

Bolham Primary School
D/SEN Report to governors
2019- 2020

In 2019-20, 17 % of pupils were identified as receiving SEN support with 0.8% of pupils identified with an ECHP. This can be compared with 3.3% of all pupils in schools in England who had an Education, health and care (EHC) plan 2020, a rise from 3.1% in 2019. A further 12.1% of all pupils had SEN support, without an EHC plan, up from 11.9% in 2019. The most common type of need for pupils with an EHC plan was autistic spectrum disorders and for pupils with SEN support speech, communication and language needs

SEN is more prevalent in boys than girls nationally, with boys representing 73.1% of all pupils with an EHC plan and 64.6% of pupils with SEN support

Statistics provided 2019/20 have been produced in terms of overall numbers and not percentages as previous years. The following table shows the number of pupils nationally in rank order with a specific need and is compared to Bolham Primary School. Data included pupils with each primary type of need who are either on SEN support or with a statement or EHC plan (pupils in state funded primary, secondary and special schools): England 2020 compared to Bolham Primary School

SEN Support Primary Type of Need Statement or EHC Plan	National data 2019-20 (January 20 -census data)	School data 2019- 2020 based on 20 pupils
Autistic Spectrum Disorder	1	3
Speech, Language and Communications Needs	2	2
Social, Emotional and Mental Health	3	1
Severe Learning Difficulty	4	-
Moderate Learning Difficulty	5	-
Physical Disability	6	4
Profound & Multiple Learning Difficulty	7	-
Specific learning difficulty	8	4
Other difficulty/disability	9	4
Hearing Impairment	10	-
Multi- Sensory Impairment	11	-
Visual Impairment	12	-

Identification of and provision for pupils in need of SEN support

Early identification of special educational needs is imperative to attainment and progress as well as the emotional and social well-being of all of our pupils. Assessment of pupils continues throughout their time at Bolham Primary School and we recognise that educational needs may present themselves at any time and in a variety of different ways due to individual circumstances.

At Bolham Primary School we have a number of systems in place to identify children with SEN including:

1. Transition communication system between our school and the pre-school settings and stay and play welcome visits prior to entry. Our systems allow us to meet with parents and nursery staff to discuss individual pupil's strengths and areas for future development. This also allows for any additional resources, interventions or referrals to be made as quickly as possible.
2. Analysis of screening results on entry to school including Speech and Language Link.
3. Summative assessment systems - data is analysed each half term to identify those children who are not meeting age related expectations.
4. Parents' Meetings concerns can be raised regarding progress and attainment, behaviour and wellbeing. Parents/carers are invited termly to meet with the class teacher and where appropriate SENCO to revise their child's progress, celebrate success and set new targets.
5. Termly SEN register updates to review pupils currently on the SEN register and identification of those requiring further support. A full discussion with relevant staff will take place before the pupil is added to the inclusion register. Any child on the inclusion register will receive additional support which will be outlined on the school provision map. This support is in addition to quality first teaching which is required for all pupils within the class. Children who currently have an educational statement will be transferred to the new Educational Healthcare Plan by the Local Authority.
6. Liaison with outside agencies i.e. paediatrician, occupational therapist, speech therapist.

Funding

The notional SEN budget for the year 2019-20 was £43,829. The individual assigned resources (IAR) from this budget was £12,000 school and the school received a further £4,700 from the Higher Needs Block. There was also £14,820 Pupil Premium which is allocated to disadvantaged pupils many of which have D/SEN. Funding was allocated 2019-20 to the training and provision of a part-time dedicated SENDCo, high level of teaching assistant support in each classroom and phonics support for SEN and disadvantaged pupils. Please refer to Pupil Premium Grant Report 2019-20 for additional detail.

Pupil outcomes 2019-20

Please note that due to Covid-19 all national assessments 2020 were cancelled

End of year teacher assessment based upon March 2020 data indicates the following :

End of KS2 - 75% of SEN pupils were expected to achieve reading, writing and maths combined. 75% would have achieved ARE or above in reading. 75% would have achieved ARE or above in writing and 100 % would have achieved ARE or above in maths.

End of KS1 - 50 % of SEN pupils were expected to have achieve reading, writing and maths combined
75% would have achieved reading, 75% would have achieved maths and 50 % would have achieved maths.

At KS2, our small number of SEN pupils had specific learning difficulties related to Autistic Spectrum Disorder as identified by partner agencies and received specialist support where necessary.

Staff Development and training

In 2019-20 we employed a new part-time SENDCO to support staff in the development of IEPs and to improve the quality of our Early Help and referrals. A specialist EYFS teaching assistant has also been given dedicated time during the week to support SEN pupils and staff with resources and 1:1 support time. The continued challenge we face as a small school is the development of staff knowledge and understanding of the wide range of special educational needs and best practice.

Educational Psychology Service

The school has continued to commission Associate Psychology Service to support our SEN pupils.