



SEND Report - Autumn Term 2022

SEND Register statistics	80/286	27.97%
SEND Support	76/286	26.57% (National = 12.6%)
Females receiving SEND Support	27/76	35.52%
Males receiving SEND Support	49/76	64.48%
EHCPS	4/286 <i>(+3 in final assessment stages)</i>	1.39% (National = 4%)
Females with EHCP	0/4	0%
Males with EHCP	4/4	100%
Cognition and Learning	24/80	30%
Communication and Interaction	29/80	36.25%
Social, Emotional and Mental Health	27/80	33.75%
Sensory, Physical, Neurological	0/80	0%
SEND Pupils also PPG	40/80	50%
Last updated:	Autumn Term	Autumn Term

Overview of developments and achievements since the last report:

Significant time was spent in the summer term to ensure that successful year 6 – year 7 transitions between us and Clacton County High and Market Fields School occurred.

Significant time was also spent with Burrsville Infant Academy to ensure that informed and consistent transitions could occur for the new year 3 cohort.

2 pupils from Burrsville Infant Academy joined with completed EHCPs, 1 joined from Oakwood Infant Academy with a parental requested EHCP that had been declined.

2 Year 6 Needs Assessment Requests were approved in the summer term (we are still however waiting completion of these due to delays with the Local Authority).

A specialist placement was requested for one of our then year 3 pupils – now a year 4 pupil. This has however not been approved. Work around this pupils' provision and longer term aims will continue into this academic year.

Great Clacton SENCo and Assistant SENCo continue to work at Rolph Primary School, as well as at Great Clacton.

Teacher led One Planning has continued to be a focus, with the school now using the School Cloud video calling platform.

The planning of the SEN Newsletter to become a reporting and sharing tool for parents. The planning for intervention workshops to be held to promote parental engagement.

To support High Quality Teaching, a Read, Write Inc. Spellings and Phonics programme has been developed by the English Lead. Phonics data was shared by our main feeder infant school in the

summer term so that this programme could begin immediately into the Autumn term. Three groups of pupils are accessing phonics sessions adapted to their assessed level, twice per week.

SENCo attends fortnightly SLT meetings where monitoring feedback is shared and actioned.

SENCo and/or Assistant SENCo attends fortnightly pastoral meetings. Individual SEMH needs and causes are holistically explored and support is correctly identified and matched to need.

The development of interventions:

Learning Mentor has begun to deliver the Girls on Board programme.

Thrive training has been completed by the SENCo, Children and Families Worker and Head of School. Class Teachers have begun to complete Thrive assessments to inform SEMH based intervention work in the Spring term.

Children and Families Worker has created a Thrive room for intervention work to happen.

Continued SENCo and Assistant SENCo support for Higher Level Teaching Assistants to achieve in their roles of supporting the One Plan process.

Fortnightly Learning Support Assistant meetings held to support ongoing monitoring and feedback cycle.

A training session was held during the Autumn term inset day to support the development of consistent interventions across the school. Learning Support Assistants shared their expertise of the following intervention packages through a workshop approach: Numicon, Elkan Speech and Language, Write Away Together and the Widgit programme.

Early Identification: Frequent analysis of pupils' data, including observations and Cpoms recording has ensured accurate identification of needs and an SEN Register which reflects the needs of the school.

Our termly Strategic Planning Meeting has been held with an Educational Psychologist and interim Inclusion Partner. Discussions around support required for the year ahead have been held and a follow up meeting to observe and support the year 3 cohort implemented by the Senior Inclusion Partner.

SENCO continues to attend local cluster meetings facilitated by Essex Local Authority, as well as Child First Trust cluster meetings.

Needs Assessment Requests identified within last year's meeting with the Head of School are underway. Three new requests are to be made by the Christmas break. One request which was made by a parent prior to the pupils' arrival, which was declined, and has now been resubmitted.

Two IPRA request have been made. One was successful with Band 1 funding offered for the Autumn term, we are awaiting the result of the second. Both pupils are in Year 3 and each has presented with significant challenges with the transition into Key-Stage 2.

A Challenge Partner Review has been held. SEN was identified by us as a potential Area of Excellence and as a result, a deep dive into SEN occurred. The highly complimentary report identified many areas of strength and some key next steps to support SEN to become an Area of Excellence in our next Challenge Partners review.

Next steps:

- Actions from Challenge Partners review to inform monitoring schedule and any support that may be required across the staffing team in the year ahead – most notably presenting the impact of SEN and all aspects of SEN, as well as supporting the development of SEN across all subject areas.
- Thrive assessments to inform the interventions which are due to start in January.
- SENCO to continue to support the implementation of Thrive across the school community.
- SENCo and Assistant SENCo to continue to support the year 3 team with the new year 3 cohort, building upon observations made and shared by the Inclusion Partner during the Autumn term.
- As a result of the Senior Inclusion Partner visit, information was shared about developments with the Tendring Twinning project. SENCo to continue to research this area as developments may improve the Ordinarily Available provision that we can provide and enhance efficient funding.
- Assistant SENCo to analyse parental response to School Cloud.
- SENCo to continue to support Needs Assessment Requests and follow up work.
- Parental newsletter and workshops to begin for parents.
- To continue to support Year 4 child with highly differentiated timetable and parental request for a specialist provision.