



School: Muswell Hill Primary School
SENDCO: Emma Cousins
Date of report: September 2021
SEND Governor: Hilary Plant

Appendix to School Information Report

SEND Report to Governing Body 2020-2021

This report provides an overview of the progress of pupils with Special Educational Needs & Disabilities (SENs) during the academic year 2020-2021

SEND profile 2020 - 2021

- As of July of 2021, there were 78 pupils on the SEN register. This is an increase of 12 on the previous year. 68 children are at SEN Support level and 10 children have an Education, Health & Care Plan (EHCP).
- Pupils with SENDs make up 17% of the pupil population. This is above the national average of 12%.
- Broad areas of need:
 - Cognition & Learning
 - Communication & Interaction
 - Social, Emotional & Mental Health
 - Sensory and/or physical needs

Main area of Need	Specific SENDs	Number of pupils	%
Cognition & Learning	<ul style="list-style-type: none"> • Specific learning difficulty eg. Dyslexia (SpLD) • Moderate Learning Difficulty (MLD) • Profound and Multiple Learning Difficulty (PMLD) 	24	31%
Communication & Interaction	<ul style="list-style-type: none"> • Speech, Language & Communication Needs (SLCN) • Autistic Spectrum Disorder (ASD) • Developmental Language Disorder (DLD) 	28	36%
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) 	20	25%

	<ul style="list-style-type: none"> Eating disorders Attachment disorders depression 		
Physical &/or sensory	<ul style="list-style-type: none"> Physical Disability (PD) Hearing Impairment (HI) Visual Impairment (VI) Multi-sensory impairment (MSI) 	6	8%

- It should be noted that some pupils have a secondary need in a different area.
- Below is a breakdown of the numbers within each year group.

<u>Year Group</u>	<u>No. of pupils with SENDs</u>
Reception	3
Year 1	7
Year 2	11
Year 3	18
Year 4	18
Year 5	10
Year 6	11

14 pupils with SEND were also eligible for the Pupil Premium Grant – **21%** (disproportionate to the % of those eligible for PPG in the school 7%)

Achievement of pupils with SEND

Key Stage 1 & Key Stage 2:

- In the absence of statutory data, it is particularly important to take into account the individual outcomes, as identified in pupils' My Plans. These individual plans are a record of the Graduated Approach to identifying and supporting pupils with special educational needs and/ or disabilities.
- The majority of children partially achieved the outcomes on their My Plans. These outcomes focus on language and communication, social skills, behaviour as well as academic outcomes for pupils and are reviewed by class, teachers, parents and members of SLT at three points across the year.
- New outcomes for the new Autumn term were set in conjunction with the class teacher, parents and the SENDCo. A discussion around these new outcomes formed part of the handover process with each child's new teacher thus ensuring clarity on the priorities for these children.
- Over the academic year 2020-2021 only 11 children of the 78 on the SEND register regressed and only by one step. Taking into account school closures and the effects of the pandemic, it is positive to know that the majority of SEND children either made progress or at least managed to maintain the same level.

SEN policy & Information Report

- Last reviewed September 2020. Due for review September 2021
- SEN objectives for 19-22
- Children with disabilities have adjustments made to ensure their fair access to our school. Children apply through the Haringey admissions or via the SEN Team. In 20-21 4 children with disabilities were admitted to the school and adjustments were made to their placements.

SEN Objectives for 2019-2022

- - Support all teachers to become teachers of pupils with SENDs
- - Increase the progress and attainment of vulnerable groups including disadvantaged, LAC, BAME & pupils with SEND
- - Develop a universally inclusive and communication-friendly school environment
- - Develop specialist knowledge of supporting pupils with complex needs e.g. Downs Syndrome
- - Continue to support pupils to be effective self-regulators
- - To establish a Pupil Inclusion Team (Leadership) – established and relaunch Autumn 2021
- - Create an inclusion space in which to deliver same-day intervention and a calm space for regulation breaks
- - Develop internal assessments to monitor attainment of pupils with SEND in Years 1,3,4&5 for those working below ARC.

Staffing for SEND

- 9 members of staff employed to support pupils with SEND.
- One member of the SEND support team retired in July. Another member had to leave over the summer holidays due to unforeseen family circumstances.
- A recruitment drive took place at the start of September with a number of trials. It is key to ensure that the right person is found with the correct experience and training. It is also vital that there is the potential for a good relationship between the adult and child, taking into account their very specific needs.

CPD for SEND

- Makaton – shared communication language and signing, sign of the week whole staff, videos to share with the community
- Zones of regulation
- Mental health and wellbeing support
- Unconscious bias training
- Safeguarding vulnerable children
- Use of Tapestry to track children working below the National Curriculum
- Working memory and cognition and learning
- Supporting children with Downs Syndrome
- Sensory processing and creating a sensory diet
- Blended learning – access to support online
- Reading and phonics
- Personalised training as part of individual's professional development

Pupil voice

- Pupils attend the Annual Review meeting (where appropriate) for their EHCPs and have an opportunity to contribute prior to and at the meeting.
- Inclusion Ambassadors will be re-introduced in the second half of the Autumn Term.
- Links have been re-established with The Treehouse School. Inclusion Ambassadors will begin with their visits after the half term holiday.

Parent/carer voice

- Whole school survey, included questions regarding SEND provision at MHPS.
- Learning walks and support of SEN learners – Spring 21 provision during lockdown as all children attending as vulnerable learners in bubbles.

External agencies

- Speech & Language Therapy Service
- Occupational Therapy Service
- Educational Psychology Service
- CAMHs
- Choices
- Art therapy

Are there any concerns regarding provision for pupils with SEND?

The effects of the school closure and the pandemic continue to be a concern as we see an increase in anxiety amongst children. There are also issues around self-regulation and general social and emotional issues related to this. This ultimately has an impact on children's Mental Health and Well-being. Whole-school systems are in place to monitor and address any gaps and ensure that these do not widen even further.