

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 16th November 2021

***'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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SEN 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
SEN	29	1	0	1	3	0	3	0	0	0	4	1	3	7	2	5	10	5	5	10	2	8
EHCP	6	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1	3	1	2	1	0	1

Overview of SEN – Autumn 2021

- 35 pupils on SEN register which includes 6 with EHCPs across the school (Years 1, 4, 5 and 6)
- Most of the pupils on the SEN register have an Individual Education Plan (IEP) with specific targets set to monitor progress (not appropriate for all)
- 6 pupils have a diagnosis of ASD, with an additional 3 new referrals for CAMHS assessment
- 2 pupils have a diagnosis of ADHD, with an additional 6 awaiting assessment from CAMHS
- 11 pupils are under the NHS SALT (speech and language therapy) service
- At least 10 pupils are accessing ELSA support at present; the list is fluid so that our ELSA may prioritise pupils according to needs
- We have 1 pupil with significant needs (EHCP) who is waiting for a suitable special school place
- 1 new pupil with EAL – not on SEN register but requires significant adult support and differentiation of resources to access curriculum. They are also being educated out of year group.

Concerns:

- lack of special school places (within RBWM, Bracknell and Surrey) means that at least 2 pupils with EHCPs are being supported in Mainstream against professional / parents wishes whilst consultations continue; transitions to suitable secondary schools are being affected too
- SALT service – we now have 1 therapist for the area, compared with 5 pre-Covid, so reviews are having to be prioritised and are not as frequent as they should be for pupils
- CAMHS waiting list is currently 36 months (as advised October 2021)

Actions addressed and effectiveness since the last report:

- Reviewed and updated SEND Policy and SEN Information Report (annual requirement)
- Review of needs of each class, particularly regarding Covid impacts and ensuring interventions are appropriate
- Continued professional development through training provided by RBWM and external organisations including the NHS (eg. OT support, Boxall profiling, EHCP applications, mental health and wellbeing)
- Continued development of relationships with other SENCOs in the borough, as well as specialists attached to the school (Educational Psychologists, Speech and Language therapists, Shine Team, Early Help, specialist literacy support)
- Review of training needs against pupils needs within the school for the new school year; consideration of TA placement to support pupils appropriately
- Continued referrals for support as needs arise to ensure earliest possible interventions

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
- Directing parents to support networks as well as provision of resources and strategies to support the needs of their children
- 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 necessary staff training and deployment of staff skills; ensure support staff are given the opportunity to handover to those who will be working with pupils in the following year
- Being proactive with CAMHS referrals (ASD, ADHD) and NHS referrals (OT and SALT) in view of excessive waiting lists
- 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

Next steps:

- Continue to support parents and work with RBWM 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 redesign and simplify Pupil Passports, so that pupils' strengths and difficulties are clearly understood in line with the SEND Code of Practice requirement to promote 'pupil voice'
- To continue to offer support to other SENCOs in the borough who are new to the role
- To initiate Boxall Profiling for identified pupils – purchased by RBWM for schools within the borough to identify areas of need (particularly pupils with social / emotional and developmental needs)
- 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)