



Redfield Edge Primary School

SEND / Vulnerable Pupil Provision and update July 2022

We have seen a significant increase in pupils taking up Free School Meals this year. This not only provides a hot meal every day for pupils in receipt of FSM but also provides extra Pupil Premium funding for the school. Funding will be received following the next school census.

Current numbers in school:

(Please note, as not all recorded on recent census - not all pupils included under these headings in Term 5's attendance update)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EHCP	1				1	3	
SEND support		5	2	2	5	5	2
TOTALS	1	5	2	2	6	8	2
Free School Meals	2	3		2	3	2	1
Pupil Premium		1	2		1	2	
TOTAL	2	4	2	2	4	4	1

Focus	Impact
Parent communication	Separate parent's evenings for parents with pupils on the SEND register have continued to take place this academic year allowing more time for support plan reviews and discussion around individual intervention and support. The feedback from parents in relation to separate parent meetings in this way has been very positive and will continue from September. Next year we plan to further develop parent communication opportunities through coffee mornings and the more regular seeking of parent feedback.
Signposting specific CPD for staff	Jenny May, SENCO, has encouraged support staff to undergo specific training linked to their performance management discussions and interests. Staff have engaged enthusiastically and the development of TA speciality is further strengthening. Speech and language therapists have led training sessions in school for TAs, for which feedback was positive. Inclusion support have led whole-staff training for sensory needs, to support the embedding of the use of our sensory room, and classroom provision. This year we have funded (via the SEND Cluster) the training of an ELSA (emotional literacy support advisor) and our SENDCo/ Mental Health Lead has completed the Mental Health Lead Training for Senior Leaders. We also have a newly qualified Art therapist. All of this has strengthened our intervention and in-class provision, which have

	<p>both been praised by external specialists that have worked with our SENDCo.</p> <p>Jenny May has also completed the Advanced Senior Leaders Mental Health Course, a three day course involving building a bank of evidence in a portfolio against set criteria, with an area of specialist study. This information will now inform future action planning for developing our SEMH provision.</p>
<p>Leading and monitoring intervention in school</p>	<p>Interventions including 1:1 learning support, social skills groups, precision teaching, SALT, phonics and SEMH provision continue. ELSA has been introduced this year, led by Claire Foster. This is proving hugely successful in supporting pupils with their emotional needs and will continue next year. Natalie Andrews has also recently trained as an Art Therapist, which further broadens our offer for SEMH provision. Termly reviews take place between the SENDCo and class teacher in consultation with TAs to check progress and make necessary changes. These meetings have been popular with teachers and TAs as they reduce paperwork and facilitate sufficient time to effectively evaluate the impact of interventions and plan for next steps for individual pupils. Additionally, interventions are observed regularly by the SENDCo and feedback and additional training given as required. Joint monitoring is now taking place, for example between the English Lead and SENDCo, to ensure a joined-up approach and the sharing of expertise.</p>
<p>EHCPs and Annual reviews</p>	<p>Fully face-to-face annual reviews have resumed this year. The majority of these are timetabled towards the end of the school year as generally, that is when the EHCPs were issued, however this year the reviews have been spaced out more than in previous years in an attempt to make the workload for our SENDCo more manageable. The last two terms are still a very busy time for our SENDCO due to the sheer amount of paper work involved in each review. This year we continue to experience considerable delays (6 months plus) for decisions from the Local Authority following annual reviews, and for updated plans to be issued, which causes considerable frustration for parents.</p> <p>This year, the Local Authority have changed the funding model associated with EHCPs. The new 'banding model' provides 6 clear descriptions of the needs and behaviours associated with each band linked to the 4 areas of SEN. We have observed that the thresholds are significantly higher in terms of the evidence we need to secure a 'band 2' (the lowest level that provides any funding) and beyond. This means that over the next two academic years, the school will see a significant reduction in EHCP funding (approximately £75,000 to £20,000). Additionally, it is now considerably harder for a child to meet the threshold to obtain an EHCP, and this is having an impact on some pupils in our school who we believe require and EHCP, but now do not meet the threshold. Additionally, this year, due to the impact of COVID-19 on waiting lists and stretched Local Authority</p>

	<p>services, and despite us as a school budgeting additional money for this, it has been incredibly difficult to secure an assessment of a child via an Educational Psychologist. Without this, it is very hard to provide the necessary evidence to prove that the child's needs meet certain banding thresholds.</p>
<p>Referrals</p>	<p>Our SENDCo continues to make an unprecedented number of referrals to external agencies since the pandemic. This is a significant part of her workload. This year we have accessed services such as SALT, Occupational Therapy, the ASD pathway, paediatricians, Behaviour Support, Inclusion Support, and to a very limited extent (due to their capacity), Educational Psychology. Waiting lists once a referral has been made can be incredibly long, again exacerbated by the pandemic (eg currently 26 months for the ASD pathway). As a school our ethos is that we support the apparent need of the child, regardless of whether a potential diagnosis has come through, however waiting this long for services can be incredibly difficult for parents and carers, delays external assessment and expertise from being advised to staff, and can mean that we do not have the required evidence to secure new EHCPs.</p>
<p>Sensory space</p>	<p>We now have a fully-functioning sensory space in school, which is timetabled for use across the school day by children from each class. SEN children were initially consulted about themes and a name for the room. Inclusion Support advised on the layout and resources that would be most suitable for the room. The Friends of the school kindly funded all of the resources, and SLT painted and decorated the room. The children named the room 'The Enchanted Wood', and the room includes a variety of objects that both stimulate and soothe the senses. Each child using the room has an individual sensory profile, and staff training has enabled staff to tailor the sessions for the children so that they meet their personal sensory diet needs. ELSA sessions also take place in this space, as a calm and soothing environment.</p>