



Briary Primary School

SEN & D Information Report 2022

The SENCo is: Mrs F Gallimore

The SEN Governor is: Mr Dan Lewsey

The most recent SEN Governor visit to the school was on 12th July, 2022

Definition of SEN and Disability

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they: (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or (b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014)

Definition of disability

Many children who have SEN may also have a disability under the Equality Act 2010 – that is “...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014) The admission arrangements for pupils without an Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage disabled children or those with SEN.

At Briary School there are three levels of provision for children with additional needs. These are as follows:

EHCP

SEN Support

Monitoring, including B20

For the purposes of data and reporting of SEND only children on SEND support and EHCP will be included.

Monitoring

Means that:

School is aware that the child will need extra support with their learning; this can be achieved by making reasonable adjustments using Mainstream Core Standards.

SEND Support

Means that:

School is aware that the child will need extra support with their learning. This requires support beyond reasonable adjustments using Mainstream Core Standards. Advice and support will be sought from external agencies.

EHCP

Means that:

If a child fails to have their needs met in order to make progress and thrive despite SEND support being rigorously in place, a request for ‘Statutory Assessment’ will then be sent to the Local Authority.

SEN Information for Current Academic Year

Number of Children identified across the school ~ September 2022 *NB- Children in year R are still currently being monitored*

Year Group	R	1	2	3	4	5	6	Whole school
Number of SEN	2/44	4/30	8/38	5/39	6/30	7/46	10/62	42/289
% of Cohort	4.5%	13.3%	21%	12.8%	20%	15.2%	16%	14.5%

SEN Status	EHCP	SEN Support	LAC SEN	No LAC SEN
Number of children	8	34	0	1
% in school	2.7%	11.7%	0%	100%

Number of children with an EHCP						
YR	Y1	Y2	Y3	Y4	Y5	Y6
0	1	0	1	1	2	3
Number of children identified at SEN Support						
YR	Y1	Y2	Y3	Y4	Y5	Y6
2	3	9	5	5	5	5

Number of children identified at monitoring						
YR	Y1	Y2	Y3	Y4	Y5	Y6
14	12	15	14	11	8	9

The national trend for SEN students in Primary School is 15.3 % of the school population. We currently have 14.5%. 2.3 % of students nationally have an EHC Plan. We currently have 2.7%. Nationally, 13 % of pupils are identified as SEN Support level, we currently have 11.7% (National data January 2022). This will rise when YR complete assessment.

Funding

We currently have 11 children with additional High Needs Funding. This is additional funding which is usually reapplied for each year. The first £6000 of any SEN pupil's entitlement is funded through the school budget. At Briary Primary School we use the SEN funding for staffing and support/ interventions for SEN pupils. The High Needs Funding is additional provision for individually identified pupils. We will submit a further 6 applications for children in term 1.

SEN Need Statistics

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Attention Deficit (Hyperactivity) Disorder	2	4.7%	0.7%
Autistic Spectrum Disorder	11	25.6%	3.8%
Dyslexia	2	4.7%	0.7%
Hearing Impairment	1	2.3%	0.3%
Moderate Learning Difficulty	8	18.6%	2.7%
Multi-Sensory Impairment	1	2.3%	0.3%
Physical Disability	2	4.7%	0.7%
Social, Emotional & Mental Health	14	32.6%	4.8%
Specific Learning Difficulty	6	14%	2.1%
Speech, Language and Communication Needs	13	30.2%	4.5%

Pupil Totals for Year Groups

Year	Males	Females	Total
R	23	24	47
1	15	17	32
2	20	18	38
3	23	17	40
4	18	13	31
5	20	27	47
6	35	27	62
Totals			

Monitoring

There is a robust programme of termly monitoring which consists of a formal meeting between SENCO and teachers each term. Progress is assessed against provision maps, data monitoring and the SEND register is updated. The level of provision required is reviewed at this point in order to ensure swift intervention at the point of need. This process includes children on monitoring level of SEND provision. Observations in classes and observation of some interventions including maths, reading, spelling, phonics, Speech and Language and sensory circuits are carried out. Parent consultations take place in Terms 2, 4 and 6 for all year groups and include discussion about children's progress and data monitoring. Provision Plans are updated to target support for groups and individuals on a 6 week rolling programme. In class observations of SEN pupils and their access to learning across the school are completed by the Senior Leadership Team and outside agencies including Specialist Teachers and other professionals as appropriate. Discussions with TAs regarding progress and records of support are collected to support planning interventions and establish CPD priorities.

Each TA is developing an area of expertise as part of their coaching into appraisal and CPD training is accessed from The National College. The School is currently undertaking the process of becoming an accredited school with Nurture UK.

All children are monitored individually for reading twice per year using YARC.

SEMH is monitored using Boxall profile for all children.

All YR children are screened on arrival using Language Link. Identified children are screened using Speech Link. This Further screens are implemented as necessary

Additional Support (usually available):

- Individual or small group phonics sessions
- Individual daily reading or frequent reading
- Precision teaching of spellings and High Frequency Words
- Fine motor skills intervention- Clever Hands
- Handwriting/ letter formation practice
- Maths small group support
- Maths individual support
- Precision Teaching of Maths e.g. number bonds, times tables
- Social skills, attention and listening, turn taking
- Gross motor skills support-Fizzy/ BEAM
- Sensory circuits
- Speech support programmes- Speech Link
- Language support programmes- Language Link
- In class focus groups

Whole School SEN and D Review 2022

A full SEND review will take place on 08/11/2022

Advice has been sought at LIFT (Local Inclusion Forum Team) for specific pupils with additional educational needs across the school, this has resulted in visits by STLS (Specialist teaching and Learning Service) to advise and support teachers with strategies to enable the pupils to access learning and make progress from their starting points.

EP assessments and observations have taken place when possible for key pupils presenting with barriers to learning and review meetings have taken place to discuss the outcomes with parents and teachers in order to support learning further and support EHCP assessments.

Referrals have been made to Speech and Language Service for pupils who have accessed in school support but require further assessment and advice. Speech and Language service have also assessed pupils and directly supported pupils with Speech and Language needs identified on their EHC Plans on alternate terms. Speech and Language service have also provided advice to support school staff to develop children's specific speech or language targets. The number of children requiring in school support to develop Speech and Language is continuing to rise, particularly in Early Years, and represents a significant barrier to learning for our children on entry. All children are screened for speech and language on arrival in the school.

Referrals have also been made to Paediatricians and /or Child and Young Persons Mental Health Service (NELFT) for developmental assessment, Autistic Spectrum Condition (ASC) assessment and Attention Deficit Hyperactivity Condition (ADHD) assessments as needed. The assessment for ASC and ADHD is now taking well over 2 years from referral. Pupils with SEN are usually working at emerging level or below programme of study, which reflects their high level of need.

For children working below National Curriculum subject specific teaching levels, [the Engagement Model](#) will be used as a method of observation and recording progress. The DfE will be informed at the end of each Key Stage the number of children working on the Engagement Model.

Attainment of Year 6 pupils and Year 2 pupils

KSI SATS	Total	SEN	Non SEN
Reading	53.7%	28.6%	58.8%
Writing	38.2%	28.6%	38.2%
Maths	46.3%	14.3%	52.9%

KS2 SATS	Total	SEN	Non SEN
Reading	66.7%	50%	72.5%
Writing	67.3%	42.1%	75.6%
Maths	57.4%	28.6%	67.5%

Strengths in provision across the school include:

The school is currently in the first year of a three-year programme with Nurture UK. This is to ensure that every child gets the support they need to have the best possible chance in life.

We aim to:

Develop tools and techniques to remove pupils' barriers to learning.

Train the adults in school to give children the support they need.

Foster a nurturing culture and ethos at Briary School.

Develop policies to ensure that no child is left behind.

A termly review meeting ensures that all children with SEN and children who have been identified as having barriers to learning are frequently discussed to ensure provision is appropriate to need.

Children's progress is discussed at parent consultations and interventions are planned and reviewed on class Provision Plans. Senior Leaders monitor provision, seeing the interventions in place and outcomes when reviewed.

There is a growing bank of resources and opportunities for continued CPD for staff to access on the SEND area of the Share Point.

High Needs funding was successfully requested for 11 children to enable higher levels of support, additional interventions and access to the curriculum.

Areas for development:

A change of SENCO has provided an opportunity for a review of policy and procedures. In line with Priority 1 and Priority 2 in the 2022-2023 SIP we will:

- Continue to embed Mainstream Core standards within quality first teaching.
- Continue to support/develop and train teachers and support staff over a sustained period of time to become expert in an area of intervention.

- Further develop all staff with the strategies for teaching/ supporting children with a range of SEN and wellbeing needs to ensure that children engage actively and deeply with their learning, embed skills and transfer their knowledge across the curriculum.
- Continue to develop opportunities for independence for children with SEND
- Further develop our communications with parents/ carers of SEND children

This report will be next reviewed at the end of the academic year and re-published in January 2023.