



Germander Park School

Annual SEND Report

Academic year 2019-2020

This yearly SEND report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment. It also includes information, outlining how pupils were supported during national school closures (spring term).

Provision

Germander Park School is a two form entry infant school. Pupils are aged 4-7 years. Class sizes are smaller than average. Each year group has a team of staff working alongside pupils, including class teachers, higher level teaching assistants (HLTA) and teaching assistants.

Policies

The SEN policy is up to date and published on our website

The Medicines in School policy is up to date and on our website.

Profile of Children 2019/2020

	Number of pupils
School support (pupils without EHC plan)	10 (EHC process to begin for 1 pupil in 2020-2021 academic year)
On SEND register for medical needs	2 (one has EHC plan in addition to medical needs)
Education Health Care Plans awarded this academic year 2019-2020	3
Education Health Care plan	12 (at end of academic year after all draft plans had been finalised)
Total	22

Due to the relatively small numbers of pupils with SEND we have decided not to break down the figures by year group to preserve their anonymity.

As of July 2020: (based on number on roll of 102)

- 22% of pupils in the school were identified as having a Special Educational Need (compared to an average of 12.8% in UK primary schools)
- 12% of the school population had an EHC plan (Compared to 1.8% of pupils in primary schools. *National figures from Special Educational Needs in England: 02 July 2020*).

It is worth noting that the number of pupils identified nationally as having SEND has risen for in last year with the number of pupils supported through an EHC plan increasing from 2.8% to 3.3%. The likelihood of having SEND support peaks at around age 9 or 10, this means that a number of children we have in school may have SEND needs however as yet still manage within the classroom environment making minimal progress.

The primary need nationally for children to be supported through an EHC plan is Autistic Spectrum Disorder, figures show this as 30% of pupils. There are 9 children

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at Germander Park School with a diagnosis of ASD, 8 with EHC plans. There are 3 further pupils undergoing assessment for a diagnosis of ASD (this was delayed due to covid-19).

The children who are on SEND support may be there for a variety of reasons including; Speech and Language needs with an impact on literacy skills, children with social, emotional and mental health needs as well as those who will require an EHC plan at some point in their schooling.

As we are usually the first school that the children have attended there needs to be a large amount of time invested in unpicking the needs of each child and ensuring specialist and medical advice is gained before applying for an EHC plan. This ensures it is a document that supports the child holistically rather than an Ad hoc document that is not supportive. It can take time to gain all of this information.

The children who have EHC plans required a huge amount of care and support; they received 1-1 support for 30 hours a week, as well as a hugely differentiated curriculum that was suitable for their needs. In addition to this we have a number of children who require a high level of support as well as a highly differentiated curriculum and timetable.

As a continued commitment to the needs of the SEND children, we offer smaller class sizes across the school. This gives pupils a high level of adult support and enables staff to provide a highly differentiated personalised curriculum to meet the needs of each child.

We have been able to provide separate nurture bases for children in Year 2, Year 1 and Foundation. This has enabled us to support both pupils who are supported through the provision of an EHC and pupils who are in receipt of top-up funding. The nurture provision was overseen by the SENDCO and class teachers, who ran regular sessions with the pupils. This was a successful way to offer a highly personalised curriculum with access to a Foundation environment that suited the needs of many of the pupils.

The Local Authority has been supportive of our nurture provision, they have continued to provide some funding for resources as well as the support of specialist teachers and TA's to work with and develop staff.

In school assessment data shows the progress that all SEND children were making very small steps of progress in their learning prior to school closures. Many had low starting points as they did not achieve the previous end of year expectations. Each child who has an EHC plan was on target to meet their EHC plan targets during the academic year.

It is worth noting that of the 4 children who left us at the end of the academic year who have EHC plans, 3 went to a special school and 1 went to a school that offers a similar nurturing environment.

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Covid-19

During the 2019-20 academic year, Covid-19 led to national school closures during the first government advised lockdown.

During this time SEN pupils were set academically appropriate work remotely by class teachers. In addition to this the SENCO set up specific tabs on the school website to support parents during a period of home learning. They included support for ASD, Speech and Language and Social, Emotional and Mental Health. Support was also provided for parents to support their own mental health, during this challenging time.

Once schools reopened in the summer term, pupils with an EHC who attended school worked on their targets daily. Changes to class room environments, access to resources and staffing changes brought challenges, however all staff adapted positively to the new way of schooling. The pupils with EHC plans who did not return to school in the summer term, were provided with a box of resources each week which supported parents in the delivery of games, work and exercises that met their children's individual targets. Staff who were working from home provided academically relevant tasks for pupils and parents were very communicative and worked well with their children in the delivery of the work provided. Positive feedback from parents, highlighted the success of the provision and the hard work class teachers had put into creating a highly differentiated personalised curriculum to meet the needs of each child.

Moving forward into the next academic year, Covid-19 will inevitably give us many new challenges however the successes of the 2019-20 academic year provide us as a school with confidence that all pupils recognised with a SEN need will be supported in the best and safest way for all.