



## SEN Update Report to Parents July 2021

This report aims to provide parents with an update about SEN practices at Brewster Avenue Infant and Nursery School. Our school is an inclusive school that aims to involve all pupils in the wider life of the school.

**SEN Lead Teacher:** Amanda Bull (Deputy Head teacher)

**SEN Lead Governor:** Graham Casey

### **SEN Policy**

Our SEN policy and 2020-21 Local Offer can be accessed through our school website or a paper copy can be requested through our school office. The policy was reviewed on 13<sup>th</sup> November 2020.

### **Accessibility Plan**

Our Accessibility plan was ratified by governors November 2020 and an action plan devised. It is due to be reviewed Autumn 2023. This can be seen on our school website or a paper copy can be requested through our school office.

### **Admissions**

The Local Authority will admit children with an Education Health and Care Plan which names a school. This will be in addition to any specific arrangements to specialist provision.

Year Group	SEN Support July 2021	EHCP July 2021
Nursery	3	1 (reception age)
Reception	4	4
Year 1	5	1
Year 2	5	1
Communication and interaction/Cognition & Learning	Sensory and Physical	Social Emotional and mental Health
20	2	2

### **Attainment and Progress**

Due to the relatively small number of children formally identified as having SEN, numerical data does not provide a useful indication of attainment and progress.

We measure progress against targets set in an 'assess, plan, do, review' cycle on an individual basis. These targets are set and reviewed with parents and where appropriate, children, at least 3 times a year, often more frequently.

Additionally, we meet as a whole staff to discuss progress of children with SEN at the end of each term. This information is then collated by the SENCO and next steps are planned.



### **Interventions**

In addition to quality first teaching from their class teacher, children with SEN continue to be supported in a number of ways, including:

- 1-1 targeted support
- Small group interventions
- Programmes of need provided by external professionals
- Daily sensory circuit
- Social skills groups
- Music therapy
- Access to the sensory room

### **Pupil Involvement**

Where possible, children are involved in setting and reviewing their targets. Where appropriate, they also contribute to their reviews, often using PECs.

### **Parental Involvement**

The support of parents is greatly valued. Parents are invited to set and review targets and plans termly with the SENCo, class teachers and teaching assistants.

Annual reviews for children with Education Health Care plans involve external agencies as well and are led by the SENCo or Local Authority SEN team.

Home/School books are used for daily communication as appropriate.

Parents are able to talk to key staff at the beginning and end of the school day.

This report has been produced in consultation with parents.

We work with "Family Voice" a charity who support families of children with SEN.

### **Governor Involvement**

Graham Casey meets with Amanda Bull. During his visits to school he:

- Reviewed attainment and progress
- Discussed impact of new initiatives
- Reviewed individual case studies
- Met children and observes them learning



### **Multi-Agency Support**

Throughout the year the following professionals have supported pupils with special educational needs in the school:

- Educational Psychologist
- CAMHs
- Speech and Language Therapist
- Autism Outreach Teacher
- School Nurse
- Occupational Therapist
- Social Workers
- Sensory Impairment Service
- Emotional Health and Wellbeing service.

### **Covid-19**

All children with EHCPs were offered full time places during lockdown 3 (January-March 2021). 3 attended throughout, 2 attended partially and 2 stayed at home. Individually tailored home learning was sent to those children with SEN learning at home. Additional online or telephone sessions were also offered.

### **Transition Arrangements**

We work closely with the neighbouring preschools, our feeder junior school and other local receiving primary schools to ensure that there was a smooth transition for all our children with SEN. This included extra visits to the school for individual children, key staff visiting and observing children in current provision and visual aids such as photobooks and social stories. This year we also had a dedicated transition officer from the SEND team and support from Autism Outreach.

### **Attendance**

<b>Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
EHCP	94%		89%
SEN Support	96%		90%
Whole School	96%		94%



### **Budget Allocation**

April 2020- March 2021

#### **Income**

High Needs top up funding: £21,726

Low attainment: £62,834

Total: £84,560

#### **Expenditure**

Salary for dedicated SEN teaching assistants: £79,041

SENCO time: £14,066

SEN resources: £104

Educational Psychology: £1,070

Total: £94,280

### **Staff Training**

Teaching assistants are constantly developed by working with outside agencies such as SALT and OT to support children.

This year reception TAs attended visuals training delivered by SALT. They also received epilepsy training through the school nursing service.

All teachers took part in a 2-hour twilight Mental Health awareness training. 6 TAs accessed the recording of the session. Reception TAs attended Attention Autism Training from the Autism Awareness service. One TA accessed Autism Hub training. January training day was Emotion Coaching-attended by all staff. All staff also attended STEPs training over the spring term.

### **Priorities for 2021-2022**

Embedding STEPs training to develop a therapeutic response to behaviour.

EHCP requests for at least 4 children, 2 N1s and 2 children who started reception in March with significant undiagnosed needs.