

Annual SEND report September 2019.

Provision.

Marshside Primary School is a one-form entry maintained community school.

Pupils are aged 4 – 11 years.

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

Identifying Special Educational Needs

Pupils needs may be categorised into four bands areas, these are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Early identification

We believe that early identification of special educational needs is crucial to the well being of all our pupils.

To support us in our early intervention we:

- Carry out home visits for all Reception pupils
- Attend all transfer reviews for all pupils with SEND transferring to us
- Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.

These allow us to meet the parents and give us the opportunity to discuss the pupil's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data to identify pupils who are not meeting age related expectations;
2. Analysing assessment data to identify pupils who are not making expected progress;
3. Class teachers continually monitor the pupils through their observations, discussions, marking and written feedback;
4. Providing all adults with the opportunity to discuss concerns at any time;
5. Termly meetings with Sefton's Sen inclusion consultant;
6. Implementing any actions provided to us from other professionals, e.g. Speech and language, occupational therapy, educational psychologist;

Provision.

Any pupil identified on the SEND register will receive additional support. This is outlined in a provision map which is written in conjunction with the SENCo, class teacher and teaching assistant. This outlines any support in addition to quality first teaching, which is needed for pupils within class.

Parents and carers are invited to meet termly with the class teacher and if necessary the SENCo to review their child's learning, including celebration of their success.

External agency support.

	Support	Cost
Achieve 360	Counselling 9 pupils across school	£235 weekly
Third Space Learning	Maths intervention 10 y5 / Y6 pupil	£150 per pupil
Bean Stalk reading	1 to 1 reading programme 3 pupils across the school	£214 per pupil
Speech and Language therapists	Assessment and support 3 HNF pupils Provision of programmes – 10 pupils across the school	Teaching assistant time to implement programmes costed at £15 per hour

Occupational therapist	Provision of programmes – 2 pupils across the school	
Inclusion consultant (ICON)	Supports HNF pupils	No cost
Educational psychologist	Assessment and advice for identified pupils across the school	£95 per hour (60 hours purchased)

Profile of Pupils 2018 - 2019

Level of need	Number of pupils	Percentage of school
Sen Monitoring	13	8%
Sen Support	27	16%
HNF / EHCP	6	4%

Areas of Need

Note: Some pupils may have 2 or more areas of need.

	Communication and Interaction	Cognition and learning	Social, emotional and mental health needs	Sensory and / or Medical needs
Number of pupils	13	22	10	9
% of whole population	7%	13%	6%	5%

Progress made by pupils with SEND.

	Reading		Writing		Maths	
	=	+	=	+	=	+
KS1 = 15 pupils	67%	0%	67%	0%	60%	3%
KS2 = 18 pupils	78%	3%	78%	3%	78%	3%
Whole school = 33 pupils	73%	3%	73%	3%	70%	6%

SEND funding.

Additional SEND funding for the academic year 2018 – 2019 was £30,544

Actions and training.

- Provision mapping software purchased to ensure efficient tracking of SEN pupils and impact of intervention across the school;
- Staff training led by Emma Brindle – Provision mapping and SEN profiles;
- Teaching assistant timetables completed and provision across the school mapped;
- SENCo attended Local Authority HNF and EHC panels;
- Three EHCP applications submitted;
- One EHCP review;
- HNF reviews completed with ICON and HNF data submitted to the Local Authority;
- Whole staff training on Quality First Approaches for pupils with ASD;
- Teaching assistant refresher training on the Early Reading Programme;
- SEN policy reviewed and updated;
- Planning meetings held with Educational Psychologist and ICON;
- SEN progress monitoring completed;
- SEN book scrutiny.

September 2019