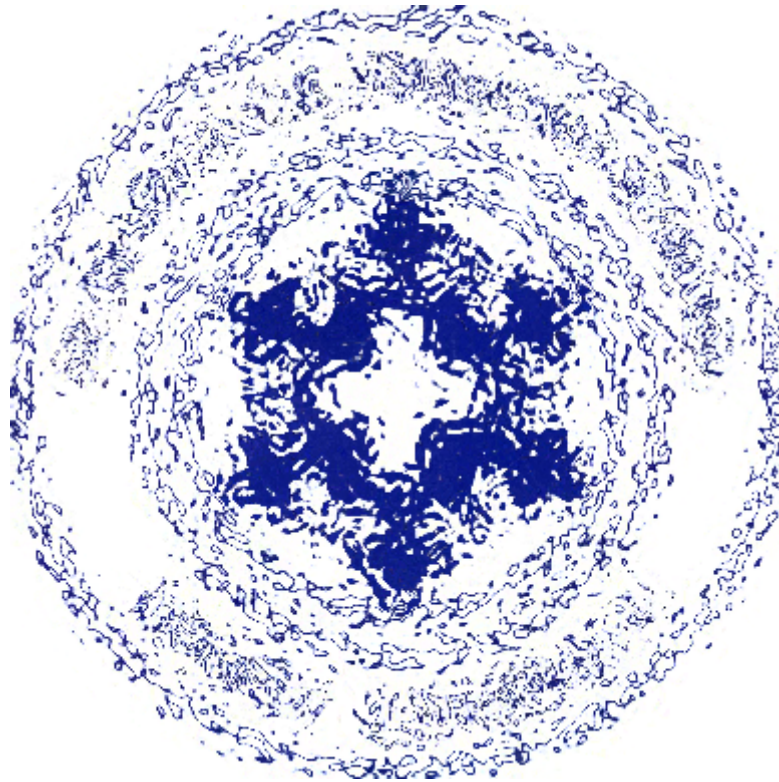


SENDCo Report 2021 - 22



1. SEND profile

TYPE OF SUPPORT	NUMBER OF PUPILS
Special educational needs (SEN) support	49
Education, health and care (EHC) plan	6

2. EHC plans

We currently have 7 EHC plans within school; 6 of these are securely in place and working well for the children involved. 1 is a new child and a very complex case; this has only recently been attained their plan was in conjunction with another placement. We are still working on how to make this a success.

We also have a new child that lives out of county and we have had to really campaign for their EHCp as it was turned down in their previous setting. Extra funding will be essential to meet his complex needs. We have heard that this is now being put forward and that the outcome will be known soon in the next academic year.

A child who has been identified as needing support by us, and our Cumbria Educational psychologist, does now have to apply to Lancashire for the EHCp due to county borders. We are currently trying to support the family and decide ways forward as the system and bandings are very different.

One of our EHCp children has had a very difficult year medically and emotionally – we are searching for ways to support their return to school after very low attendance. Delays in services to help are still a problem after COVID. TA's and SENCO have been visiting this child at home and providing online provision when appropriate.

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 have developed an ethos where the needs for each child is identified, interventions put in to place and advice from external sources sort as early in the school process as possible. Pupils who are not meeting targets are discussed termly with teachers.

We ran a Parent's Open afternoon and hope to run more in the future; this collaboration and open forum is fundamental to identifying children who may need extra support. This year we have had 5 children identified and confirmed as dyslexic. It is vital that these children are kept confident and understanding of their own difficulties. The SENCO has run a weekly lunchtime club to support them and bring awareness to others. The waiting time for Autism and ADHD diagnosis is very delayed, but we keep in contact with parents and develop ways to help these children. Links with Sandgate school are very much welcomed; their outreach work and support to staff is essential.

Communication with parents is paramount. We take great pride in our relationship with our parents and work closely with them in the whole process.

3. 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. Overall, we are thrilled that the SEN children have made roughly the right level of progress, some are making progress above and beyond their expectations. We are concerned at the level of emotional need that the children have. Debbie Anderson has been continued to be employed to provide counselling for children that we feel need it. This is having 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.

4. 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. There have been families that required funding towards their child's dyslexia assessment and the governors have kindly provided this.

5. Staff development

Melissa Smith has completed the comprehensive New To You Senco course. This was very useful and strategies and ideas will be used in the year ahead. Staff have been encouraged to plan interventions very carefully following their progress meetings, which are held termly.

Staff meetings and collaboration with staff has ensured staff feel supported and any needs identified.

We have also had Sarah Mitton undertake the comprehensive Emotional Literacy training and we are looking forward to the support this will have on our emotionally challenged children.

The staff trained in the NELI training for speech development is now up and running and the impact is now being felt.

6. 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 seen an improvement on visits to school in person, although many meetings are still held on line.

We have continued to build on our links with Sandside School, who have offered help with three of our children with autistic tendencies. The autism specialist has been a great support for a child that is having difficulties in attending school due to anxiety or those facing social challenges.

Speech therapy support has continued for 5 of our children and is now mainly in person after last year being online. The Cumbria OT advisor is very proactive; she has carried out home and school visits, throughout the year, for three children that need support. She has been an exceptional support to us for children with complex needs.

We are still waiting for educational psychologist assessment for one child in particular with enormous needs, Covid delays are the reason for this delay.

Physiotherapists have been in when we have requested help with equipment.

Dyslexia assessments are taken privately and many have been online.

Our new EHCp child is incredibly complex and we have been in meetings with Health visitors, Social Workers, Disability nurses and EY Cumbria team.

We are incredibly grateful for the help we receive, but remain frustrated at the waiting time for some services. This has been a demanding year, but we are proud of the achievements for the children involved.