



# St Bartholomew's CE Primary School

Annual Send Report 2019/20

## SEND School Profile

	July 2017	July 2018	July 2019	July 2020
SEN support	14	12	12	8
EHCP	3	2	3	3

## SEND profile per year group

	R	1	2	3	4	5	6
SEN support	0	1	0	2	1	3	1
EHC	0	2	0	0	0	0	1

SEND = 10% of school National 14.9 Lincolnshire 13.1

EHCP = 2.72% Of school National 3.1% Lincolnshire 3.3%

### Identifying Special Educational Needs

Children's needs may be categorised into four bands areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

### Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Carry out setting visits for all Reception pupils
2. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.
3. Constantly monitor test results, track progress, analyse class work.
4. Screen for Dyslexia to at risk pupils in Y2

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

### Provision

Any child identified on the SEND register receives additional support. This is outlined on the year group provision map, which is written in conjunction with the class teacher and TA. This outlines any support in addition to quality first teaching, which is needed for pupils within the class.

Teachers then write an individual education plan, clearly outlining the pupil's current level; targets linked to their next steps in learning and suggested activities. TAs use these plans to plan the daily intervention sessions.

At the end of the intervention, the class teacher and TA review the pupil's learning. Parents/Carers are invited to meet termly with the class teacher, teaching assistant and where appropriate SENCO to review their child's learning, celebrate their successes.

## SEND costings 2019/20

Class	Pupils on SEN register	EHCP	Staffing/intervention costs	chair	Licenses for clicker/ Nessy	Sensory circuit materials and training	Slope boards Memory magic Theraplay Writing grips	STT Whole school
Apple	2	2	36000	480	600	42	80	
Palm	3	0	3327		120		60	
Oak	0	0					60	
Willow	5	2	18432				10	
Totals	10	3	76191	480	720	42	210	600

£78243

Note: this is time specified by teachers for timetabled interventions; Send children also receive extra support from teaching and non-teaching staff in addition to this during class time

### **How have children with Education and Health Care Plans (EHCPs), High Needs and SEN been supported through School Closures?**

#### **Work packs**

Children with EHCPs were given tailored resource packs prepared by their supporting adults at the time of schools closing.

#### **Laptops were offered to all children with EHCP's or vulnerable/SEN**

#### **Clicker 8**

The SENCo acquired free Clicker 8 licences so that children can work online to create literacy-based work. This included pupils with EHCPs as well as those children with high SEND needs, but who do not have an EHCP.

We have purchased 5 site licenses to be used over the next three years.

#### **Parental contact**

Parental contact is regular. The SENCo has been telephoning all parents of the pupils with an EHCP who have not been able to attend school each week to check in and help with any difficulties, which may have arisen.

Links to resources have been sent to specific families by the SENCo and include Social Stories about Coronavirus for pupils as identified on the Autism Spectrum, wellbeing resources for children who may be suffering with anxiety.

Online meetings have been arranged when required too (please see Annual Reviews and EHCP Requests).

#### **Annual Reviews and EHCP Requests**

Statutory work has continued. This includes annual Reviews and requests for Education and Health Plans (EHCPs).

Two Annual Reviews were held remotely during this time. Online platforms were used, including Zoom and teams, and this worked well for all parties. The SENCo has worked closely with the LEA's Case Worker to facilitate an EHCNA. Contact has been made with health professionals regarding the safe return to school in June and September.

#### **Risk Assessments for pupils with an EHCP**

We have three (July 2020) children in school with EHCPs and all were deemed safer at home initially following discussions between the SENCO and parents. June 2020: the government following the wider opening of school at the beginning of June issued New Risk Assessments. The SENCo has completed

these for all three pupils. As these are 'live' documents, the SENCo will review them regularly. We had one pupil with an EHCP who attended school from June with new class teacher and TA.

### **Transition**

The SENCo has liaised with all secondary schools where children with SEN were transferring; a transition document was created and forwarded to the schools concerned

### **Outside agencies**

Contact has been ongoing with most agencies including Speech and Language, STT, Occupational therapy and LEA caseworkers and the WTT.

### **Staff development**

At the start of the closure, the SENCo forwarded free online cpd courses for all staff. Many staff have been working through several courses including Bereavement and Sensory Circuits via webinar. All staff received training via Webinar for Clicker 8

### **Other**

- All IEP's were reviewed as this a statutory requirement and new ones were sent out to parents and pupils
- A video of the classrooms was filmed prior to the return of children in June to familiarise themselves with the new layout of the school.

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SENCO

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