



Report to governors on SEND

1.School Profile

At Giles Junior School we currently have 95 children with SEND this is 28% of the school and is well above the national average. Many children may have more than one presenting need and children diagnosed with Autism (of which we have 21 across the school) could have needs in all 4 areas. For the purposes of completing the table below - to give an idea of the spread of need across the school - numbers are based on a child's main presenting need and all children diagnosed with ASD (except 1 with SLD as main presenting need) have been included in the communication and interaction section.

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
31	13	25	4	36	1	3	1

2. IDENTIFYING PUPILS WITH SEND

- Pupils may be identified with SEND in their infant school prior to transferring to us. Where this is not the case children are identified through observation and assessment in consultation with parents, class teacher and SENCo as well as external professionals as appropriate. More detail is available on this in the School SEN Information Report.

3. PROGRESS MADE BY PUPILS WITH SEND

- Progress and impact on implementation of SEN Support and EHCP Provision will be reported for SEN/EHCP Review Outcomes from Spring/Summer 21 -Intervention at all stages of the graduated approach from in class quality first support to 1:1 bespoke support in this term during SEN Reviews due to start 18.10.21.
- All children with an EHCP -19 children –have a provision map developed for them by the SENCo reflecting in a manageable format the actions to support their progress that can be tracked by staff on a weekly basis. This making EHCP and termly reviews easier and more measurable.
- Pupils with SEN and/or disabilities typically do well – where data does not reflect this their progress is evident in their books from their relative starting points and in outcomes on SEN Reviews/PSP Reviews.
- The progress gap between SEND and Non SEN for Year 6 leavers 2021 closed completely in Reading (SEN 60.9% non SEN 66.4%) and Writing (47.8% non SEN47.8%. In Maths there was a closing gap of-5.3

- SEND Progress increased in all three subjects from October 2020 to July 2021 due to focus interventions and careful deployment of staff
 - Reading 22.9% Oct -50.5% July
 - Writing 13.5 % Oct 40% July
 - Maths 17.7% Oct 42.1% July
- For children working below pre-keystage we assess small steps of progress using HFL assessment for Year1/2 (PK5/6) and Early Learning Goals/Pre-Keystage standards PK1-4. Progress can be seen for these children through this and work samples
- We have extensive support in place to support Social, Emotional and Mental Health Needs. This also supports children on the Autism spectrum , those suffering with anxiety or who have been bereaved. Our Den provision is thoroughly embedded and staff provide a large range of intervention from protective behaviours to lego club and social skills support as well as bespoke 1:1 or mentoring support for individuals. We can see the impact through outcomes on SDQ's, observation in class and outcomes reported from children and parents.
- We were successful in becoming one of the pilot schools to have Mental Health Support Teams (MHST) in school as part of NHS England's Trailblazer programme. This started in June 21 and one family were supported through the summer. Layla our support worker is in school one day a week and is running an anxiety group for children and supporting one parent in bespoke 1:1 work. This work enhances what we are already providing to support the mental health of our children and families.
- We have a full-time family support worker who has been in post for a year who has worked with and made a significant difference to many families and children either with direct support, through Family First Assessments and Child in Need Plans or through signposting to courses or other agencies.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND OCTOBER 2021 2020

	Reading %	Writing %	Maths %
Pupils with SEND	24.2	11.6	15.8
EXS+	29.2	15.6	19.8
Pupils without SEND	61.3	41.1	48.0
EXS+	76.3	57.1	61.2
Attainment gap	-37.1	-29.5	-32.2
EXS+	-47.1	-41.5	-41.4

PROGRESS OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND OCTOBER 2020

PLEASE NOTE THIS DOES NOT INCLUDE YEAR 3 FOR WHOM WE CURRENTLY HOLD NO DATA

	Reading %	Writing %	Maths %
Pupils with SEND	23.2	9.5	14.7
Good or better progress	49.5	40	38.9
Pupils without SEND	29.4	23	25.8
Good or better progress	66.4	59	59.8

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND OCTOBER 2021 2020

Attainment gap	-6.2	-13.5	-11.1
Good or better progress	-16.9	-19	-20.9

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Following lockdown Jan 21-March21 all children had at least one SEN Review in Spring /Summer 21 and most had 2 following their Autumn 20 review before July 2021. These were and continue to be facilitated jointly by SENCo and class teacher for children with an EHCP or those for whom we will be requesting an EHC Needs assessment this year, or where a further graduated response is needed and external advice and support needs to be secured. Class teachers facilitated SEN Reviews for children at SEN Support with support and advice as needed from the SENCo last year some of these were held virtually.

We are just starting SEN Reviews for this term and the outcomes of these will be reported on in the Spring Term.

We continue to work with a graduated response to need and external advice is sought as required. Through Summer 2021 to date we have sought advice from all agencies listed in section 7 below.

We now have 19 children with EHCP's in school and as we are consistently working on new requests for EHC Needs assessment we fully expect this number to be higher by the end of the year. We secured 10 EHCP's between September 2020 and September 2021.

Reviews for these are held annually and we carried out 4 in the Spring Term 2021, 4 in the Summer term and will be carrying out 4 between half term and Christmas. All children in our previous Year 6 with SEND had transition support via face to face conversations, virtual meetings and transfer of information by the SENCo and class teachers. We liaised with individual schools to provide more additional visits and visits to Giles this year. Many children were able to access summer schools. We secured an EHCP for 6 of our Year 6 pupils during 2020/2021 and for one of these we successfully secured a place for him in a specialist provision and have heard that he is thriving in this school suited to his needs.

One child is currently having an EHC Needs assessment (ASD) and we have requested an education, health and care needs assessment for a further child and are awaiting a panel decision for this request (Learning and SEMH). Three more requests will be made by the end of the Autumn Term. All 5 of the requests this term are for Year 6 pupils. We then have a further 6 requests that will be made for Year 4 and 5 pupils in the Spring/Summer Term 2022.

The SENCo and governor for SEND have collaborated to review the SEND Policy and the SEN Information Report. The school website will be updated with these and other relevant SEND information. An access audit was carried out in March 2021 and from this an Accessibility plan was agreed with SEND Governor. Andrea Chappell has liaised with Larry Brown -Site Manager who is completing some of the outcomes on the plan.

5. SEND FUNDING

SEND Funding allocated to school for pupils with SEN Support is used to provide TA support in every class as well as a wide range of resources eg chrome books, sensory items, writing equipment in order to make reasonable adjustments.

We have been successful in securing high needs funding for children with an EHCP through a tier system that started in September 2020 and replaced Exceptional Needs Funding from January 2021. Every child with an EHCP has been put on a tier based on a banding tool completed by school, SEN Officer and a third party at each annual review or when EHCP is initially agreed. We have children placed at the following tiers (amount is annual):

Tier 2 (£1550) - 2 children

Tier 3 (£4140) - 3 children

5. SEND FUNDING

Tier 4 (£6730) -8 children

Tier 5 (£9320)-1 child

We have 5 children for whom we are awaiting ratification of band. For children without an EHCP who need funding to enable us to meet needs we can apply for High Needs Funding through our local DSPL 2 panel. We have secured this funding for one child with physical needs at Tier 3.

For those with high needs funding this provides 1:1 support for personalised learning as well as intimate and physical care to meet the needs of the child within a mainstream school. We have been able to be creative with funding for some children enabling us to embed our nurture (Scotland) class where 10 children are supported for their varying SEMH, ASD, Learning needs with 4 staff.

6. STAFF DEVELOPMENT

A full-time family support worker has been employed starting in September 2020. This has been effective in developing our own support for children and their families as part of Family First Assessments, Child in Need Plans or with more informal discussions leading to advice and support and signposting. Laura has chaired 4 Family First Assessments and subsequent Team Around the Family meetings and has been involved in a further 5 and 21 families and 17 children have accessed bespoke support over the last year.

This has alleviated one aspect of the workload for the SENCo allowing her to plan and manage time more strategically around the EHCP process supporting children and parents with this at every stage. The SENCo is also managing the workload through facilitation and safeguarding of one day a week working from home which has proved highly effective in managing demands of the role. Class Teachers are responsible for supporting all children with SEND in their classes and are leading and managing provision and reviews for all children with SEN Support who do not have and are not likely to have an EHCP in the near future. The SENCo still has an overview of these children and is available to support staff as needed.

One member of staff has been on the SENCo National Award training course (self funded) over the last year and is being supported by the SENCo and with time out of class for training to facilitate this.

All staff have had training at the beginning of Autumn Term 21 in SEND Practice and provision and the Magic Spells intervention. Relevant staff have had Moving and Handling training in order to support children with physical needs in Year 4.

Mental Health level 1 training was delivered through video in Summer Term 2021.

7. WORK WITH EXTERNAL AGENCIES

External Agencies continued to work remotely during 2020/2021 and through the second and third lockdowns some offering a reduced service. Some are still working remotely however we have had good access to all services since September 2021 and most are resuming face to face work now.

Educational Psychologist: Our link EP Ashley Birchall has facilitated assessment for majority of our EHC Needs assessments in the year and through the Summer Term. Since January 2021 they have only been providing this statutory work due to high demand.

The SENCo had a contact conversation to discuss all children and the needs of the school at the beginning of October. There is a heavy emphasis on The EHCP process with support from the EP service.

SpLD Outreach: Claire Goudkoff is offering targeted support for two children in Year 6 and targeted plus support for 2 children in Year 6 as well as training for staff in order to support these pupils. Support has been requested for a child in Year 4.

SALT: Hayley Douch our link speech and language therapist has been supporting 5 pupils on a regular basis over the last year. Speech and Language assistants have also provided blocks of support for 3 pupils.

Occupational Therapy and Physiotherapy: We have received consistent support from both services both in organising equipment for and supporting staff in using this with two Year 4 children. This support is ongoing and both services have attended EHCP and SEN Reviews for one child. 3 other children have had OT support since Jan 2021.

7. WORK WITH EXTERNAL AGENCIES

Physical and Neurological Impairment Team: Our link advisory teacher has been providing ongoing support for two year 4 children and has contributed to meetings and reviews for one of these. He worked with a Year 6 child last year who has now moved on and is working with a current Year 6 child and will continue to support through transition.

Specialist Advice and Support Service (Communication and Autism advisory teachers): Tricia Cody and Lucy Plunkett have provided support and advice for 10 children since March 21 which have contributed to EHC Needs assessment requests and EHCP's as well as enhancing SEN Support we provide. We have made 5 further requests for which we are awaiting support.

Larwood Outreach: We have referred one child to this service and support is likely to start in January 2022 and in the meantime we are receiving Tier 2 advice and support from a specialist teacher from the Willow Centre.

SEND Team: We continue to work very closely with the Herts SEND Team -through the EHCP process at all stages including taking cases to panel to request specialist provision.

Safe Space Counselling: This year we have continued to fund 2 counselling sessions per week with Nick Beesley. He has supported 4 children and all have or are engaging well and those that have finished achieved outcomes and where issues still exist further support has been given either through Mental Health Support Team input or our own school pastoral support. 4 Children had support from Sharon Peach funded through the Stanmore Road Project -one of these children has moved onto secondary school and continued to have support from Sharon there that has been successful and 2/3 children still at Giles achieved outcomes. One child will continue to have in school support as well as being part of the mental health support teams anxiety group that is currently running. We now fund one further session per week of art therapy and one child has completed a series of sessions and another has just started.