

**Loatlands Primary School**  
**Annual SEN Report- November 2020**

The information and data in this report relates to the academic year 2019/20

**Provision**

Loatlands Primary School is a two-form entry mainstream school.

Pupils are aged 4-11 years.

For more information about specialist resources and provision please see the SEN area on our website.

**PROFILE OF PUPILS 2019/20 PUPILS**

Areas of Need (some children may have 2 areas of need)	Level of Need				Number of pupils
	General Learning Difficulties	Specific Learning Difficulties	Speech and Language and communication	Social, mental and emotional health	
Number of Pupils	10	1	1	4	

  

Number of pupils	ASD	Hearing Impairment	Visual Impairment	Complex Physical Medical Issues
	5	0	0	1

**SEND Attainment and Progress 2019-2020**

KS1/2	Reading	Writing / GPS	Maths
<b>Attainment</b>	<b>20% meeting expectations (12% just below)</b>	<b>16% meeting expectations (4% just below)</b>	<b>24% meeting expectations (24% just below)</b>
<b>Progress EYFS</b>	<b>100% above expected progress</b>	<b>100% on track 50% above</b>	<b>100% above expected progress</b>
<b>KS1 progress from EYFS to year 2</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>KS2 progress KS1-KS2</b>	<b>64%</b>	<b>57%</b>	<b>71%</b>

**To address children making slower than expected progress, the following measures are to be put in place–**

- Throughout the academic year 2019/20, until Covid struck, each KS1 class had both a teacher and an LSA to be deployed as appropriate. Interventions, based on the need of the cohort, have been delivered by both adults as appropriate. All SEND pupils were given priority for interventions to be delivered.
- Parental engagement has remained a key focus. OPPs have been shared with all parents. Class teachers have discussed their child's needs, targets and ways in which school is providing support and ways in which parents can provide support.
- During lockdown, those with EHCPs and our vulnerable children have been closely monitored by the SENCo (who is also the deputy DSL) and the headteacher. Staff working in school and from home have provided differentiated tasks for children with needs to ensure that their EHCP and recommendations are being fulfilled.
- Reading has remained a firm priority in school for all children, including those with SEND, and extra adults have been welcomed into school to provide additional opportunities for 1-1 reading.
- Interventions have been revised and improved with a higher focus around pre and post teaching slots and ring-fenced catch-up sessions. This will need to continue into 20/21.
- 20 day challenges have continued to be successfully delivered, with SEND pupils now being identified for individual targets along with PP pupils.

**Annual Reviews / EHC Plans**

- Two children had their EHCP plans reviewed. One child had their funding continued, whilst the other child got a place at a specialist provision.
- Four referrals were made for EHCPs and all of these were successful in gaining a plan. 2 pupils were granted places at a specialist provision, whilst the other 2 pupils have successfully been granted funding and are able to access mainstream school. Both pupils have 1:1 adult support.

**External Agencies**

- 6 referrals to Community Paediatrics
- 5 referrals to the Educational Psychologist
- 3 children have a Pastoral Support Plan which has a positive impact on engagement with school and improved behaviour. One child was removed from this in the autumn term as it was deemed that it was no longer required and one child has left Loatlands.
- 8 children have an Early Help open and various agencies are involved.
- 3 referrals to sleep solutions
- 4 referrals for EHCP's
- 1 referral to the school nursing team
- 1 referral to camhs

## **Resources Purchased / Accessed**

- New dyslexia screening tool to ensure ongoing communication with parents and to record steps of progress
- Stabilo pens, pencils and grips to support correct handwriting grip
- Chew toys and fidget toys to support pupils with sensory needs.
- 3 'wobble' seats to support pupils with ADHD.
- Tinted exercise books for English and Maths.
- Weighted 'snake' for emotional regulation

## **Interventions for 2019-2020**

- Precision teaching
- Fireworks anger management programme
- Play buddies
- Toe by toe
- Read,Write Inc for small, focus group
- Ongoing physio sessions
- Colourful semantics
- 1-1 reading with staff for targeted, vulnerable children (beanstalk)
- Maths/English pre/post/catch up sessions
- 20 day challenge
- Wellbeing journals
- Drawing and talking
- Lego-therapy
- Muddles and puddles bereavement programme

## **Staff Skills**

- Termly Pupil progress meeting to discuss interventions, impact and progress of pupils and set next steps (Autumn, Spring)
- Termly Individual Progress Plan reviews for pupils and their families (Autumn, Spring)
- SENCO/SEN Manager attended termly SEND cluster meetings, prior to lockdown
- Training for individual staff delivered by Senco (lego, social/emotional)
- SENCO meetings with headteacher
- PECS training for Nursery/reception staff

S Roper- Assistant Headteacher/Senco

November 2020