



SEN report to governors - July 2024

At Harrison Primary we value the abilities and achievements of all our pupils. We know that many pupils, at some stage in their time at school, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We believe that every child has the same entitlement (right) to the whole school curriculum and we are committed to making this accessible to everyone. Our goal is to remove any barriers to learning and participation.

We aim to identify these barriers to learning and participation as they arise and to provide teaching and learning opportunities which enable everyone to achieve to the fullest of their potential. We believe that Special Educational Needs is a whole school issue in which all members of the school community - pupils, parents/carers, governors, volunteer helpers, trainee students, external agencies and staff – are responsible for. All pupils, regardless of their specific needs, will have access to inclusive teaching to enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Identification of a child's Special Educational Needs

Children's needs may be categorised into four areas. These include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

We believe that early identification of SEND, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all our children. To support us in our early intervention, we:

- arrange home and nursery visits for all Year R pupils
- discuss children's needs with Inclusion Managers/SENCOs at pre-schools prior to Year R
- attend all transition reviews for each pupil with SEND transferring to us
- discuss information from CTF and SENCOs from schools for children transferring in
- track and assess children's needs
- respond to concerns raised by teachers and parents
- plan and deliver the appropriate intervention, e.g. small group support provided by a TA/resources, interventions and referrals
- meet parents regularly to discuss their child's strengths and needs.

Assessment of our pupils continues throughout their time at our school, through:

- ongoing dialogue between staff, parents and SENCO
- analysing assessment data regularly to identify children who are not meeting age related expectations
- monitoring children's assessment through observations, verbal and written feedback
- liaison with parents, and other professionals.

All children identified on the SEND register receive additional support, outlined in a provision map for each year group, written in conjunction with the class teacher and TA. This provision map outlines any support in addition to quality first teaching for pupils within the class. We use the ‘**graduated approach**’ as recommended in the SEND Code of Practice, 2015 - the SEN Support used to assess the needs of children, and then provide appropriate support. This involves cycles of ‘**assess-plan-do-review**’ to identify, support and address needs, written in partnership with a child’s parents, and may involve specialist advice, particularly when a child makes little or no progress.

Teachers write an intervention plan that clearly outlines the pupil’s current level, targets linked to their next steps in learning and suggested activities. TAs use these plans to plan daily intervention sessions. At the end of the intervention, the class teacher and TA review the pupil’s learning and state the exit level.

For further information, please see the School’s Local Offer on the SEN section of our school’s website.

SEND school profile:

In July 2024 there were 40 children registered with additional needs; 6.5% of the whole school population. There were an additional 93 children, (15%) on the ‘monitor group’ – 36, 5.9% girls and 57, 9.3% boys; this includes children with varied needs – medical, speech and language or cognition.

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Vision Impairment	2	4.65%	0.33%
Moderate Learning Difficulty	16	37.21%	2.61%
Speech, Language and Communicati...	11	25.58%	1.8%
Specific Learning Difficulty	4	9.3%	0.65%
Social, Emotional & Mental Health	12	27.91%	1.96%
Autistic Spectrum Disorder	6	13.95%	0.98%
Attention Deficit (Hyperactivity) Dis...	3	6.98%	0.49%
Dyspraxia	1	2.33%	0.16%

SEN needs over time:

	2019-20	2020-21	2021-22	2022-23	07/24
EHCP	4	10	5	10	13
SEN SUPPORT	36	32	39	33	33

- Communication & Interaction - 12 children of which 3 children have a diagnosis of ASC and 2 children have a Developmental Language Disorder.
- Cognition & Learning - 20 children of which 12 have 6 with SpLD and 14 with MLD;
- Social, Emotional & Mental Health – 9 children 2 of which have a diagnosis of ADHD
- Sensory &/or Physical - 2 children with visual impairment.

A number of children on the SEN Register present with multiple needs under different categories; their main area of need is given in the numbers above.

During 2023-24 academic year, we submitted two requests for statutory assessments for EHC Plans to the local authority.

The percentage of children on the SEN Register this year is again below national levels. Children are placed on the SEN Register once a special educational need has been identified or if they are working significantly below their peers despite receiving support through quality first teaching and interventions. Most children receiving speech and language support are not on the SEN Register as often their needs can be rectified through SLT programmes. Some parents prefer their children not to

be put on the SEN Register; these children will still be provided with support, interventions and adaptations.

SEND JANUARY 2024 CENSUS DATA:

	EHCPs	SEND support
HARRISON	2.1%	4.4%
NATIONAL	4.8%	13.6%

Speech and Language

Tracy Davison, SLCN HLTA, liaising with the Speech and Language Therapy Service continues to provide support for both children and staff. Some children require short interventions, others ongoing needs, including those with EHCPs with explicit S&L provision. Attainment at the end of 2023-24 shows that:

SEND pupil attainment in academic year 2023-24

Year R

Communication and language has continued to be a key focus this year in Year R. Nicky Anderson, Year R TA focusing on speech and language needs, assessed and supported 37 children for listening & understanding, vocabulary, sentence structure, and speech sounds.

Of the 37 children 26, 70%, attained GLD across all 17 areas.

16 children did not meet GLD. Of these 8 did not achieve the Early Learning Goal (ELG) in Communication and Language and 4 did not make ELG in Personal, Social and Emotional. The needs of these children have been highlighted in transition with Year 1 and will continue to be supported in class or by Tracy Davison.

16 children in the cohort have English as an additional language; their level of competence in spoken English is demonstrated in the ELG results for Com, WR & W – this includes two children with very limited spoken English and low levels of proficiency in first language. Nevertheless, HPS's GLD in CLL is 90.4%, compared with Hants 85.9%, HPS Speaking 93.2%, compared Hants 88.1%.

Year R GLD		
SEN Support	0/1	0%
EHCP	0/1	0%

YEAR 1 PHONICS SCREENING CHECK		
	No. of children	percentage
SEN Support	1/4	0%
EHCP	0	0%

YEAR 2 PHONICS SCREENING RECHECK		
SEN Support	2/4	50%
EHCP	1/2	50%

Year 6

EHCP 7	EXS+		GDS	
	No. of children	percentage	No. of children	percentage
Reading	3	43%	1	14%
Writing	3	43%	1	14%
Maths	3	43%	0	
GPS	3	43%	1	14%

SEND SUPPORT 6	No. of children	percentage	No. of children	percentage
Reading	4	66%	4	80%
Writing	3	50%	1	17%
Maths	5	83%	0	
GPS	2	33%	3	50%

SEND and Pupil Premium - the number of children with SEND who are in receipt of FSM is low:

Year 2 – 3/7, year 3 – 1/6, year 4 1/7, year 5 3/7 & year 6 – 3/13.

No children with SEND receive Services Pupil Premium.

The number of children with SEND who are also ‘looked after’ is also low:

Year 1 – 1/4, year 5 – 1/1 & year 6 – 2/7.

Attendance of children with SEND in 2023-24

93% compared 96% all children.

SEND funding

Sarah Thornley, SENCo, and Lauren Pidgeon, School Business Manager have responsibility for allocation and use of SEN funding. High needs statement support fluctuates in relation to the number of EHCPs and multiplicity of needs.

High needs statement support:

2019-2020	£109,169
2020-2021	£155,920
2021-2022	£178,085
2022-2023	£191,722
2023-2024	£205,728

This money is spent on:

- supporting individual pupils with EHCPs through 1:1 TA support
- personalisation to meet needs of children
- CPD for all staff - identified through audit of staff strengths/development areas, links to SIP
- resources
- support and advice from outside agencies.

Details of use of Pupil Premium funding is outlined in our Pupil Premium Report, 2023-24.

Key SEND Priorities for 2023-24:

1. Maximise the impact of Teaching Assistants to:
 - a. promote children’s independence
 - b. enhance adaptation of individual provision
2. Understand the impact of sensory needs on individuals.
3. Improve partnership working with parents
4. Enhance support for Young Carers:
 - a. improve signposts to external support
 - b. establish a support group
 - c. introduce staff and governor training
 - d. explore YC Bronze award

5. Tracking of interventions to ensure value for money/improved outcomes/quality assure the delivery of interventions/monitor progress.

Update on school's implementation of provision for children with SEND:

1. SEN Staffing Provision

Sarah Thornley, a very experienced teacher and year leader at HPS took up post in September 2023, following Jane Bowden's retirement.

Sarah has just completed her NASENCo accreditation with the University of Winchester and is awaiting the outcome of her qualification.

During Sarah's successful first year, she has developed her understanding of the role of SENCo, as stated in the Code of Practice. Her priorities at all times have been to familiarise herself with pupils' needs, maintain and improve competency in the team, ensure both educational and pastoral needs are met, foster positive behaviours for learning, and identify and provide ongoing training for the teaching team.

Having completed a full academic year's cycle, Sarah is now in a position to co-ordinate the year ahead and become more strategic in her approach to holding the team to account. This means that she can now pre-empt potential pitfalls and problems, and problem solve, rather than 'react'. Addressing the ongoing need for staff to recognise that SEND is everyone's responsibility has been a priority. Sarah has worked hard to establish clear expectations and communication between the teaching team, SLT and parents, whilst being mindful of the workload of, and demands on, teachers and TA, as well as her own.

At Harrison:

- all teachers and leaders are responsible for the learning and teaching of every child in their class including those children with SEND.
- teachers co-ordinate daily support for children with SEND – planning targeted support in class/interventions; this is overseen by Year Leaders
- programmes recommended by our link Speech and Language Therapist are delivered both by the Speech and Language HLTA and by TAs, ensuring children receive timely support Staff report that having a Speech and Language HLTA has had a positive impact on children identified; support in the form of interventions, expertise and resources. Feedback from parents continues to be very positive.
- we have a Year R TA dedicated to SLCN - screening helps identify children at risk and has allowed provision to be put in place such as Mr Tongue, Nursery Narrative, Time to Talk, vocabulary groups, and speech sound work
- assessments are used to support the collation of evidence and the building of individual profiles, i.e. PHAB 2, YARK, Salford Single Sentence Reading Test, Helen Arkell Spelling Test, Sandford Maths Assessments, Working Memory Rating Scale, BPVR, Boxall Profiling, Strength and Difficulties Questionnaires.
- dedicated ELSAs and TALA practitioners continue to provide support to vulnerable children and families
- one-to-one TA support is allocated to a small number of children in order to enable them to access the curriculum and remain in class.

2. Emotional support and well-being

Anneke Ring now leads the ELSA team; this includes work as a Home School Link Worker and DDSL. The team comprises:

- i. Julie Collins - ELSA and Lego Therapy
- ii. Fara Walpole -TALA (therapeutic active listening assistant)
- iii. Tanya Hickman - support for LAC/PLAC children's emotional needs.

Sarah Thornley, Designated Teacher for Looked After Children, has oversight of this team.

	Number of children supported	Number of children on the SEN Register	Number in receipt of Pupil Premium	Number in receipt of Pupil Premium Plus (LAC and PLAC)
ELSA	41	16	9	2

TALA	69	8	19	2
LEGO THERAPY	24	23	7	1
ELSA LAC	6	2	0	6
Georgia Swift (private counsellor/psychotherapist)	5	3	2	3
	Number of families supported	Number of families supported whose children on the SEN Register	Number of families supported whose children are in receipt of Pupil Premium	Number of families supported whose children are in receipt of Pupil Premium Plus (LAC and PLAC)
Proactive Parenting Group	10	5	2	0

Work with external providers:

- Positive behaviour is promoted through our RRR ethos, our Values (Respect, Responsibility, Equality, and Collaboration & Honesty) and the Harrison Learning Tree
- A small number of children have Individual Behaviour Management Plans (IBMP) which identify needs and strategies in place to support them to ensure consistency from staff
- Consultations for two children with the **Primary Behaviour Support Service Wellbeing** – HPS often already has in place the provision/strategies that they would recommend.
- Outreach from **Heathfield Special School** –two children
- Inreach from **The Waterloo School** outreach – one child
- **CAMHS** – referrals are now taking 18 months to be assessed – five children. A number of children are on the waiting list for assessment for ASD, ADHD and other mental health support.
- Specialist Teachers Advisory Service for Communication and Interaction Team (STAS C&I) for children with EHCPs – four children plus outreach for two others.
- **Speech and Language Therapy** – we receive termly support which limits impact. Schools are often thought to be able to meet children’s language and social communication needs. Tracy Davison ensures that S&L programmes are delivered to the small number of children now under the Speech and Language Therapy Service; those children with S&L provision outlined in EHCPs and others whom we have identified as needing support.
- **Specialist Teacher Advisory Service for Visual /Hearing Impairment** visit four children regularly. There are two children with EHCPs who receive this support. HPS has been praised for its provision
- **Physiotherapist Service** – only one child, in Year 1, is under this service. The physiotherapist visits the school to review progress as needed. School staff deliver the exercise programme on a daily basis. The physiotherapist and parents are pleased with the provision in place.
- **Occupational Therapy Service** - no children under this service at present.
- **Educational Psychologist support** – we have contracted out own EP as demand for Hants EP Service is high. School has a contract with a private educational psychologist, Lucy Manger Educational Psychology Services. Lucy was formally with HIEPS and worked as the school’s linked EP for many years. She knows HPS very well, understanding our ethos and drive for inclusive practice. Lucy worked with has worked with nine children this year (consultation and assessments) providing a clearer understanding of their needs and has also provided advise at annual reviews.
- **Hampshire Inclusion Service**
- **Alternative Provider – Fresh Air Learning** – one child
- **Private Counsellor** -

Access to specialist services continues to be limited due to the high demand and shortage of specialists available. Two particular areas of concern are Hants’ use of locum educational psychologists and lack of access to sensory processing needs assessments.

As a school we endeavour to put the provision required in place for children often beyond that expected under SEN Support. When specialist professionals are consulted they often comment that provision they would recommend is already in place and acknowledge and commend the high quality and inclusive practice in place. Ofsted, 2023, recognised that “staff know the pupils very well and give them the precise support they need to flourish. This is especially true for disadvantaged pupils, including those with special educational needs and/or disabilities (SEND).”

Sensory processing needs assessments:

We have a number of children that would benefit from a sensory processing needs assessment who may not require a neuro-diverse (ASD/ADHD) assessment via CAMHS. Unfortunately, the Children's Therapy Service, the service that as a school we would refer to for occupational therapy support and assessment, is not commissioned to undertake this assessment.

There is still a significant gap in the service offered by our local health providers.

3. Tracking progress of pupils with SEND and provision

- Classroom Monitor provides a record of current attainment of children with SEND. This is accessible to all teachers who are able to identify each child's priority areas of learning to inform planning and set short term targets for each child.
- Year teams continue to monitor and plan for individuals ensuring appropriate provision for children with SEND. Provision maps are updated on a termly basis.
- Parents meetings allow information & progress to be discussed. Where needed, teachers hold weekly or fortnightly meetings/phone calls with parents of children to ensure joint understanding of need and provision.
- Staff received CPD through staff meetings and INSET training as well as individual training. Staff have unlimited access to the National College CPD podcasts which cover a range of subjects and themes.
- Some pupils have small group or individual support through intervention programmes for S&L, phonics, precision teaching, cued spelling, maths booster groups, Literacy Toolbox, ELSA and TALA

Parental views

Views gained during meetings such as annual reviews for EHCPs, Transition Partnership Agreement meetings, Personal Education Plan meetings (for LAC children), Education Psychology meetings and liaising with parents on an on-going basis across the year have not raised any significant concerns about the provision in place.

Parents are confident that concerns raised are listened to and that staff respond to these positively and in a timely manner. Class teachers and the SENCo aims to find solutions to all concerns and problems raised.

We work very closely with parents in order to meet children's needs. All parents at the annual reviews for EHCPs held this year have expressed their appreciation for the dedication of staff and the school's commitment to ensuring that their children receive the provision needed.

The survey carried out by the governing body which provided an opportunity for parents to voice their opinion and concerns, showed that parents are happy with the school offer.

Pupil views

Pupils' views that have been gained are through the 'our views' opportunity given to children on EHCPs, in Personal Education Plans and in Transition Partnership Agreements show that these children are happy at school, feel safe, listened to and able to give their opinions. School councillors also feedback pupils' views.

SEN Information Report and SEN Policy

These are reviewed annually to ensure that they are line with the School's ethos and statutory guidance.

Accessibility Arrangements

- policy in place
- adaptations made to the school if feasible
- adaptations are made to the curriculum to enable pupils with SEND to access learning e.g. PE for those physically challenged and consideration given to position in class, adaptation of resources for those with visual and hearing impairment as well as those with neuro-diverse needs – option for own work station, rewards, on task cues, movement break, support for pupils with emotional needs
- access arrangements for school trips and residentials
- Pupil Premium grant is used to support access to enrichment and extra-curricular activities

- Pastoral and emotional support through TALA, ELSA and from SMT
- Children with EHCPs have their provision met in accordance with the provision outlined in their plans; this includes personalised, one-to-one support
- Risk assessments for pupils with physical disabilities are carried out annually; this includes a PEEP (Personal Emergency Evacuation Plan)
- Risk assessments are carried out as needed for children who are temporarily physically impaired e.g. broken limbs or following operations

SG/ST 07/24