

# SEND Report and data collection and analysis for Hunslet Carr Primary School 2019-20

## 1. School Context

How does your school's SEND profile compare with national?

% of children with SEN Support

	2016	2017	2018	2019
<b>School</b>	28.3	31.5	33.0	18.6
<b>National</b>	12.1	12.2	14.6	14.9

% of children with EHCP Plan

	2016	2017	2018	2019
<b>School</b>	0.9	1.3	0.7	1.1
<b>National</b>	1.3	1.3	2.9	3.1

### Commentary

1. Previously Hunslet Carr school has a significantly higher percentage (33%) of children with SEN Support than schools nationally (14.6%). This was thought to be linked to the deprivation in the area. Since March 2019, the school has challenged that concept and have analysed the SEN register very closely to check that the children who are now on it truly are SEN. We now feel that 18.6% (which is only slightly above the national average) is a true reflection of the school demographics and the SEND Needs within the school.
2. Hunslet Carr previously had a lower level of children with a statement or EHCP plan compared to schools nationally due to the funding criteria used by Leeds CC, this is now being addressed but it is still significantly low. We have currently submitted 3 more EHC to the local authority who have agreed to begin the assessment period and we have a further 4 that have recently been submitted and we are awaiting a judgement on whether the authority agrees to pursue.
3. Funding in Leeds is not linked to EHCP. Many of our children are in receipt of additional funding without having an EHCP in place.
4. Children who are funded are monitored closely by the school and Authority and reviewed in the same way as children with an EHCP. This system used to explain why we had a lower level of EHCP plans than National but this year's figures demonstrate the increasingly complex nature of some of our SEND children for whom a Plan is now necessary.
5. Currently we have identified 13 pupil that we want to request an EHC for. That will then mean we have 4.5% of how pupils with an EHC this brings us just above the National Average but more in line with our cohort and the complex need the children have within it.

### Next steps

*To carry on with regard to the referral for more EHCP plans.  
Currently submitting 2 every half term.*

## 2. What is the SEN % for individual cohorts by NC year group?

	Number	% SEN	%EHCP	% EHCP Pend
Nursery	36	19.4		
Reception	60	11.6	3.0	
Yr1	52	21.0		2.0
Yr2	57	24.0		
Yr3	55	12.7		
Yr4	58	20.6	1.7	
Yr5	59	18.6		
Yr6	58	15.5	1.7	

### Commentary

1. The figures show some variation of SEND between year groups with last year's Year 1, 2 and 4 all having very high percentages above 20%. The figures influence the deployment of staff and resources but the needs of individual children and groups come first.
2. The deployment of staff is targeted at high needs children initially, then more staff are deployed to aid quality first teaching, differentiation and teacher led interventions. Careful consideration is given to the skills of staff and the needs of the cohort in general.
3. Where ever possible interventions take place within the classroom setting under the close supervision of the class teacher. Who is responsible for planning, setting targets and assessing the impact of the intervention?

### Next Steps

- *To use figures as a general indicator of need but to continually consider the needs of individuals and groups.*
- *To develop teaching staff skills in identifying children with SEN needs and the interventions and differentiation through quality first teaching to meet the child's individual needs.*
- *The make sure tasks are matched more carefully to the pupils' abilities.*

### 3. Main SEN Type Trend

Main SEND	SEND Support	EHCP	EHCP Pending
Specific LD	1		
Moderate LD	28	1	
Severe LD			
P&M LD			
SEMH	13		3
SALT	25		
Hearing Impair			
Multi-Sensory Imp			
Physical Disability			
Autistic SD	3	4	1
SEN Support			
Other	6		
<b>School Total</b>	<b>76</b>	<b>5</b>	<b>4</b>
<b>School %</b>	<b>17.5</b>	<b>1.14</b>	<b>0.94</b>

#### Commentary

1. The figures show the main type of SEND in the school is Moderate Learning Difficulty. This is closely followed by Speech and Language and then Social, Emotional Mental Health.
2. The deployment of staff is targeted at these three areas of need with staff deployed to support these needs within Quality First Teaching.
3. A smaller but significant need is around supporting children with Autistic Spectrum Disorder ASD. Four of these children have EHCPs and in the main a member of support staff who is responsible for the effective undertaking of the plan.

#### Next Steps

- *To use figures as a general indicator of need but to continually consider if the balance of need is shifting from one type of SEND to another.*
- *To develop teaching staff skills in supporting MLD through differentiation in quality first teaching to meet the child's individual needs.*
- *The make sure tasks are matched more carefully to the pupils' abilities.*
- *To continue to work closely with the Traded SALT, especially in EYFS where the need is more pronounced.*
- *English Leaders to work with the traded SALT towards becoming a 'Communication friendly school'.*
- *EYFS team to deliver stay and play sessions based on ECAT.*
- *EYFS team to work with the traded SALT and SENCo on how to develop provision being mindful of their SEN pupils.*

#### 4. Are pupils with SEND over represented in absence data?

Comparative figures for 2019-20 first 4 terms are below

	<b>SEND Support Children</b>	<b>Whole School</b>
<b>Absence under 95%</b>	31%	36%
<b>Absence under 90%</b>	15%	17%

#### **Commentary**

1. In 2019-20, children with SEND support was higher than children with no SEN support
2. In 2019-20, Children with SEND Support were more likely to be Persistent Absentees than children with no SEN support.
3. You are slightly less likely to be absent if you are SEND support than if you are a member of the school as a whole (31% compared to 36%) and it is the same for Persistent Absenteeism, although the gap is much closer (15% to 17%).

#### Next Steps

- We need to look more closely at the PAs who are also recognised as having SEND and what can be done to support them.
- Initiatives have been implemented such as, home collection, support for parents, home visits discussion at inclusion meetings.

## Other key aspects of SEND to consider.

**Currently SLT input in traded time includes but is not limited to:**

- **Assessment of pupils who have been identified as having speech, language and communication needs (SLCN).**
- **Provision of a support plan for pupils with identified SLCN.**
  - This summarises SLT assessment completed and any advice and agreed goals.
- **Provision of direct 1:1 and group evidence-based interventions.**
  - The traded SLT also oversees and advises on individual and group interventions run by trained school staff. Group interventions in place currently include Lego-based therapy and narrative therapy groups.
- **Involvement of parents in their child's assessment and goal setting.**
  - This happens through speaking with parents directly and where appropriate attending review meetings.
- **Delivery of training workshops with direct links made between course content and specific pupils to promote impact of the learning back in the classroom.**
  - Recently this has included training for all Early Years staff on identification of communication needs and language levels in the classroom, and Intensive Interaction and Lego-based therapy workshops for staff providing these interventions.
- **Support for the continuous professional development of school staff**
  - via informal coaching/training when they are working with children with speech, language and communication needs (SLCN).
- **Work with school staff to develop whole school approaches and strategies to support communication skills across school.**
  - This has included a joint project with SENIT to develop a screening and support programme for all nursery children to allow early identification of communication difficulties. This means that intervention can be provided quickly and any additional funding that is appropriate can be applied for in a timely way.
- **Facilitation of links between school and other professionals.**
  - This includes making onward referrals to clinical specialist individuals and teams to enable a holistic view of a child's difficulties, both within the Leeds Children's SLT service (e.g. accessing further SLT support from the mainstream SLT service, the Stammering Support Centre and the Developmental Language Disorder Team) and from the wider NHS service, e.g. Community Paediatricians, Audiology, MindMate, Occupational Therapists and the Child Development Centre. The traded SLT also liaises closely with outside agencies with which we have long standing, effective relationships, e.g. STARS and SENIT.
- **Support with applications for Early Years SEND Inclusion Fund (SENDIF) and Funding for Inclusion (FFI).**