SEND Code of Practice requirement to promote 'pupil voice'.

Next steps:

- Continue to complete Boxall profiles with our ELSA for pupils who have identified social and emotional needs. Targets need to be agreed and strategies / interventions implemented and shared with teaching staff. The Boxalls need to be reviewed and repeated to show progress so time must be made to allow for this
- Continue to support parents and work with RBWM as early as possible to ensure suitable placements for EHCP pupils with complex needs
- Continue to build relationships with other SENCOs and attend training events to share ideas and develop as a practitioner
- To continue to disseminate relevant information to TAs and continue to build a resource bank for teachers and TAs to access directly to support pupils (eg. occupational therapy and speech and language strategies)
- Specialist support from our literacy consultant, Sarah Clarke, is being provided this term for identified children in years 2 and 3.
- To monitor the recording of interventions so that teachers remain accountable for pupils with SEND in their class and that there is evidence of the support received.
- To introduce YogaBugs across the school to promote mental wellbeing.