



# Inkpen Primary School

*Aiming high*

## SEND Report to Governors Autumn 2022

The last Academic Year 2021-2022 was the first year post-covid and although the virus was prevalent in school, particularly in the Spring Term, assessments were carried out in the usual way for KS1 and KS2 in the Summer Term. Additionally, the Year 4 Multiplication Check was administered to the Year 4 cohort for the first time.

Inkpen Primary School SEND Register over time			
Year	% of Inkpen pupils on SEND Register <b>WB National</b>		
2019-2020	17.6		
2020-2021 (September 2020)	18.3		
2021-2022 (September 2021)	12.3		
2022-2023 (September 2022)	21.0	16.4	16.3
EHCP 2021-2022	5.2 % (of all our pupils)	4.5	4.0

Our data suggests our number of SEND pupils is higher than the average for both West Berkshire and England as numbers have risen against the number of pupils in school.

SEND Register 2022-2023			
Type of Need	% of pupils on SEND Register <b>WB National</b>		
Autism	25	16	8.8
Speech and Language	25	24	32.8
Specific Learning Difficulty	33	20.8	10.1
Visual Impairment	8.3	0.8	0.9
Physical Impairment	8.3	2.8	2.7

This year Specific Learning Difficulties are affecting a significant group of pupils. Currently these are all Literacy difficulties which means these pupils are not learning to read, write or spell in line with their peers or expectations. They receive specific programmes, in conjunction with CALT advice, to support their reading and writing skills.

We have a large percentage of Autistic pupils who are supported by the Autism Team.

The high percentage of children with a sensory or physical impairment at Inkpen is due to the high value of 1 pupil statistically.

We have a list of children who might need to be added to the SEND register in due course. Initially, these children are assessed by staff in discussion with parents and a Graduated Approach is taken to see if targeted high quality teaching and interventions might address the apparent need. Where this fails to solve the problem, or the need is ongoing the child might be added to the SEND Register.

## End of Key Stage Data 2022

One child in KS2 was disapplied from Year 6 SATs due to their SEND.

Another child reached expectations in Maths but not in Reading, Writing or Grammar, Punctuation and Spelling.

KS1 results were significantly down on previous years. These children had been affected by Covid due to the two lockdowns. One child on the SEND register was off sick. Considerable support had been put in place for the weaker children by the Class Teachers and assessments have been carried out by both CALT and the Educational Psychologist to provide school with support to help these children catch up with their peers.

## The effect of Covid-19

There has been an increase in the number of children appearing anxious in the last year. Children were referred to our Emotional Literacy Support Assistant (ELSA) for support.

We have accessed the Emotional Health Academy to provide support and there has also been a case of medical absence for a pupil suffering Autistic Burnout.

The Educational Psychology Service provided an intervention to increase resilience and confidence in a cohort of girls and they will provide a similar intervention for boys this year.

## Interventions

We continued to provide Literacy interventions to children in KS1 through SPRINT and Catch up for reading and SNIP for spelling in KS2. Numicon number system and SNAP on 2 maths have been provided in both KS1 and KS2.

## Outside Agencies

We continue to use:

- Cognition and Learning Team (CALT) to assess pupils, usually in KS2, for literacy and numeracy difficulties. Termly support is provided to Jane Obin as SENCo by the team.
- Speech and Language Therapist (SALT) is involved with children this year. (Sadly our Speech Therapist left in August and this has left a big hole in the staffing of this service to schools).
- Educational Psychology (EP) will have a caseload of 3 children this year, the initial assessments will be carried out this term for those with the most urgent need.
- Ethnic Minority and Traveller Service (EMTAS) provide support to the school for children with English as an additional language.
- Therapeutic Thinking Team are involved with pupils who require emotional, social or mental health support.

Existing staff are deployed to support the children with an EHCP in school although we may need to employ another TA to support one of the children.

## Training

The SENCo has undertaken termly update meetings over the past year and into the Autumn Term. Our ELSA continues to benefit from Half Termly peer support meetings.

One TA received SPRINT! Training. All staff have received training in the MonsterPhonics accredited system which is our Phonic scheme in school.

## SEN Information Report and Policy

The school's SEN Information Report and Policy was updated in September 2022 by the SENCo and has been loaded into the Local Offer website. This link is attached to our school website via the Key Information Tab followed by the SEND tab.

Jane Obin

SENCO September 2022