

# SEN Report for Year 19/20

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Reported at Full Governors Meeting 28<sup>th</sup> September 2020

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## Overview

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Due to circumstances beyond our control the school year of 2019 to 2020 was a challenging one for all pupils and staff. We committed and continue to commit to supporting all vulnerable children, including those with special needs throughout this. The impact of lockdown and other covid-19 restrictions is still unclear. The children's social, emotional, mental health and academic abilities are currently being identified and therefore we do not have a 'full picture' of the needs within Grangefield school at this time. Through this report I will provide you, the governors with as much information as possible and I will be available for questions at the meeting that will be held on Monday the 28<sup>th</sup> September.

## September 2019 – April 2020

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From September 2019 until April 2020 we targeted, through end of previous year's assessment and September 2019 assessments, those children with SEND.

All children with identified need were already on or placed onto the Graduated Pathway, starting on a My Plan. These My Plans stated their specific areas of need and created targets to work towards through specific in-class support and interventions. They were reviewed twice during this time period.

The details are below ...

Type of Support	Number of Pupils
SEN Support My Plan	41
SEN Support My Plan+	6
EHCP Complete	5
EHCP In Progress	3
Emotional Support Plan	11

Area of Need	Number of Pupils
Specific Learning Difficulty (SpLD)	40
Moderate Learning Difficulty (MLD)	8
Severe Learning Difficulty (SLD)	5
Profound and Multiple Learning Difficulty (PMLD)	3
Social, Emotional and Mental Health (SEMH)	15
Speech and Language needs (S&L)	12
Sensory and/or Physical needs (S/P)	21

It is important to mention that there are several children who are in more than one category, for example one child with an EHCP has severe learning difficulties, sensory and physical needs and social, emotional and mental health needs, so is represented in each of those categories.

Some of those categories, such as Specific Learning Difficulty are also broken down into several sub-groups (such as Literacy difficult, Maths difficulty etc.)

The intervention programs that we focused on, due to the needs identified were; Literacy Difficulties support, memory games, sequential thinking, Time to Talk, Language for thinking, Sandwell Maths skills, Social skills, Fine motor skills, Gross motor skills, Speech sounds and colourful semantic. These were identified, initially assessed and resources by the SENCO and actioned by the SENCO, SEN HLTA and/or Class Teaching Assistants.

This process of initially identifying and assessing took much longer than is ideal due to the SENCO working two days per week. This was identified as an issue,

reported back to the Governors and the decision to make the SENCO role a full time one from Sept 2020 was made.

The information gained through this process, though not completed, did give an indication of which specific interventions were showing most progress. This has influenced our actions for the academic year 2020- 2021 (which are detailed in the Action Plan attached to this report.)

It is not possible to report pupil progress across the academic year, due to school closure and missing data, due to this, we have been not been able to efficiently analyze this. Starting points were set for children and outcome assessments did not take place.

As part of the recovery curriculum, we are assessing all of the children in all areas of their learning, this will give us a clear picture of where identified areas of need lie. For Governors body meaning an additional progress report will be given.

## Covid-19 Response

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Grangefield Primary school was closed due to the lockdown period of the covid-19 restrictions implemented by the government; this was from the week commencing the 23<sup>rd</sup> March 2020.

The school was closed to most pupils for 7 teaching weeks and from June the 1<sup>st</sup> there was a partial reopening to years Reception, one and six. For children not attending the school site there was a clear and detailed home learning program in place provided by their class teachers.

SEN pupils had extra resources, smaller tasks and/or different tasks to differentiate, based on their individual needs. This was through a combination of class teacher knowledge of the children, my plan targets and SENCO advice.

The Nest team (Nurture and Emotional Support team and SEN) identified key children who were 'vulnerable' these children were offered places, in school, in key worker groups. Not all parents chose for their child to attend.

The SEN children who were offered these places were risk assessed by the SENCO using the covid-19 specific risk assessment provided by the county council for SEN children. Those who did not attend were targeted for weekly communication. As SENCO I had responsibility for SEN children. Parents were spoken to weekly focusing on wellbeing and academic support. For SEN children bespoke support packs were created and delivered. Support was updated when needs were identified. Liaison with the LEA support teams continued so that support could be tailored to a child's need using expert advice.

Provision for Looked After children was sustained with the SENCO continuing weekly online therapy sessions, previously run onsite by an external advisor.

PEP (Personal Education Plan) meetings and Review meetings continued with SENCO, external agencies and parents involved. However, pending EHCP cases have had to be paused as onsite work with children could not be completed by external agencies.

Secondary school transition for SEN children continued and was adapted to meet covid-19 restrictions without compromising on support. Transition meetings between Secondary schools, parents and SENCO continued virtually. Where SEN children traditionally had additional induction visits they were sent video tours, photographs and had phone calls with key staff at the secondary schools. From communication from secondary SENCOs this term, the SEN children leaving Grangefield have had positive transitions.

For high levels of SEN children transitioning from year groups within Grangefield, transition events also took place with the appropriate risk assessments having taken place. This included communications between SENCO and parents, transition books and communications across the summer holiday. Initial observations this term indicate that those children have all returned to school very positively and have had a fantastic start.

During the Summer Term, although still part time, the SENCO took on being part of the senior management team, attending virtual meetings. This helped as information could be shared easily at a time when the situation was rapidly changing and has helped with the September 2020 transition.

## In Conclusion

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Despite the challenging year, vulnerable children including those with special educational needs were supported through the covid-19. From the start of September a restorative curriculum has been put into place, as part of this an SEN action plan has been created in order to provide planned, effective support. This will support SEN children getting back into full time education and the challenges that may arise.

See the attached Nest Action Plan (not published on website as a working document)