



Briary Primary School

SEN & D Information Report 2021

The Acting SENCo is: Mrs N Murrell

The SEN Governor is: Mr Dan Lewsey

The most recent SEN Governor visit to the school was on 28th April, 2021

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.

SEN Information for Academic year 2020/ 21

Number of Children identified across the school ~ September 2021

Year Group	R	I	2	3	4	5	6	Whole school
Number of SEN	1/32	9/38	6/38	7/33	6/46	9/59	5/54	45/302
% of Cohort	3%	24%	16%	21%	13%	15%	10%	15%

SEN Status	EHCP		SEN Support		LAC No SEN		LAC SEN	
Number of children	7		37		1		3	
% in school	2%		12%		<1%		1%	
Number of children with an EHCP								
R	I	2	3	4	5	6		
0	0	0	0	2	2	2		
Number of children identified at SEN Support								
R	I	2	3	4	5	6		
I	9	6	7	4	7	3		

The national trend for SEN students is 14.2 % of the school population. We currently have 15%. 1.6 % of students nationally have an EHC Plan. We currently have 2%. Nationally, 12.6 % of pupils are identified as SEN Support level, we currently have 12%

Funding

We currently have 13 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.

Type of Need

SEN Need Type	Whole School Total
Autistic Spectrum Condition (ASC)	9
Social, Emotional, Mental Health (SEMH)	12
Physical Disability (PD)	1
Speech Language and Communication Needs (SLCN)	13
Moderate Learning Difficulty (MLD)	8
Hearing Impairment (HI)	1
Multi-Sensory Impairment (MSI)	1
Visual Impairment (VI)	1
Specific Learning Difficulty (SPLD)	7
Looked After Child (LAC)	4
EHCP	7
SEN SUPPORT	37
HIGH NEEDS FUNDING	13

NB: Some children will be included in more than one category

Pupil Totals for Year Groups

Year	Males	Females	Total
R	17	15	32
1	20	18	38
2	23	15	38
3	20	13	33
4	27	19	46
5	32	27	59
6	31	23	54
Totals	163	139	302

Monitoring

This included observations in classes and observation of some interventions including maths, reading, spelling, phonics, Speech and Language and sensory circuits. However, due to the impact of Covid 19 upon schools and the use of a bubble structure in schools when they are open, observations have taken place less frequently since restrictions began. Some socially distanced observations have taken place, usually in the playground setting. When possible, in class observations will resume along with book scrutiny etc. Regular contact with teachers and support staff (virtually) has enabled monitoring and SEND support to continue. Parent consultations take place in Terms 1/2, 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. In class observations of SEN pupils and their access to learning across the school have been completed by the Senior Leadership Team and outside agencies including Specialist Teachers and an Educational Psychologist prior to Covid 19. Discussions with TAs regarding progress and records of support are collected to support planning interventions.

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 practice
- 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
- Sensory circuits
- Speech support programmes
- Language support programmes
- In class focus groups

Whole School SEN and D Review 2020

The SEN children have received support throughout the year, both in class and in interventions targeting their needs across the year group. Covid 19 restrictions and lockdowns have impacted upon the way that some interventions have been able to take place e.g. across class support/ interventions.

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. This has been ongoing virtually in recent months due to Covid 19.

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.

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.

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.

From September 2021- 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

Attainment was not assessed by SATs due to Covid 19 this year. Therefore, we are unable to append the usual tables reflecting progress and comparisons with other schools.

Strengths in provision across the school include:

High Needs funding was successfully requested for 13 children to enable higher levels of support, additional interventions and access to the curriculum.

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.

Areas for development:

The past 18 months has provided the opportunity to review and reconsider our practice and procedures. As a result school leaders have identified a key priority in strengthening a whole school approach to inclusion within quality first teaching, including the implementation of a whole school approach to 'learning to learn'. In order to achieve this we will:

- continue to support/develop and train teachers and support staff over a sustained period of time to equip them with the strategies for teaching/ supporting children with a range of SEN and wellbeing needs
- continue to develop opportunities for independence for children with SEND
- further develop our communications with parents/ carers of SEN & D children