



## EGERTON PRIMARY SCHOOL

<b>SEN REPORT TO GOVERNORS Autumn Term 2018</b>	
<b>No of Children on Register</b>	21 FIRST CONCERN (9.3%) (gap in progress) 23 SEN SUPPORT 23 (10.0%) (working below age) (just below National Average ) EHC (1.3%) (higher level needs) (in line with national average)
<b>Areas of Need</b>	In addition to gaps in learning across Reading/Writing and Numeracy – key areas Autism/ADHD needs to be screened to support planned next steps. KS1: Speech and Language and Communication and Interaction needs to be supported. Across the school: Specific Learning Difficulties linked to Reading Spelling/Retention of Facts/Working Memory, Attention and Processing. Emotional. We are part of the Emotionally Healthy Schools programme and therefore identify and support any social and emotional needs. This can be linked to family separation, loss or illness, anxiety, Autistic Social and Emotional Spectrum needs. Year 6 Transition to High School
<b>Number of Referrals made to external professionals</b>	3 to Speech and Language Therapy Service 2 to ASC/ADHD Clinical Pathway for diagnosis or guidance 1 EHC Request to Local Authority to secure High Needs Funding 2 Cheshire East Autism Team/Educational Psychology Knutsford Cluster Group.
<b>Autumn Professional Development Meetings</b>	None
<b>Autumn External training Professional Development attended</b>	Whole School Approach to Emotional Wellbeing – Emotionally Healthy Schools by Senco. National College – Autism: Headteacher and Senco
<b>Spring Professional Development Staff Meetings in school</b>	Young Carers – Whole School. Inset day January 2019 ELSA Programme (Emotional Literacy – Anxiety, Depressed, Separation, Loss/Attachment) SEND PROCESS/Dyslexia Quality First Teaching and Resources/Use of Social Stories
<b>Spring Training Planned</b>	Emotional Literacy Support Assistant Training TA shared with Wellbeing Team 2 days Autism Practical Strategies training for 1:1 TA 6 day Speech and Language Therapy training for Senco MooseMind Wellbeing
<b>Interventions in place (See provision map below)</b>	We have interventions to meet all needs covering, learning, processing, dyslexia, specific learning difficulties, social, emotional, wellbeing, physical, sensory communication and interaction).
<b>Summer Monitoring</b>	First Concern/SEN Support Paperwork in place with SMART targets.
<b>Autumn Monitoring</b>	First Concern/SEN Support Paperwork in place with SMART targets for all Children.
<b>Spring Monitoring 2019</b>	SEND Paperwork Reviewed and Shared with parents. New Targets set. QFT/Intervention Support
<b>LA Developments</b>	Local Authority Regular SEND Quality Cluster Meetings take place for Cheshire East Sencos LA SEND Quality Assurance Visit took Place 12.12.2018. Mrs Broadbent met with Mrs Phelps-Brown from Local Authority who fed back that all was in place and would like Egerton to share Target Setting in Support Plans. We have a new SEND Officer – Jane Bee
<b>Additional</b>	EHC Funding secured for 1 child. Recruitment of new TA to support took place in January 2019. Training will be attended to support this role also.

### Data Summary end of December 2018 January 2019 Report

School data is analysed at the end of each term and a provision map of support is put in place for children who may need: Step 1. First Concern Profile (gap in progress – at working towards level rather than expected level). Step 2. Continue with First Concern Strategies (gap in attainment/progress) or move to Step 3: SEN Support (working at a level below year group) Children with an EHCP have their provision planned within their EHCP Provision Map. Children with social and emotional needs and communication needs may also have First Concern Profile with strategies to meet their needs.

### Summary and next steps

- There are a higher percentage of boys at SEN support.
- Investigate next steps for EYFS boys not on track for GLD and identify appropriate support and strategies.
- Continue to access specialist advice and support for Y3 cohort who require a higher level of SEN support and possibly additional funding.
- Review and plan next steps for children in Year 6 not on track and whose progress has dipped.

## WHOLE SCHOOL SEND AND WELLBEING PROVISION MAP

YR	Wellcomm Language Programme	Time2Talk Language and social Skills Programme	1:1 SALT Speech and Language Therapy targets and resources	Streamed Phonics	Class target /support Modelled Questions Resources Groupings	IDL	Emotional support and strategies
Y1	Wellcomm Language Programme	Time2Talk	+ Phonics	+ Reading	Maths support – diff/resources		Emotional support Emotional Literacy Intervention
Y2	1:1 Speech and Language Programme	+ Phonics	+ Reading	+ Maths	1:1	Class targeted support	Emotional support Time to Talk/Social Group
Y3	Class QFT Dyslexia Strategies/Resources	+ Phonics	+ Reading	+ Maths	1:1	IDL On line reading/writing/s pelling programme	Emotional support Checks in/ Guinea Pigs/Socially Speaking/Emotional Literacy Intervention
Y4	Class QFT Dyslexia Strategies/Resources		Reading Explorers	+ Maths	Success Arithmetic	IDL On line reading/writing/s pelling programme	Emotional support Check-ins
Y5	Class QFT Dyslexia Strategies/Resources	Writing targeted support		Reading Explorers	Success Arithmetic	IDL On line reading/writing/s pelling programme	Emotional support Check in/Social Story/Circle Time/Preparation for Pensarn Trip
Y6	Class QFT Dyslexia Strategies/Resources	Writing targeted support	Transition Planning- High School	Reading targeted support	Mr Cornes Maths Boost Teacher Maths Boost	IDL On line reading/writing/s pelling programme	Checkins/Art Therapy/Anxiety Gremlin/Worry Box/Emotional Literacy Intervention/Planning Teacher Talk Spots/Class Monitors and Rewards/Fab Me Positive Development Programme

- Ensure progress for Y6 EHCP girls.
- Transition plans and one page profiles for Y6 cohort. Enhanced transition as needed.