



2022 Annual Report to Parent and Carers

Policies

The Inclusion Policy outlines how pupils are identified, supported and monitored. The policy outlines how contact can be made with class teachers, the SENDCo, Learning Mentor and Head Teacher. The schools local offer can be found on the school website by following this link.

<http://www.hemswellcliff.lincs.sch.uk/documents/Hemswell%20Cliff%20SEN%20Local%20Offer.pdf> The

Lincolnshire local offer can be found at

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Special Educational Needs and Disabilities Coordinator (SENDCo): Mrs Ange Willcox

Special Educational Needs Governor: Mr Geoff Turner

Overview

National Figures for England (Sept 22)

- Overall SEND –15.9 %
- (EHC plan) – 3.8%

Local Lincolnshire Figures (Sept 22)

- Overall SEND – 16.9%.

Number of children on SEND register:

EHCP – 3/40=7.5%%

Register – 18/40– 45% (difference = +29.1% nationally +28.1% local Lincolnshire)

- Red Support (High level of support, including EHC plans) – **6/18** - (33% of SEN)
- Amber Support (medium level of support) – **7/18** – (38.8% of SEN)
- Green Support (low level of support) – **5/18** – (27.7% of SEN)
- Blue (Cause for concern not included on register) – **0**(0%)

Number of pupils with SEND

Year Group	Communication and interaction (Inc. ASD, S& L)	Cognition and Learning (Inc. MLD, SLD)	Social, Emotional and Mental Health difficulties (Inc. ADHD)	Sensory and/or physical needs (VI, HI, MSI)	Complex Needs (more than one predominate need)	Number of SEN Support & Monitoring (Yr grp)
R	2				1	SN support – 3 Monitoring - 0
1	2					SN SUPPORT- 2 Monitoring - 0

2					2	EHCP - 2 Monitoring - 0
3			1			SN support – 1 Monitoring - 0
4	1	2			1	SN support – 3 EHCP - 1 Monitoring - 0
5	1	1				SN support – 2 Monitoring - 0
6	1		1		1	SN support – 5 Monitoring - 0
Total	7	3	2		6	SN support- 15 EHCP -3 Monitoring - 0

Exclusions

During the 2022- 2023 academic year, there have been 0 permanent exclusion, and 0 suspensions.

Trends compared to National

- The percentage of pupils on the SEND register at our school is 45%. Nationally this is 15.9%. The percentage identified in Lincolnshire is at 16.9%.
- Autistic spectrum disorder was the most common need for those pupils with an Education, Health and Care (EHC) Plan. This is the same for our school.
- SEND pupils are twice as likely to be eligible for Free School Meals (FSM) as those without SEND. Nationally this is 33% eligible for free school meals that are SEND. In our school 61% are SEND and FSM
- Speech, language and communication needs was the most common type of need nationally; in our school this is communication and interaction difficulties.

Number of pupils with disabilities and medical needs within the school

The needs are primarily allergies, epilepsy and asthma related. All staff have received training by the school nurse to deal with these needs. Key staff who regularly come into contact with the pupils are listed on their medical care plans and are identified on individual care plans. Where necessary extra support is provided for pupils with medical needs in order to allow them to access the full curriculum e.g. TA support on trips, monitor health levels or to engage in physical activity.

Steps taken to prevent pupils with disabilities from being treated less favourably than other pupils

Hemswell Cliff is an inclusive school in which we act to ensure all pupils have equal access to the curriculum. Actions we take to ensure this include the provision of 1:1 support for pupils who require support for trips and activities such as swimming sessions.

Involvement of pupils

- All pupils contribute to reviews. They discuss progress and targets with teachers, teacher assistants and the SENDCo as appropriate.
- Pupil profiles are discussed, where possible, with children and targets discussed when completing intervention work.

Involvement of parents

All parents are invited to three SEND reviews per year. They are sent out invitations to attend and any areas they would like to discuss or raise concerns well in advance. Reviews are held face to face, via TEAMS or by telephone. If slips are not returned then a member of staff, usually the SENDCo, will contact the parent to follow up if they can attend. On the morning of the reviews a text is sent via the school txtround service to remind parents of the review. If parents are unable to attend or an alternative review time cannot be arranged the SENDCo completes a catch-up letter to parents/carers to communicate to them what was discussed, progress and new targets. Parents and carers are consulted through questionnaires. Parents are actively encouraged to engage with education through opportunities to come into school, work alongside staff and pupils and attend open evenings/parent teacher consultations and attend parent workshops.

Progress made by the children on the Special Educational Needs Register & budget allocation.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is of the school to determine their approach to using their resources to support the progress of all pupils with SEND.

We also receive additional funds for those children in the receipt of a Statement/EHCP and any Looked After Children.

We use a range of intervention programmes tailored to children's needs to help close the gaps to their peers. Below are some of the interventions used in school:

- Toe by Toe is used to support children and improve reading ages, spelling and self-esteem.
- To develop basic maths skills, we have invested in Power of 1&2 resource.
- The use of iPads is used to support children in their recall of basic mathematical skills.
- Teodorescu programme has also been delivered to children to support development of fine motor skills.
- Jedi writing is used in younger children to promote core strength
- Talk time is used to improve phonological awareness and increase confidence in social situation in Foundation and Key Stage one.
- We use First Call speech and language resources. Language for Thinking and Talk Boost resources to focus on developing attention and listening, developing receptive and expressive vocabulary.
- Teaching Assistants are also used to deliver Speech and Language programmes as instructed by a Speech and Language therapist.
- Use of the SENDCO, and ELSA Mentor to work with children across all levels of the Learning Support List in delivering social skills programmes such as Circle of Friends and solutions Focussed coaching.
- We also use SEAL (Social and Emotional Aspects of Learning) resources to work with children on taking turns, recognising their feelings and making and sustaining friendships.
- Counselling service to support vulnerable children.
- Spaced learning and interleaving to improve working memory.

Progress is monitored using the school Target Tracker from which individual progress or groups can be tracked. Interventions are also tracked per term to ensure they are having an impact. The large majority of SEND children have made progress expected of them.

Deployment of staff, resources & training.

Mrs Willcox is employed for 6 hours of the working week in the role of Special Educational Needs Co-ordinator to manage learning support caseload effectively and evaluate provision. We also have a nominated Pastoral Lead who provides ongoing support to all pupils and parents as well as those on the SEND register. A lot of this work involves extra pastoral arrangements for listening to pupils and measures to prevent bullying. One teaching assistant delivers interventions daily.

Below are a range of support, courses and resources we carry out to ensure our staff remain highly skilled and continue to offer the best provision for children.

- 25 hours of support from Specialist Teaching Service to provide support and carry out assessments with children so we can break down the areas in which they need support.
- Purchase of LASS/COPS. An early screening tool for Dyslexia.
- Training from Specsavers for eye tests to be carried out and time for each test to be carried out by our Learning Mentor or SENDCo.
- The school has also been awarded as a SEN + Disability Champion from Anti bullying Alliance.

The SENDCo and/or staff have attended continued professional development in the following areas:

- Dyslexia training
- ASD training
- Growth Mindset training
- SEND clusters
- SEND briefings
- Teaching assistants have trained in setting up and monitoring progress of children with whom they work
- Trauma-informed practice; restorative practice; PDA; social stories
- SENDCO attends Gainsborough Behaviour Hub
- Talk Boost Training
- De-escalation and regulation training
- Team Teach training
- Relationships (Restorative Practice) Training

External Agencies

Outside agencies support children on all levels of the SEND register and this continues to have an impact on the children's development.

Throughout the school year the following external agencies supported the SEND pupils in school:

- Educational Psychologist (EP)
- Speech and language Therapist (SALT)
- Working Together Team (WTT)
- Child and Mental Health Service (CAMHs)
- Specialist Teaching Team (STT)
- Paediatrician
- Grief and Loss counselling
- Sensory Impaired Services
- Behaviour Outreach Support Service
- Pupil referral team (PRT)

School offers support for Paediatrician appointments to parents/carers who wish to be accompanied. This year we have been able to offer free sight tests in school for all children; we are now screening SEND as a priority.

Liaison with Primary, Secondary School Partners

The SENDCo attends termly partnership meetings for inclusion in the Gainsborough area. This group is made up of local primary, secondary and a special school. The Year 6 pupils have participated in extra visits to our feeder Secondary school supported by the school Learning Mentor where needed. Strong links exist with all our partner secondary schools. Close liaison between teachers and SENDCo's took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector. Separate transition arrangements and induction visits were set up for SEND pupils where required. For pupils moving into the school who have an identified Special Educational Need, similar liaison meetings take place prior to entry to ensure appropriate levels of support are in place. For transitions into school the SENDCo and Pastoral Lead have a strong partnership all year. Children are identified who will need extra support early and the SENDCo meets with the SENDCo from pre-school settings early in the Spring Term to discuss all children. Where needed the SENDCo attends review meetings alongside the class teacher.

Complaints

If you want to complain about our school's SEN support, you should do so whilst your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's education, health and care (EHC) plan.

How to make a complaint

Follow these steps in order and move on to the next step if your complaint is not resolved.

1. Talk to the school's special educational needs co-ordinator (SENDCO).
2. Follow the school's complaints procedure.
3. Complain directly to Lincolnshire County Council.

There is a different process if you disagree with a decision your Local Authority has made about an SEN statement or an EHC plan. This complaint will be handled directly by the LCC.