

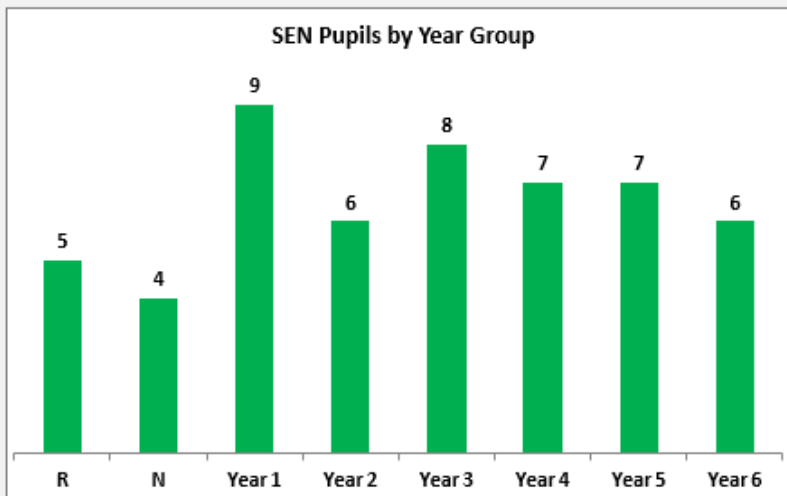
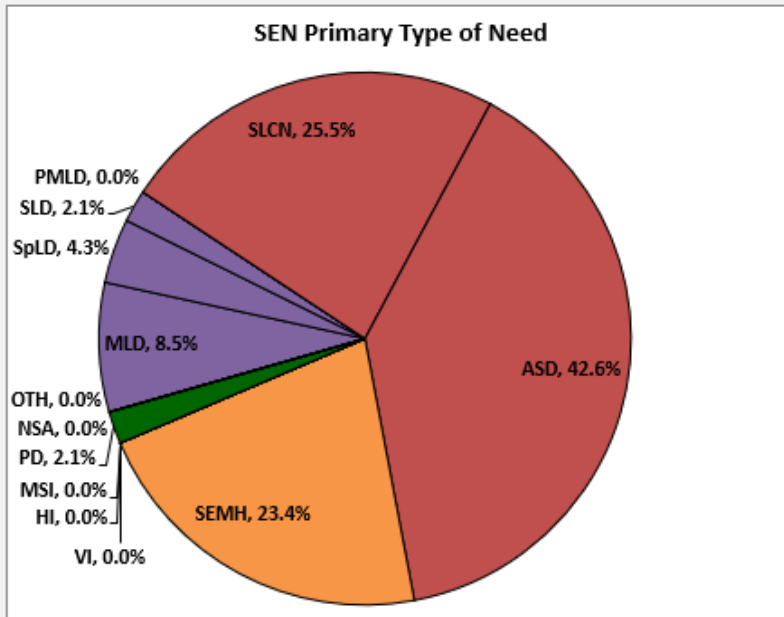


Overview of the school

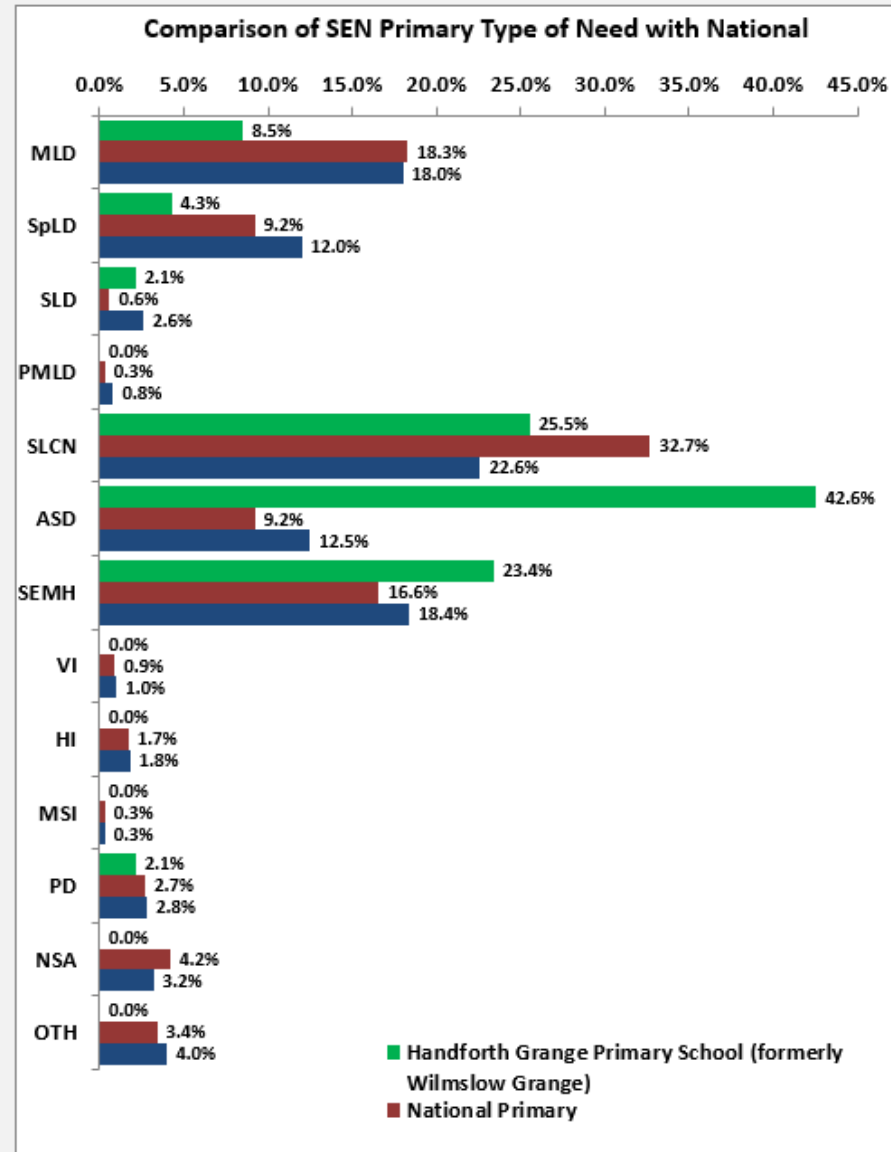
Handforth Grange Primary School is a larger than average maintained primary school with a 7-place resource provision for children on the Autism Spectrum. There are 50 (13.9%) pupils on the SEND register (N-Y6). 8 (2.3%) of these pupils hold places in the Resource Provision, a further 11 pupils have EHCP's for a range of needs including Communication, Language and Interaction needs, Social, Emotional and Mental Health difficulties, Down Syndrome and moderate learning difficulties. A further 15 pupils are currently being closely monitored using first concerns paperwork as they are working below the expected level for their current year group in one or more core area.

Number of SEND pupils

| | |
|---|--------------------------|
| Total number of pupils on roll | 313 (346 inc Nursery) |
| Total number of pupils with SEND | 51 (47 R-Y6) |
| % of Pupils with SEND (EHCP & K) | 14.7% (16% inc Nursery) |
| Number of EHCP | 22 (+1 Health Care plan) |
| Number of teaching assistants | 17 FTE |



**N is combination of E1, E2, N1 and N2*





| Year Group | Total on SEN Register | First Concerns | SEN K | EHCP | RP | SEN/Pupil Premium | Attendance SEN K | Attendance EHCP | Exclusions |
|--|-----------------------|----------------|-----------|-----------|----------|-------------------------|---|-----------------|------------|
| Nursery | 6 | 1 | 3 | 1 | 0 | 0 | 93.8% | 92.3% | 0 |
| Reception | 5 | 2 | 3 | 2 | 1 | 1 | 90.2% | 79.4% | 0 |
| Year 1 | 9 | 2 | 4 | 5 | 3 | 0 | 94.3% | 89.4% | 0 |
| Year 2 | 6 | 1 | 4 | 2 | 1 | 1 | 91.3% | 92.3% | 0 |
| Year 3 | 8 | 1 | 5 | 3 | 1 | 4 | 93.5% | 93.2% | 0 |
| Year 4 | 8 | 2 | 4 | 3 | 0 | 2 | 95.7% | 95.2% | 0 |
| Year 5 | 7 | 0 | 3 | 4 | 2 | 3 | 94.9% | 96.7% | 0 |
| Year 6 | 6 | 3 | 3 | 2 | 0 | 3 | 94.8% | 96.2% | 0 |
| Totals | 51 | 12 | 30 | 22 | 8 | 14 | | | 0 |
| Percentage of all pupils R-6 310 Inc Nursery 337 | 14.7% 16% | 3.4% | 8.6% | 6.1% | | 3.9% of SEN are also PP | (94.5% whole school SEND) Whole school attendance 95.3 | | 0 |



Measuring the impact of SEND spending

Monitoring:

The children are assessed in September, December and March. The school evaluates the impact on each pupil at the end of every term through Pupil Progress Meetings. During the meetings the school will identify the progress as well as identifying where support may need to be adjusted or further outside agency support may be required. Separate discussions with the SENCO, teaching assistants and class teachers will also focus on progress towards personal outcomes set out in either the pupils EHC Implementation plans or SEN support plans. These are reviewed termly by the class teacher and teaching assistants with parents and any outside agencies involved. SEN Support Plans and EHCP outcome trackers are used to monitor progress towards outcomes on a timely basis.

Progress:

Progress is mostly in line or above the expected projected 15 points progress which is expected for this time of year. Reading progress in years 4,5 and 6 exceeds that of all pupils. In writing and maths, progress can be seen to exceed that of all pupils in years 2, 5 and 6. All children make progress from their starting points; the rate of progress for some children is slower due to their complex needs such as DLD and other Speech and language difficulties. For example, the large amount of children with EHCPs (12 across 3-4 cohort, 9 across the 1-2 cohort, 4 being non-verbal within the RP) who are working significantly below the level of their peers reduces the overall average point score. We have also noticed a big impact this year from Covid and Lockdowns, to counteract this we have implemented more focused interventions, after school tuition, baselined all children for reading and are introducing RWI interventions across these year groups to help fill the gaps. Where children are not yet working within the National Curriculum, they have personalised targets to enable them to make good progress towards their end of year EHCP outcomes in all areas of learning. .



Curriculum Provision:

We have been focusing on early identification and intervention within EYFS this year to try and bridge GAPS and support children at a young age to catch up to their peers. Or putting in requests for EHCPs and support for younger children to gain support for them at an earlier age. The curriculum is adapted for them, but expectations are still high.

RWI has had funding put into it and there is a big focus on early reading and writing. Especially for those SEN children who are still not able to read (13 within the Year 3/4 phase). Extra tuition and intervention are being focused to ensure all children, even SEN, are being supported to read fluently by the end of KS1. There is a specific non-verbal area on RWI so the RP children can access it too.

The progress of individual children is tracked each term and where progress is low, we continue to amend provision and seek outside agency advice around specific areas of need. I have set up a new monitoring grid (appendix A) and a focused group form for teachers, so that we are focused on what progress every child is making, who teachers need to sit and focus their Quality First Teaching and interventions on.

The resource provision teacher is still implementing the Autism Education Trust Framework with the most complex children which assesses a broad range of needs including sensory regulation, joint interaction, and social integration to allow the measuring of their progress as they are unable to access the NFER assessments. The new Engagement Model has been implemented this year for those children unable to access the National Curriculum and are not able to access subject specific study.

Extra Provision:

After school tuition for children with SEN in all year groups is implemented within the teachers after school tuition time. We have invested in RWI resources and training for all staff so to focus on the delivery of reading and validity to the scheme. This will help impact data. There are a number of children now attending after school clubs and more SEN-K children accessing the free club places as that is a focus with Ofsted at the moment.

17 children on the SEN register have accessed after school clubs during the summer term. 8 children attended residential within the summer term. 5 children on the SEN register have attended free summer club places over the summer to allow social time and time for the parents. This will continue to be a main focus next year. Ensuring all children are able/feel confident to attend school clubs.

Attendance



The school minibus has continued to be used to collect children with EHCPs with persistent absence or to offer support to SEND families. Last year this resulted in an increase in overall attendance of children with EHCPs by 3.1%, this has continued to improve the children's punctuality. Overall SEN attendance was 94.5 % which is slightly below that of all children which was 95.3%. Persistent absentees have been contacted and parental contracts have been created. We will be offering more bus spaces to children in September.

Parent Views (Appendix 2):

For the end of the year, I sent out a questionnaire to all SEN parents to get their views of school support etc. These views with mostly positive, with parents speaking highly of support, communication, and expectations of their children. Some of the comments included were:

'Handforth grange is a fantastic school and the sen team are amazing. thank you'

'I'd like to thank all the staff, teachers and TAs for all their hard work during a challenging time, although there's always room for improvement as I stated above but I'm deeply grateful and thankful for all the love and care you give to our children every day.'

'Everyone has been fast in responding to any queries we have had and been very quick to deal with anything that has needed addressing'

'The TA and Head of SENCO are always available and helpful. They are responsive and take into account any concerns or matters I raise with them'

'We have had amazing support throughout I couldn't of asked for more from everyone involved'

'The school are very supportive, and we can approach them with any concerns and share ideas and implement things as a team together for our son.'

Some of the comments suggested improvements we could make such as improving parent communication policy, more 1-1 support for SEN-K children, being informed when a TA will be off long term and lack of TA's in class where EHCP children are not. All of these suggestions will be looked and how to improve from September.

Planned Provision 2022-23

SEN Placements within school:

- In July we have 7 EHCP and 4 SEN-K children leaving to new placements (7 are Year 6s) and (4 are Change of Placements).



- We have 2 children with EHCPs transitioning to high school in Sept 22, they have had their transition days, supported by Teaching Assistants. One in a specialist school and the other at WHS.
- All 7 EHCP and 4 SEN-K children leaving to new placements have had their files transferred and delivered to their new schools.
- We have filled the RP places with. The resource provision is full at PAN of 7.
- We are going through the needs assessments for 3 children requested in the summer term.
- The 2 requests for EHCPs from Autumn term were approved in the summer term.
- At least 3 EHCP Need Assessment requests will need to be made in the Autumn term (1 requested from parents).
- The high amount of Complex needs we have in school within the RP will now be considerably less and will improve staff well being.

Teaching Assistants:

- We have continued to provide TA Support for children with EHCPs in the mainstream classrooms linked to individual funding. However, there will continue to be some adaptation to teaching arrangements within the resource provision to meet individual needs. We have seen a decrease in available apprentices for the apprentice TA scheme and have had to use supply companies.
- I am looking to put an experienced TA on a supply contract to reduce the amount of supply cover we use and reduce costs.
- I conducted extra training and expectations meetings with TA's in the summer term.
- I will be doing weekly TA meetings in September to continue training, discuss issues and support.
- In summer 1 3 TA's left to seek other professions, this put a strain on TA support and access to adults.
- In Summer 2 (July) another TA left to train to be a Teacher.

Curriculum:

- We have 4 KS1 children who are non-verbal who are based in the resource provision full time; these children have a personalised experience curriculum focused on developing joint attention using a PACT approach. Two of these children have been allocated places at specialist provision from September 22.
- I will be conducting even more curriculum walks and focused SEN support walks in September to ensure all children on the SEN register are accessing the correct support. Scaffolding and adult support is being used to empower and lead to independence and bridging the GAPS.



- We have continued to implement the engagement model for those children who can't access the national curriculum or a subject timetable, this is 4 of the 8 RP children.
- All RP children in September will access a personalised curriculum with some access to the mainstream classroom for part of the afternoon in subjects which provide opportunities for social interaction and personal development such as Art, PSHE, Computing, PE and DT.
- We are in discussions with CE regards the Service Level Agreement for the Resource Provision. We continue to provide QFT and teacher support within the classroom for all mainstream children with SEND including those with EHCPs.

Applications:

- We continue to see a rise in applications for EHCP placement in our nursery and reception classes
- We have significant numbers of EHCPs in school, especially a high number of complex children.
- We have had 17 requests for a Resource Provision place since September, all of which we have had to deny places as we are over PAN and cannot meet needs within a mainstream placement. The children we are getting requests for also have complex needs.



Handforth Grange
Primary School

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Annual SEND Report 2021-2022