

## SEN Review of Academic Year 21 – 22.

This review has been written by Alex Elander-Phoenix (Special Educational Needs Coordinator) at Grangefield Primary school. This includes an overview of the year, Year SEN data, data comparison from September 2021 and July 2022, and analysis of this data, a highlight of successes and targets set for the year 2022 to 2023.

### Overview

The academic year 2021 to 2022 have been a successful one. The overall data patterns show that in Reading, Writing and Maths the pupils with SEN provision have made accelerated progress. Pupils with Educational Healthcare Plans (EHCPs) Have made accelerated progress in Reading and Maths and expected progress in Writing.

When the school was externally reviewed the SEN discussion went well, the feedback was a commentary of what is happening in the school and there were no areas that were highlighted for change or further development. However, I looked at the whole school review report and have included an area that was highlighted, which was the consistent class teaching assistant deployment and I have included this in my action plan and I have already started to action this (with an end of year teaching assistant meeting.) I have added this as consistent and effective deployment of teaching assistants in the classroom has a direct impact on SEN pupils.

Parental and child feedback has been extremely positive. Feedback from the whole school Parent/Carer Questionnaire was positive. With 100% happy with the SEN provision provided for their child. This term I am planning on sending out a more detailed SEN parent questionnaire so that I can pinpoint any areas that need further development and support and which areas parents are most pleased with.

The after school Tea Time club started in the summer term. This has been developed so that disadvantages pupil's (DA) and their parents can get a hot meal and have support with homework, reading, learn and get support signposted, they can socialise with parents who are in similar positions and can speak to staff in a less formal way. This has had a large uptake for SEN pupils in this category too, as 75% of those attending are DA and SEN. This was developed in response to some parents feeling more isolated during and since Covid-19 and due to staff making me aware of parents who are not fully engaging with My Plans and homework. 20 families have signed up and on average we get 10 families attending per week. We have A Level Health and Social Care pupils supporting from Cleeve Secondary School. Staff volunteer, but this has been challenging at times due to their other commitments.

This year, I have been able to imbed the changes and processes that I had brought in over the past two years. We now have a clear system in place that all staff are using well. Staff have had opportunities for continuous professional development (CPD) and training which they have accessed readily. Through my monitoring (observations, learning walks, intervention reviews, book-looks and voice of the child) it has been clear that new skills learnt through this CPD and training have been applied to the classrooms quickly and efficiently positively effecting the pupils.

I have been able to complete Action Research, on an intervention which I created to meet a growing need in the Early Year. An action from the 21-22 action plan was to support Reception pupils with speech sounds difficulties (a need that has grown since the covid-19 pandemic.) Due to a lack of research and resources available and a long wait for external speech and language therapy I developed a bespoke intervention. 15 children in reception started the intervention. Through three rounds of action research it was clear that the intervention was meeting their need. At the end of the summer 7 of the pupils no longer have any speech sounds need and have been taken of My Plans as a result. 100% of the pupils taking part have reduced their number of sounds in need of support from on average 5 to 1. I envisage that those children will only need one more set of six weeks of intervention until they have 0. This intervention is currently being written up as my Masters in Inclusive Education Dissertation.

Nurture groups have been running throughout the year. There is one group of, on average 12 children, every long term. I used the nurture program as a case study for an assignment completed as part of my SENCO masters level course. This showed that the process works well for the majority of the children with 85% of them showing improvements in the social, emotional and mental health after the six weeks. It was clear that we still need to continue to offer the more bespoke small group and individual intervention to those who did not show improvements in these areas.

The Children and Families Support worker has worked with 29 pupils and their families this year. She reviews the Emotional Support Plans, which are the My Plans for children with just Social, Emotional and Mental Health SEN needs, termly and she adapts her work to the children's needs. The use of assessment tools to inform this is now being used effectively and efficiently and I no longer need to supervise this.

Over the summer, I completed my training to be the Senior Mental Health Lead in the school. I am now creating a school action plan and portfolio and I will be implementing support over this year. This is something which has been rolled out to all of the schools throughout England and all schools have to have a senior mental health lead. This is in response to a national increase in the number of pupils in need of social, emotional and mental health support.

This year I have completed the following individual assessments

Dyslexia Portfolio	5 pupils
Reading Age assessment	15 pupils
Helen Arkle Spelling Age assessment	15 pupils
Nessy initial assessment	30 pupils
Speech Sounds Assessment	19 pupils
Sandwell Maths assessment	5 Pupils

This information has been added to the My Plan reviews and has informed next steps. It has also been added to the information for teacher assessment at data points in the year

We have a clear timetable for reviews and I support the staff and give them time in staff meetings to complete their reviews, this has been very successful and the feedback from staff has been positive. Reviews can also happen as and when targets have been met, so that children do not have to wait for the timetables review dates.

Summer 22 SEND data.

<b>Date:</b>	<b>June 2022</b>	<b>Completed by:</b>	<b>Alex Elander-Phoenix (SENCO)</b>
<b>Total Number of SEN</b>	<b>75 (19%) EHCP 7 (1.8%)</b>		

<b>Year Group</b>	<b>Number of SEN</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Sensory and/or Physical / Medical</b>	<b>SEMH</b>
<b>Reception</b>	15 Pupils (12 My Plan, 2 My Plan + and 1 EHCP)	5	15	2	1
<b>Year 1</b>	9 Pupils (6 My Plan, 1 My Plan + and 2 EHCPs)	6	5	2	3
<b>Year 2</b>	8 Pupils ( 6 My Plan and 2 My Plan +)	6	2	1	2
<b>Year 3</b>	5 Pupils (3 My Plans, 1 My Plan+ and 1 EHCP)	4	1	1	5
<b>Year 4</b>	17 Pupils ( 13 My Plans, 2 My Plan+ and 2 EHCPs)	14	2	3	7
<b>Year 5</b>	10 Pupils ( 9 My Plans and 1 My Plan+)	9	1	2	5
<b>Year 6</b>	11 Pupils ( 9 My Plans, 1 My Plan + and 1 EHCP)	11	2	2	6
	75	55	28	13	29

<b>Date:</b>	<b>SEN NA 16.6%</b>	<b>EHCP NA 4%</b>	<b>Comparison with National Averages</b>
<b>2022 data</b>			<p>We are below the national average for EHCPs. We have three children who are currently on My Plan+, who will likely get an EHCP in the next academic year. This would bring our percentage up by 2.5%</p> <p>We are above the national average for overall number of SEN. I discussed this with Cheryl Roddam from the Local Authority, who reassured me that this has become the average percentage of SEN in the local area. This may be due to several factors, including an increase in the number of pupils in the school (due to expansion to 2 form entry) a change in the local socioeconomic profile.</p> <p>We have also had an unprecedented number of request for placements of high level SEN pupils from the Local Authority (An average school year would see an average of 2 requests, we had 12.) I have replied in detail to all and we have been able to meet the need, through reasonable adjustment of two of those children.</p> <p>The longer term effects of the Covid-19 pandemic restrictions are still in their infancy, however there seems to be an effect on the speech, language and communication of the younger children in the school and those in local nurseries. It has also had an increase in the social, emotional and mental health needs across the school. Both of these areas of need have been prioritised this year and will continue to be monitored over time.</p> <p>The areas of need in Grangefield Primary School reflect national trends. Communication and interaction needs and Social Emotional mental health needs have shown the highest increase over</p>

the last three years. Nationally there has been a large increase in Speech and communication needs, we are addressing this through Action Research Speech Sounds support and close monitoring. Social Emotional Mental health needs have increase nationally, we are addressing this in school by the training of the Senior Mental Health Lead and ELSA training, both are on the SEN action plan.

Data comparison from September 2021 and July 2022 including highlights and targets

Key –

EXP+ = Expected Standard (Age expected) and above

GDS = Greater Depth

Whole school – SEN Support	Summer 21 EXS+	Summer 21 GDS	Summer 22 EXS+	Summer 22 GDS
Reading	38%	9%	46%	5%
Writing	25%	0%	30%	0%
Maths	41%	2%	45%	2%

Whole school – EHCP Support	Summer 21 EXS+	Summer 21 GDS	Summer 22 EXS+	Summer 22 GDS
Reading	33%	17%	67%	17%
Writing	33%	17%	33%	17%
Maths	33%	17%	67%	0%

Reading and Maths have shown greatest improvement over the year.

Writing is a whole school SEN target for this year

Reception -SEN Support	Summer 22 EXS+	Summer 22 GDS
Reading	86%	0%
Writing	53%	0%
Maths	73%	0%

Reading has shown great improvements. It has been reported that the Read Write Ink Phonics programme has been very successful in this year group. The teachers report that it has given the children more confidence and that they are more prepared for writing due to Read Write Ink this year, although writing is still an area where the SEN support pupils need to be targeted more.

SEN children in reception have had more communication and social needs than the rest of the school therefore as they move up to year one they will be targeted for support in these areas.

Year One SEN Support	Summer 21 EXS+	Summer 21 GDS	Summer 22 EXS+	Summer 22 GDS
Reading	14%	14%	14%	14%
Writing	14%	0%	14%	0%
Maths	43%	6%	43%	14%

Year One – EHCP Support	Summer 21 EXS+	Summer 21 GDS	Summer 22 EXS+	Summer 22 GDS
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<b>Reading</b>	<b>50%</b>	<b>0%</b>	<b>50%</b>	<b>0%</b>
<b>Writing</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Maths</b>	<b>50%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>

Both reading and writing need to be further supported and targeted in this year group, the historical and current difficulties in communication have a direct effect on their reading and writing progress. Several SEN pupils in this year group are showing signs that they need more support through the communication and interaction pathway, they are also beginning to get support from the outside agencies such as Speech and Language Therapy.

<b>Year Two - Support</b>	<b>Summer 21 EXS+</b>	<b>Summer 21 GDS</b>	<b>Summer 22 EXS+</b>	<b>Summer 22 GDS</b>
<b>Reading</b>	<b>25%</b>	<b>13%</b>	<b>38%</b>	<b>0%</b>
<b>Writing</b>	<b>13%</b>	<b>0%</b>	<b>25%</b>	<b>0%</b>
<b>Maths</b>	<b>25%</b>	<b>0%</b>	<b>28%</b>	<b>2%</b>

Year Two had No EHCPs

<b>Year Three– SEN Support</b>	<b>Summer 21 EXS+</b>	<b>Summer 21 GDS</b>	<b>Summer 22 EXS+</b>	<b>Summer 22 GDS</b>
<b>Reading</b>	<b>20%</b>	<b>0%</b>	<b>60%</b>	<b>0%</b>
<b>Writing</b>	<b>0%</b>	<b>0%</b>	<b>20%</b>	<b>0%</b>
<b>Maths</b>	<b>0%</b>	<b>0%</b>	<b>20%</b>	<b>0%</b>

<b>Year Three – EHCP Support</b>	<b>Summer 21 EXS+</b>	<b>Summer 21 GDS</b>	<b>Summer 22 EXS+</b>	<b>Summer 22 GDS</b>
<b>Reading</b>	<b>100%</b>	<b>10%</b>	<b>100%</b>	<b>100%</b>
<b>Writing</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Maths</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>

This year has shown the most improvement in Reading. Writing and Maths are both needed to be targeted further.

<b>Year Four – SEN Support</b>	<b>Summer 21 EXS+</b>	<b>Summer 21 GDS</b>	<b>Summer 22 EXS+</b>	<b>Summer 22 GDS</b>
<b>Reading</b>	<b>33%</b>	<b>0%</b>	<b>40%</b>	<b>0%</b>
<b>Writing</b>	<b>13%</b>	<b>0%</b>	<b>20%</b>	<b>0%</b>
<b>Maths</b>	<b>33%</b>	<b>0%</b>	<b>33%</b>	<b>0%</b>

<b>Year Four - EHCP Support</b>	<b>Summer 21 EXS+</b>	<b>Summer 21 GDS</b>	<b>Summer 22 EXS+</b>	<b>Summer 22 GDS</b>
<b>Reading</b>	<b>0%</b>	<b>0%</b>	<b>50%</b>	<b>0%</b>
<b>Writing</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Maths</b>	<b>0%</b>	<b>0%</b>	<b>50%</b>	<b>0%</b>

This year has shown greatest improvement in Reading, the writing is the area that needs targeting the most, with Maths also not increasing percentage since the previous summer.

<b>Year Five – SEN Support</b>	<b>Summer 21 EXS+</b>	<b>Summer 21 GDS</b>	<b>Summer 22 EXS+</b>	<b>Summer 22 GDS</b>
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<b>Reading</b>	<b>40%</b>	<b>0%</b>	<b>50%</b>	<b>10%</b>
<b>Writing</b>	<b>30%</b>	<b>0%</b>	<b>30%</b>	<b>0%</b>
<b>Maths</b>	<b>60%</b>	<b>0%</b>	<b>60%</b>	<b>0%</b>

Year Five had no EHCPs

Year five has greatest improvements in reading. Maths and Writing has maintained this year and writing is the area that needs the most support.

<b>Year Six - SEN Support</b>	<b>Summer 21 EXS+</b>	<b>Summer 21 GDS</b>	<b>Summer 22 EXS+</b>	<b>Summer 22 GDS</b>
<b>Reading</b>	<b>73%</b>	<b>18%</b>	<b>82%</b>	<b>9%</b>
<b>Writing</b>	<b>64%</b>	<b>0%</b>	<b>64%</b>	<b>0%</b>
<b>Maths</b>	<b>64%</b>	<b>9%</b>	<b>64%</b>	<b>0%</b>

<b>Year Six – EHCP Support</b>	<b>Summer 21 EXS+</b>	<b>Summer 21 GDS</b>	<b>Summer 22 EXS+</b>	<b>Summer 22 GDS</b>
<b>Reading</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>
<b>Writing</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>
<b>Maths</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

Year six have shown great improvement in Reading. Writing and Maths have maintained the previous progress. EHCP pupil has improved in both reading and writing and although it does not show on this they have made great progress in Maths and nearly achieved EXS.

#### In conclusion

This year has been a positive one, and there have been many areas where improvements have been made. The next year is a year to further imbed the processes and to ensure that we continue to evaluate as we go to make sure that we are doing the best for the pupils.

The following are the targets for the 22-23 Action Plan.

1. Successfully improve Writing Data for all SEN pupils
2. Continue to develop the Social, Emotional and Mental Health support for Pupils
3. Continue to encourage and nurture Parental Engagement, especially for those SEN pupils who are also PP, FSM and/or EAL
4. Ensure that all SEN pupils make accelerated progress in all subjects across their time at Grangefield Primary School.
5. Ensure consistent and effective Teaching assistant deployment