



Overview of the school

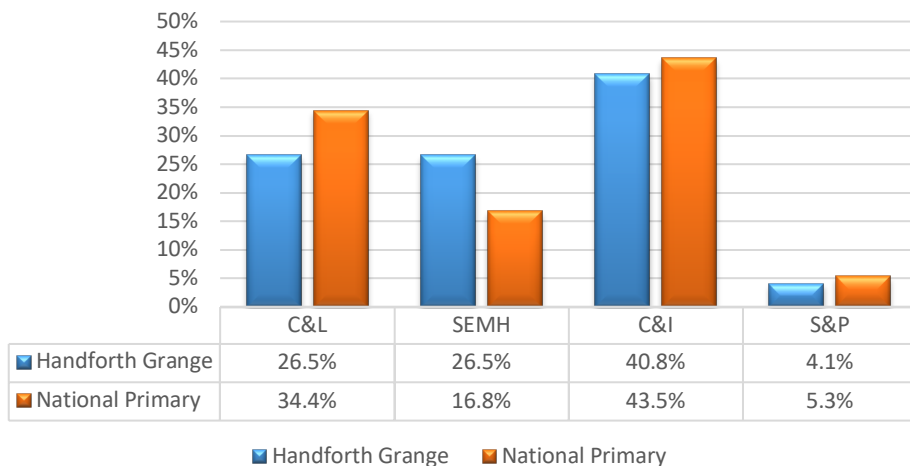
Handforth Grange Primary School is a larger than average maintained primary school with a 7-place resource provision which specialises in its provision for children on the Autism Spectrum. Throughout the school there are 49 (14%) pupils on the SEND register (EHCP & K) Nursery-Y6. 8 (2.3%) of these pupils have EHCP's and hold places in the Resource Provision, a further 11 pupils in the mainstream setting have EHCP's for a range of needs including Communication, Language and Interaction needs, Social, Emotional and Mental Health difficulties and moderate learning difficulties. Additionally, 25 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 or have interventions in place to support a learning or social, emotional need; often dyslexia or moderate to severe anxiety.

Number of SEND pupils

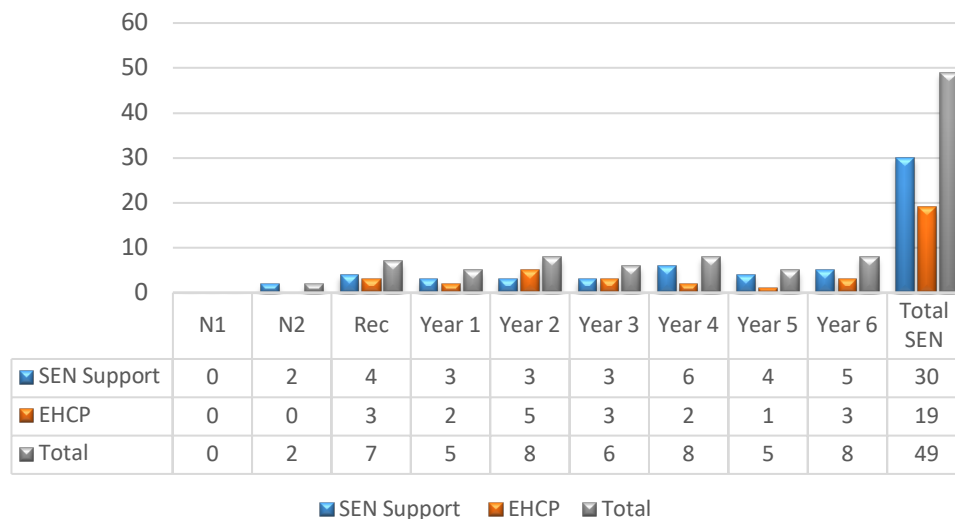
Total number of pupils on roll	320 (351 inc Nursery)
Total number of pupils with SEND	47 (49 inc Nursery)
% of Pupils with SEND (EHCP & K)	14.7% (14% inc Nursery)
Number of EHCP	19 (+1 Health Care plan)
Number of teaching assistants	18.5 FTE



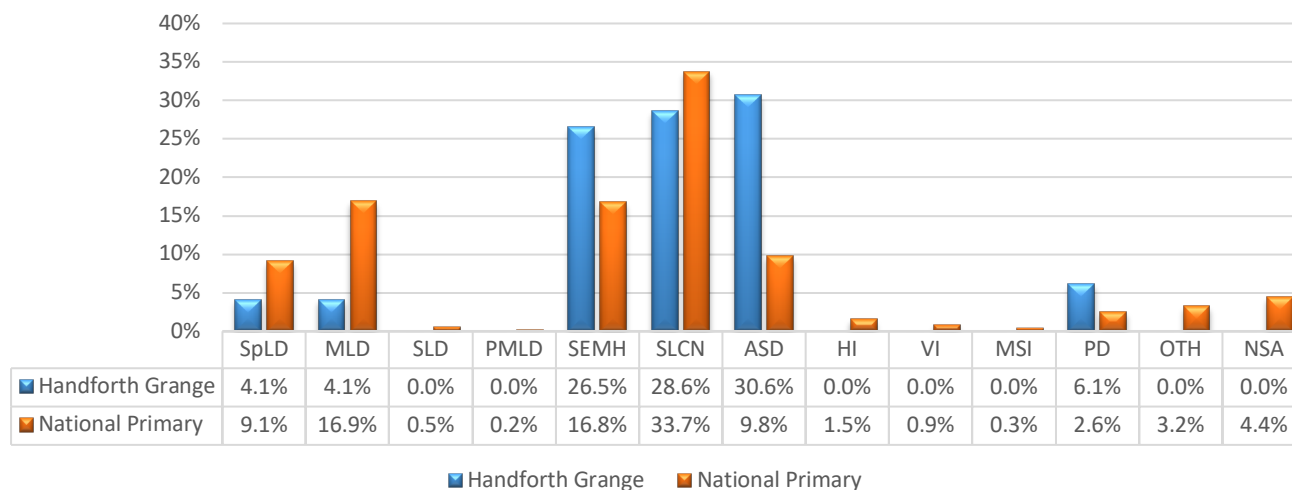
Compared to National four broad areas of need



Pupils on SEND register by year group

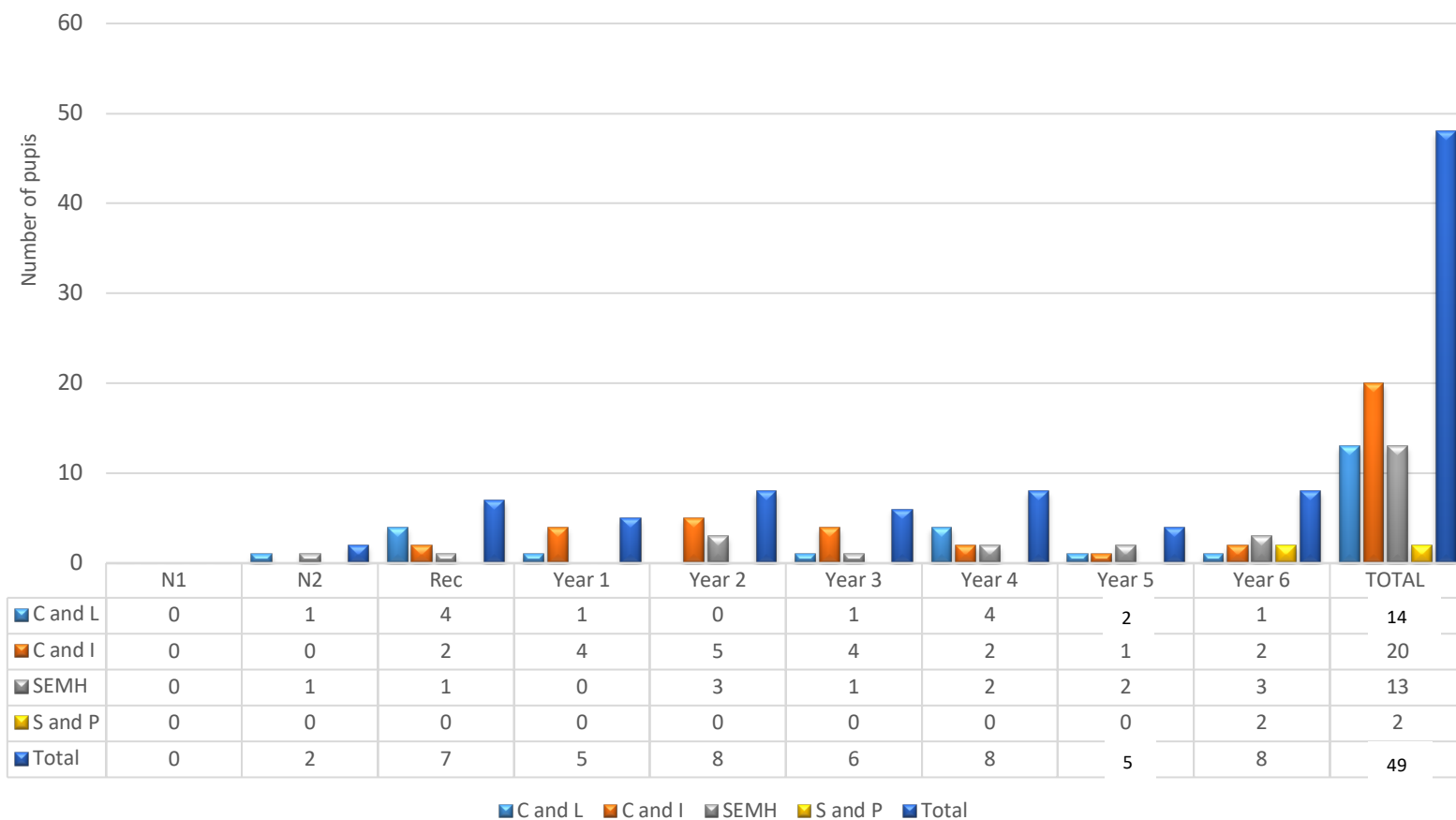


School v national Primary SEND need





SEND broad area of need per year group





Handforth Grange
Primary School

Handforth Grange Primary School

Summer SEND Report 2022-23



Year Group	Total on SEN Register	First Concerns	SEN K	EHCP	RP	SEN/Pupil Premium	Attendance SEN K	Attendance EHCP	Exclusions
Nursery	2	0	2	0	0	0	92.4%	N/A	0
Reception	7	3	4	3	1	3	89.9%	88.6%	0
Year 1	5	4	3	2	2	1	96.0%	95.8%	0
Year 2	8	6	3	5	2	2	96.3%	92.2%	0
Year 3	6	3	3	3	1	1	96.6%	96.9%	0
Year 4	8	4	6	2	0	4	94.8%	95.2%	0
Year 5	5	3	4	1	0	0	97.2%	95.0%	0
Year 6	8	2	5	3	2	3	93.3%	96.0%	0
Totals	49	25	30	19	8	14	95%	93.8%	0
Percentage of all pupils R-6 320 Inc Nursery 351	14.7% 14%	 7.1%	 8.5%	 5.4%	 2.3%	 4% of SEN are also PP	(94.4% whole school SEND) Whole school attendance 95.7%		0



Measuring the impact of SEND spending

Monitoring:

Due to a change in our maths curriculum to White Rose it was decided to not complete the NFER assessments in maths during the Spring term, in the non-SATS years, due to the difference between the 2 schemes. These instead were completed in the Summer Term, to show the progress across the whole year. From next September assessments will be completed using the White Rose assessment scheme. Year 2 and Year 6 completed previous SATs assessments as they did these in September. Going forward children will be complete summative assessments in December and March and July. 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 number of children with EHCPs (7 across the 1-2 cohort, 5 across the 3-4 cohort and 4 across the 5-6 cohort with 5 of those being non-verbal within the RP) who are working significantly below the level of their peers reduces the overall average point score. We continue to implement more focused interventions, after school tuition, baselined all children for reading and have introduced 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. We are putting in requests for EHCPs and support for younger children to gain support for them at an earlier stage. The curriculum is adapted for them, but expectations are still high. I, as covering SENCO have been attending a SALT pilot group which includes schools from within the Wilmslow area. In these clusters it was decided to trail assessing all of the children coming in to reception in September 2023 for their Blank Levels. This will support early identification of any speech and language needs next year.

The changes in the Resource Provision room (to include a 'reduced distraction' working area) continue to be well received by the staff, parents and outside agencies such as SALT and CEAT. Each child now has access to a designated space and visual timetable. We have also placed the children in to pathways, the Explorers, the Discoverers and the Pioneers. This enables the children to be challenged in small groups based on their needs and ability rather than their age. The Explorers follow an engaging curriculum where they learn through play, exploration, practical activities, and community involvement. The curriculum prioritises and promotes engagement in all areas. The Explorers curriculum is personalised to the pupils using the Engagement Model, observations, and team reflection. The Discoverers also follow an engaging multisensory curriculum but also engage in some subject specific learning which is designed to build on what they have learnt in earlier stages. The Pioneers are children who may be working significantly below their peers, but are able to access the national curriculum. They engage in subject specific learning usually alongside their peers and use the Resource Provision to meet their sensory and emotional needs.

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 assessments. The Engagement Model continues to be implemented this year for those children unable to access the National Curriculum and are not able to access subject specific study. All observations of the children are documented into a learning journal.

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 (5 within the Year 3/4 phase ... this has reduced from 13 in the Spring term). Extra tuition and intervention are being focused to ensure all children, even SEN, are being support 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.

Extra Provision:

After school tuition for mainstream 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 has helped 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 complex needs. 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 94.4 % which is slightly below that of all children which was 95.7%. 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 were mostly positive, with parents speaking highly of support, communication, and expectations of their children. Some of the comments included were:

'Our son goes to school happily every day, he even started to talk about his teachers and friends in his own way. He also looks more confident and independent.'



'This is her last year of primary education and she has without doubt enjoyed her time there. If my child could stay at Handforth grange forever she would due to the continued support and care all the staff give.'

'Our daughter loves everything she's involved in especially football, the residential she's been on have been a great way to improve her confidence and doing things for herself such as making her own bed'

'Our son is extremely happy at school. He loves it. Even though he can find it difficult in some aspects.'

'Our daughter loves going to school every day, she loves playing football, doing Yoga, looking after others and being kind.'

'At any point I wanted to talk someone, I knew I can either message the teacher on Dojo or call/email the Sendco and I would be seen very quickly and we could discuss the issue and come up with a plan.'

'Communication has flowed consistently and we have been very impressed how certain aspects have been handled with communication at the centre'

'The support received for our son has been nothing but first class. The culture has enabled our son to banish his anxieties from his previous school and flourish. We will be forever grateful.'

*names were replaced with 'our son' 'our daughter'

Planned Provision 2022-23



SEN Placements within school:

- In July we had 3 EHCP and 5 SEN-K children leaving to new placements (all 8 leaving to go to High School)
- All 3 EHCP and 5 SEN-K children leaving to new placements have had their files transferred and delivered to their new schools.
- We have accepted a new addition to our RP, he is 4 years old boy who will be part of the reception class too. The provision is currently over PAN but will be back at PAN in September with two of our RP children leaving for high school this year.
- We have two children joining reception in September with their EHCPs currently being drafted.

Teaching Assistants:

- We have continued to provide TA Support for children with EHCPs in the mainstream classrooms linked to individual funding.
- I have been meeting the TA's weekly to continue training and support.
- In the summer term we lost 1 TA to go on MAT leave but she is very keen to re-join the team. Two TA's have left to pursue their teacher training. One of these has joined an apprenticeship teacher training course and is doing her first placement with us in the year 3/4 cohort, where there will be a high placement of SEN children.
- We have recruited a TA from an agency to support one of our children with an EHCP and we are also looking for a TA with trauma training or attachment experience to work with another child in school next year.
- We have used an agency to hire a TA in the RP as well.

Curriculum:

We have 5 children who are non-verbal and based in the resource provision and we will be welcoming a sixth member in September; these children have a personalised experience curriculum (Please see Curriculum Provision for more details)

- Leigh Green returned to her post as SENCO at the end of the summer term and has already set about learning about any changes that have occurred during her maternity leave.
- Miss Green will continue to conduct curriculum walks focusing on SEN support 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.
- Staff will be trained on Metacognition to develop understanding of how children learn.



- Staff will complete their training on Good Autism Practise in 2023.
- Staff have completed trauma training. This has impacted our behaviour policy and we will no longer display a 'sad side' on the board.
- We have continued to implement the engagement model for those children who can't access the national curriculum or a subject timetable, this is used for 5 of the 8 RP children.
- All RP children in September will access a personalised curriculum with some access to the mainstream classroom throughout the day, which provide opportunities for social interaction and personal development in subjects 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 numerous requests for a Resource Provision place since September, all bar one 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.