



## SEND Information Report 2019 – 2020

The following report should be read in conjunction with the school's COVID-19 risk assessment. All support, interventions and interactions with SEND pupils following the initial lock-down have been carried out in line with government guidance and the schools current COVID-19 risk assessment.

Children with SEND needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Children who are on the SEND register at School Support level receive specialist support and advice from outside agencies, to help overcome the difficulties they may have. If further support is required the school may request an Education Health Care Plan (EHCP) or Additional Educational Needs Funding (AEN).

At present there are 60 children on the SEND register at Moorhill. This does not include those children who are currently being closely monitored by the school. 60 pupils represent 16.7% of the 360 pupils on roll. At Moorhill 48 pupils are working at SS (School Support) level and 12 pupils have an EHCP (Education Health Care Plan).

### **Number of pupils at School Support: 48**

- C & I                      Communication & Interaction needs
- C & L                      Cognition & Learning
- SEMH                     Social, Emotional, Mental Health
- S/P                        Sensory and/or Physical needs
- Multiple Factors More than one identified need for the pupil

Year	% of SEND pupils with C & I	% of SEND pupils with C & L	% of SEND pupils with SEMH	% of SEND pupils with S/P	% of SEND pupils with multiple factors
Rec 5 SS SEND pupils	40.0%	60.0%	80.0%	60.0%	80%
Year 1 10 SS SEND pupils	60.0%	40.0%	50.0%	30.0%	40%
Year 2 12 SS SEND pupils	50.0%	50.0%	58.3%	25.0%	58.3%
Year 3 3 SS SEND pupils	66.6%	33.3%	33.3%	33.3%	33.3%
Year 4 7 SS SEND pupils	14.3%	28.6%	71.4%	42.9%	57.1%
Year 5 3 SS SEND pupils	25.0%	50.0%	75.0%	0.0%	37.5%
Year 6 9 SS SEND pupils	66.6%	33.3%	33.3%	0.0%	33.3%

KS1	% of SEND pupils with C & I	% of SEND pupils with C & L	% of SEND pupils with SEMH	% of SEND pupils with S/P	% of SEND pupils with multiple factors
27 SS SEND pupils	51.9%	48.1%	59.3%	33.3%	51.9%

KS2	% of SEND pupils with C & I	% of SEND pupils with C & L	% of SEND pupils with SEMH	% of SEND pupils with S/P	% of SEND pupils with multiple factors
21 SS SEND pupils	33.3%	38.1%	61.9%	19.0%	42.9%

#### **Number of pupils with EHCP (Education, Health, Care Plans): 7**

KS1	% of SEND pupils with C & I	% of SEND pupils with C & L	% of SEND pupils with SEMH	% of SEND pupils with S/P	% of SEND pupils with multiple factors
3 EHCP SEND pupils	66.6%	66.6%	66.6%	33.3%	66.6%

KS2	% of SEND pupils with C & I	% of SEND pupils with C & L	% of SEND pupils with SEMH	% of SEND pupils with S/P	% of SEND pupils with multiple factors
9 EHCP SEND pupils	66.6%	77.8%	44.4%	22.2%	88.9%

#### **Identification of special educational needs**

Each teacher continually monitors the children in their class, identifying any special educational needs as early as possible. Teachers will complete a 'Reasonable Adjustments' form to identify actions that have already been tried as part of Quality First Teaching in the classroom to assist learning and progress. If the reasonable adjustments are not impacting on learning and progress then a 'Cause for Concern' form is completed, and the Special Educational Needs Coordinator (SENCo), Mrs J Liley is informed. The SENCo will visit the pupil in class and make preliminary assessments. The SENCo will also involve parents at this stage to discuss how they can support at home. These pupils are supported within the class and through intervention and their progress is closely monitored by staff members and at half termly pupil progress meetings. If it is felt necessary, then a referral will be made by the SENCo to an external agency or support services to gather advice. If an outside agency is used to offer support then the classification of the child's SEND code will be School Support (K).

School Support Plans (SSPs) are written by class teachers using advice from outside agencies; these are then agreed and reviewed by the SENCo. School liaises with parents/guardians at each stage of the referral process.

## **How the pupils are supported**

As with all children at Moorhill, it is essential that Quality First Teaching (Wave 1) is offered and targeted to support children's specific needs. This includes detailed plans with clear differentiation, with identification of any children with additional needs highlighted. In addition to this there will be 1:1 (Wave 3) or small group work outlined on School Support Plans. This provision is usually carried out by teachers or teaching assistants within the classroom, with close monitoring by the class teacher. If external agencies are involved then both the teaching assistants and the class teacher will have regular meetings to ensure that targets are being supported accurately.

The school seeks and acts upon advice from a range of outside agencies.

Outside agencies currently involved to support our pupils are:

- Speech and Language Therapists
- SENSS behaviour support
- Child & Young Persons Autism Services
- Autism Outreach Team
- Educational Psychologists
- Hearing Impairment Team
- Visual Impairment Team
- Physiotherapy
- Child Development Centre
- CAMHS
- Occupational Therapy
- Diabetic Nurses

All speech & language communication pupils have a speech programme or a communication passport.

All pupils with a physical disability have daily exercise through PE or a physiotherapy programme.

All School Support pupils have weekly individual additional support. Pupils identified as requiring extensive support to access learning are provided with 1:1 or small group adult support within lessons.

Additional Educational Needs (AEN) applications are submitted for those pupils requiring extensive behavioural or learning support to access the curriculum. The school funds the first ten hours of any AEN funding.

All EHCP pupils have additional daily support and an annual review; five annual and three transition reviews were completed this year.

For pupils who have been identified with extreme needs and multiple factors, the school provides opportunities for additional observations, Boxall profiles, and assessments to accelerate diagnosis and alternative provision.

In December 2019, all teaching staff received a medical update to address the medical needs of all pupils at Moorhill. Specific medical training is arranged for the staff of those pupils with conditions that can be life threatening.

Monitoring of progress is rigorous. Currently, school uses PiRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Mathematics Assessment) to generate standardised scores to measure progress. School uses Pupil Asset to track and monitor all pupils.

For SEND learners who join the school during the academic year, the SENCo is to ensure there is a strong transition and mentoring plan in place for SEND learners to ensure quick assessment of learning needs and appropriate support and intervention as and when required.

During the Covid-19 lockdown period all EHCP pupils had additional risk assessments in place and regular contact between school and home.

Following the re-opening of schools from 1/06/20 additional reasonable adjustments and provisions were made for the EHCP pupils, 7 of the EHCP pupils returned to school during this period.

## Progress of SEND pupils September 2019 to July 2020.

Due to COVID-19 the end of year data was based on teacher assessment for key worker SEND pupils who had access to the school throughout the lockdown period. Following the 1/06/20 return to school for SEND pupils in Years Reception, 1, 6 and some Year 5 pupils teacher assessment was based on work during this period. For all other SEND pupils, teacher assessment was based on work up to the lockdown period and remote learning.

Reading Progress	Rec 5	Y1 10	Y2 YR-Y2 15	Y3 5	Y4 10	Y5 10	Y6 Y2-Y6 5
Expected progress	80%	90%	73%	100%	100%	60%	80%
Better than expected progress	60%	30%	67%	40%	20%	0%	40%

Writing Progress	Rec 5	Y1 10	Y2 YR-Y2 15	Y3 5	Y4 10	Y5 10	Y6 Y2-Y6 5
Expected progress	80%	80%	60%	80%	30%	70%	100%
Better than expected progress	20%	40%	20%	0%	0%	25%	80%

Maths Progress	Rec 5	Y1 10	Y2 YR-Y2 15	Y3 5	Y4 10	Y5 10	Y6 Y2-Y6 5
Expected progress	100%	90%	67%	40%	30%	60%	80%
Better than expected progress	20%	50%	47%	0%	0%	10%	80%

### Reading Strengths

- Reading progress in Years 3 and 4 is good.
- In Reception, Years 1, 2, 3, 4 and 6 the gap between some SEND pupils and non-SEND is narrowing as some SEND pupils have made better than expected progress, this is particularly strong in Reception.

### Areas for development – Actions

- Improved assessment systems and regular moderations throughout the year to ensure accurate judgements. Use of standardised scores and application of effective interventions to impact on progress. High focus on Year 2 and Year 5.
- SENCo to have regular, social distanced classroom visits with SEND pupils to ensure targets are SMART and pupils are well resourced.

## **Writing**

### **Strengths**

- Expected writing progress in Year 6 was good and 80% made better than expected progress, therefore closing the gap between non-SEND peers.
- Some SEND pupils in Reception, Years 1, 2, 5 and Year 6 have made accelerated progress.

### **Areas for development – Actions**

- Improved assessment systems and regular moderations throughout the year to ensure accurate judgements.
- More writing opportunities to be provided for SEND pupils to practise and embed skills across the curriculum to impact on progress. High focus on SEND pupils in Years 2 and 4 who have not made expected progress.
- SENCo to have regular, social distanced classroom visits with SEND pupils to ensure targets are SMART and pupils are well resourced.

## **Maths**

### **Strengths**

- Reception pupils have made good progress.

### **Areas for development - Actions**

- Improved assessment systems and regular moderations throughout the year to ensure accurate judgements.
- More maths opportunities to be provided for SEND pupils to regularly practise and embed skills across the curriculum to impact on progress.
- SENCo to have regular, social distanced classroom visits with SEND pupils to ensure targets are SMART and pupils are well resourced. High focus on Year 3, 4 and 5 SEND pupils who have not made expected progress.

## **Actions**

- For SEND pupils, Communication and Interaction is identified as a main area of need for 66.6% of our EHCP pupils, and 51.9% at KS1 and 33.3% at KS2 for our SEND SS pupils. From September 2020 identified pupils from Year 1 to Year 6 with speech and language communication needs will continue to be closely monitored to address the needs of the pupils in collaboration with the specialist teachers. All reception and Year 1 pupils will be screened and closely monitored so that any speech and language communication needs can be addressed early. Monitoring will be regular and rigorous. Impact will be regularly measured against the initial baseline assessments for Reception pupils and the progress of the Year 1 SEND pupils across reading, writing and maths progress.
- For SEND SS pupils, SEMH (Social, Emotional, Mental Health) is identified as a main area of need with 59.3% at KS1 and 61.9% at KS2. From September 2020 school will be providing 1:1 mentoring for a selection of our SEMH pupils. This will provide the pupils with an adult to guide them positively through the school day, developing resilience techniques and behaviour strategies; this is particularly important following the impact of the lockdown restrictions and the transition back into the school setting. The mentor will have regular, socially distanced weekly meetings with the pupils to set and discuss targets. Progress will be monitored through targets set by the pupil being met and improved academic performance within the classroom.
- For SEND pupils with ASC, 22% at KS1 and 48% at KS2, we shall continue to liaise with AOT (Autism Outreach Team) follow advice to support the needs of this group of pupils.
- 51.9% of our SS SEND pupils at KS1 and 42.9% of SS SEND pupils at KS2 have multiple needs. SENCo to ensure that all advice and support is accessed and put in place via smart SSP's, to be agreed with pupil and parent and monitored termly.
- The SENCo has a one and a half day management time per week this academic year to facilitate improved assessment systems and monitoring to ensure regular accurate judgements and use of SMART targets.

- Ensure pupils continue to develop mastery and reasoning skills, to enable them to retain facts and apply to problem solving across the curriculum.
- SENCo to have regular, socially distanced lesson visits with SEND pupils to ensure strategies and interventions are in place and impact on progress.

### **Role of the SENCo**

Progress of SEND pupils across the curriculum is monitored closely and within half-term progress meetings with the senior leadership team, phase leaders and the SENCo, interventions are scrutinised and only the most effective interventions are continued to work along quality first teaching for the SEND pupils to make accelerated progress. Pupils who have not made expected or accelerated progress may have been affected by multiple factors, such as the impact of the COVID-19 lockdown restrictions resulting in a prolonged absence from the school environment; anxiety surrounding the Coronavirus; periods of self-isolation; low attendance; mobility; behaviour; summer birthdays; midterm entrance and domestic issues etc.

*'Disabled pupils and those who have special educational needs are benefiting from the early identification of their individual needs and the extra help that is given quickly. As a result, these pupils now make better progress.'*

*Ofsted, January 2016*

Children who have made lower than expected progress have been identified by the SENCo and will be discussed with the class teacher in association with the phase leaders and senior leadership team. They will be closely monitored to ensure they are receiving the correct support and teaching is targeted to meet their specific needs. Pupil progress meetings will be held each half term to monitor the progress made since September.

- Support pupils with additional needs
- Arrange training; physiotherapy, speech & language, behaviour, medical
- AEN funding applications
- Referrals to specific specialists
- Prepare documents for outside agency involvement
- Prepare documents for Education Health Care Plans
- Liase with outside agencies
- Work with and support parents
- Advise teachers and support staff
- Monitor SSPs and ensure targets are SMART

Any concerns regarding SEND please contact Mrs J Liley. [jliley@moorhill.staffs.sch.uk](mailto:jliley@moorhill.staffs.sch.uk)  
Further information can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)