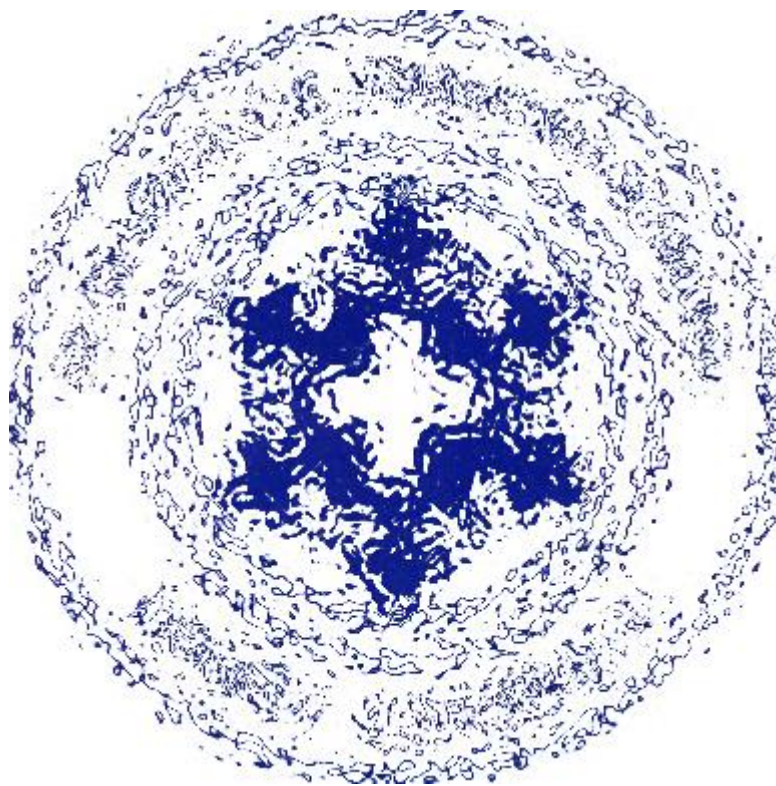


# SENDCo Report

2020-21



---

## 1. SEND profile

TYPE OF SUPPORT	NUMBER OF PUPILS
Special educational needs (SEN) support	41
Education, health and care (EHC) plan	5

## 2. EHC plans

We currently have 5 EHC plans within school; all of these are securely in place and working well for the children involved. We have a child that lives out of county and we have had to really campaign for their own Education Authority to come in and carry out assessments, advise us on our next targets/resourcing etc. This year, they have finally been in to school. They have even agreed to up the child's banding, so extra hours can be allocated. This will have a huge impact on the child's well-being.

Extensive time and energy have gone in to fighting for another child to receive an EHC plan. This has been processed, and is now awaiting confirmation from Cumbria Education Authority as to whether this can be achieved. The process is facing extreme delays due to COVID. We are hoping that this will be in place before the end of the next academic year.

## 3. Identifying pupils with SEN (for mainstream schools)

Staff at St Mary's are encouraged to be open and forthright about identifying any SEN issues. We are developing an ethos that the needs for each child are identified, interventions and advice from external sources is sort as early in the school process as possible. Communication with parents is essential. This year we have had eight children identified and confirmed as dyslexic. Staff are now trained in dyslexia and are able to support the children with multi-sensory approaches. Colour over-lays, books, paper and screens are recommended. It is vital that these children are kept confident and understanding of their own difficulties. Extra organisational support is given aswell as extra time in assessments. We are awaiting pediatric assessment for three children. The waiting time for Autism and ADHD diagnosis is very delayed. We take great pride in our relationship with our parents and work closely with them in the whole process.

## 4. Progress made by pupils with SEN

Assessment data is recorded carefully on Scholarpack. Each class teacher meets with the deputy head on a termly basis to discuss progress. The children with SEN are studied in detail. Teachers discuss progress made in relation to the child's individual targets. If they are not succeeding in relation to the expectations, we devise a strategy to initiate interventions. In the lockdowns this year, teaching assistants and teachers were meeting with these children on a 1:1 basis to develop their skills. Overall, we are satisfied that the SEN children have made roughly the right level of progress, despite the lockdowns. We are concerned at the level of emotional need that the children have. Debbie Anderson has been employed to provide counselling for children that we feel need it. This will have a beneficial impact on their school progress.

Children with an EHC plan or who are seeing an advisory teacher and may face development of their provision, receive an Individual Education Plan. The staff who work with these children are responsible to initiate individual learning and review their targets on a termly basis. Parents are asked to inform/agree new targets and the steps that are needed to acquire these new skills. The SENDCO is responsible to

oversee this process. This has been difficult to manage this year, during the lockdowns, but staff have endeavored, where possible to do so.

## **5. SEND funding**

The SENDCO is responsible for the budget. This has been spent on resources for use in the classrooms and intervention sessions. These have included overlays, weighted blankets, multi-sensory tool kits, timers and sensory gadgets. Staff have been active in coming and discussing needs and rolling out these resources, with huge impact for lots of children. There has been a parent that has been very proactive in requesting funding from The Christopher Robin trust. They have collaborated with school and the outside agencies that school have used. This funding is being spent on apps for learning and training for staff in Makaton sign language and the Neli speech and language system. There was a family that required funding towards their child's dyslexia assessment and the governors kindly provided this.

## **6. Staff development**

All staff have been trained in dyslexia this year. 'Made By Me' is an organization supplying training for free to promote the learning difficulty. Staff working with autistic children have attended training on sensory needs. Sandgate school have been in school to discuss the needs of particular children with autism and have greatly helped staff working with them on an individual basis. Lesley Mason and Melissa Smith have completed the Girls and Autism training, which was incredibly valuable due to the increasing number of girls presenting with masking. Staff in the Early Years are planning on training in a new Speech and Language program, called Neli. This is highly acclaimed and meant to target the speech difficulties in speaking and listening with the very young children. Various people, including Clair Davies the allocated governor, have supported the SENDCO in the new role. The course for new SENDCOs will start again next year.

## **7. Work with external agencies**

Where progress has not been made in school, despite our best efforts, we go to outside agencies for help. This year has proved very challenging for working with outside agencies. Many professionals have not been able to enter school due to COVID.

We have made sound links with Sandside School, who have offered help with three of our children with autistic tendencies. Speech therapy was continued for some children online. CAMHS for one child was continued online, but this was very challenging. The OT advisor is very proactive and has carried out home visits, throughout the year, for three children that need support on issues at home. We are still waiting for educational psychologist assessment for one child in particular with enormous needs. Physiotherapists have not been in to school. The out of county learning advisor did come in to school and was able to help us with new targets, funding and next steps in staff training. Dyslexia assessments are taken privately and many have been online.

We are hoping that the next academic year will prove easier for external agencies to attend school.