

## SEN INFORMATION REPORT

### May 2021 – Holy Cross Primary School

12/167 children are on the SEND register (7.2%) c.f. with national average of 11.9%, and 13.21% for the Isle of Wight. We are currently using the graduated approach to monitor those pupils for whom concerns have been raised either by parents during the lockdown period, or by teachers who have identified challenges since the return to full opening. The Assess, Plan, Do, Review process is being used to ensure that QFT is used to support pupils, avoiding over-identification of SEN. This process requires a range of classroom observations and class interventions. This links to the wider school aims of ensuring that children have access to higher quality teaching, with “peel-away” teaching which allows for appropriate variation. This has been somewhat limited by LSA capacity and the bubble system, but we are making progress with this.

School Contextual information:

| Year       | Social, Emotional, Mental Health: | Cognition and learning | Speech, Language and Communication<br>(incl ASC) | Physical and sensory | Total | Pupils being monitored by the class teacher |
|------------|-----------------------------------|------------------------|--|----------------------|-------|---|
| Reception: | 0                                 | 0                      | 0  | 0                    | 0     | 0   |
| Year 1:    | 0                                 | 0                      | 0  | 0                    | 0     | 2   |
| Year 2:    | 0                                 | 0                      | 1 (EHCP)   | 0                    | 1     | 8   |
| Year 3:    | 1 (HP)                            | 0                      | 3  | 0                    | 4     | 5   |
| Year 4:    | 1                                 | 0                      | 0  | 1 (EHCP)             | 2     | 5   |
| Year 5:    | 2                                 | 0                      | 1  | 0                    | 3     | 3   |
| Year 6:    | 1                                 | 0                      | 1  | 0                    | 2     | 1   |
| Totals     | 5                                 | 0                      | 6  | 1                    | 12    | 24  |

Number of pupils on SEN Register: 12

% of pupils on SEN Register (167) 7.2%

Number of Pupils EHCP: 2

% of pupils EHCP (167) 1.2%

No of pupils with SEN also Disadvantaged: 4

% of pupils with SEN also Disadvantaged: 2.4%

No of 'Monitor' also Disadvantaged: 4

% of 'Monitoring' also Disadvantaged: 2.4%

## Overview

Two children have an EHCP (Educational Health Care Plan) - in yrs 2 and 4. 2 more children have been identified for EHCP referral (yr 3 and Yr 6). Planning and collection of evidence is ongoing. RWT is working with Cowes Enterprise College to organise a visit and additional support for a year 6 pupil. The EP has been booked for observation, 1:1 meeting and review on 9<sup>th</sup> June 2021. One further child who is currently accessing ILC provision has been identified for EHCP assessment [REDACTED]

One child has been added to the SEND register since January 2021. One further child is currently undergoing some additional assessments and interventions, supported by the Speech and Language Service. One child with an EHCP who is currently attending the ILC has been allocated a placement at Medina House, starting in September 2021.

## Engagement During Lockdown

As the school went into the third lock-down, which started on 5.1.21, we started monitoring all children for engagement in their learning. There was a particular focus on children on the SEND register and looked after children (LAC) to make sure they were engaging – and having work set to meet their needs.

An engagement log was kept for both SEN and PP children.

Children with an EHCP and looked after children were entitled to a place in school. At the time one child at Holy Cross had an EHCP, with a further EHCP pupil attending the ILC on a placement that had started in January 2020. During the lockdown, the pupil who was attending Holy Cross attended school throughout the national closure. This proved to be a really positive experience for this child. Through this period, the smaller group (bubble system) enabled him to build his self-confidence and his behaviour became significantly calmer due to the smaller groups and more focused input through this time. The challenge for this pupil has been the return of all pupils on March 8<sup>th</sup> 2021. Further support through social stories, time out space and rapid re-engagement is ongoing.

The family of the EHCP pupil who currently attends the ILC opted to keep their child at home. The ILC maintained a programme of online support, work packs both paper-based and online in addition to TEAMS meetings and regular contact. The ILC reported back to Holy Cross regularly through the lockdown period.

Work was differentiated and engagement was excellent for home/school learning.

The Year 6 child for whom an EHCP assessment is considered appropriate initially engaged with the blended learning programme, [REDACTED] We invited this child to return to school ahead of the 8<sup>th</sup> March start to settle him back into routine. His engagement once he was back at school improved.

Other children on the SEND register were monitored and received weekly phone calls from the class teacher and SENCO to see how they were doing. TEAMS calls were set up with most pupils to focus on phonics and set activities (daily). Engagement with these pupils was high although there were some difficulties. They did not all complete the class set activities but had 1:1 lessons with their teachers and LSAs.

Approximately 16 laptops were lent out to children so that they could access their work. SENCO delivered laptops to homes of SEN children. For those SEN children for whom online learning was too difficult (either through capacity of child or parent in terms of setting up and using technology), paper based work was set and prepared for collection. We printed work for other children. This was either collected from school, or hand delivered to the children at home.

Both LAC children worked from home through the lockdown. SENCO weekly engagement with grandparents (carers), in addition to ongoing contact with Herts virtual head teacher was maintained throughout.

See Blended Learning monitoring document for SEN and PP children.

## **Monitoring and Evaluation**

This continues to be a priority.

Through monitoring we have identified children that have needed further support. Ongoing discussions between class teachers and SENCO to inform PSPs and 30 day plans for English and Maths. Pupil progress meetings conducted in April. Evidence for EHCP assessment is being collected for a Year 6 pupil. SENCO meeting with CEC on 19/5/21 to discuss.

We have undertaken a number of Education Psychologist consultations for three of our pupils, and a visit to Holy Cross has been organised for 9<sup>th</sup> June for an observation and meeting for our year 6 pupil for whom evidence is being collated for an EHCP assessment.

Further support has been accessed from Medina House providing targeted support for children (ASD) with bespoke plans to prepare them and support them through the transition to secondary education.

Discussions with class staff have been valuable in planning the way forward for children – current Pupil Support Plans have been updated to reflect summer 1 and summer 2 targets. Action plans continue to be developed for different children. LSAs have undertaken additional training with RWT to develop ongoing case studies for supported SEN/PP children to identify progress and impact. Linked to discussion with Lorraine Warner.