



Annual SEND Report to Governors 2019/2020 Primary

#TransformingLives

Name of Academy		Great Heath Academy			
SENCO		Gill Hawkes			
Date of Report		20.10.20			
SEN Governor		Carl Jones			
SEN profile					
Total Number of pupils on SEN register 2019-20					
SEN Support	Education, health and care plans	Statements	% of academy population		
98	10	0	SEN support 18%	EHCP 2%	
% boys and girls Boys = 65% Girls = 35%	SEN and Pupil Premium % of SEN cohort 32%	SEND needs breakdown should be shared with Governors using needs analysis template			
Identifying pupils with SEND					
<ul style="list-style-type: none">Pupils with SEND are identified after concerns are raised. This may be concerns raised by the class teacher looking at progress and attainment in class or concerns raised by the parent. There will be an initial discussion between class teacher or parent to agree what the areas of concern are and to discuss support and strategies that work. The class teacher will then discuss this with the SENCO who may also discuss the concerns with the parent. Initial assessments may be undertaken to ascertain need.					
Progress made by pupils with SEND					
Due to Covid-19 and the partial lockdown there was no data for the year 2019-20					
EYFS (GLD)	ALL	SEN	Non SEN	Comment	
National All/SEN					
KS1	ALL	SEN	Non SEN	National All/SEN	Comment
Reading					
Writing					
Maths					
KS2	ALL	SEN	Non SEN	National All/SEN	Comment
Combined					

Reading						
Writing						
Maths						
Progress KS1 to KS2	ALL	SEN EHCP	SEN Support	Non SEN	National All/SEN	Comment
Reading						
Writing						
Maths						
Summary						
Other year groups- % of SEN pupils who met or exceeded end of year expectations (Based on TA)						
	Reading		Writing		Maths	
Yr	SEN	non SEN	SEN	non SEN	SEN	non SEN
1						
3						
4						
5						
Effectiveness of targeted interventions Lexia has continued to be used to support pupils and to provide interventions for literacy Small maths groups in Y5 and Y6 have supported pupils with SEN who work in small groups with a teacher. ELSA and The Human Toolbox have been successfully used to support children with social and emotional needs. Wellcomm is used in EYFS to support children with speech and language Small phonics groups are used to support teaching of phonics in Year 1 For children with EHCPs there will be personalised interventions that support that child's targets Other interventions will run dependent on the need of the children in the class. These are run for a defined period and then reviewed.						
Wider Outcomes effectiveness for this cohort All pupils with SEN have the opportunity to take part in the offer of activities open to all children including clubs, trips and sporting events. Targets are set that build on academic success as well as support for personal development and social and emotional needs where appropriate.						

Attendance and exclusions **					
Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
To 20.03.20 95.2%	To 20.03.20 96.6%	To 20.03.20 8.2%	To 20.03.20 3.9%	0	0
To 22.07.20 93%	To 22.07.20 93.8%				
Successes and next steps to improve attendance and lower exclusions Children with EHCP who were at risk of exclusion were supported by a 1:1 which reduced the exclusions for these two pupils.					
Ongoing training for staff in the last 12 months Staff received training on provision mapping and on writing and evaluating effective targets. Many staff undertook CPD during the lockdown on supporting pupils with specific SEND needs					
Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes Training for staff has supported them in writing meaningful targets that are achievable in the given time frame.					
Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent. The curriculum intent is inclusive of all pupils. Where pupils have a specific learning need that may impact on their learning in lessons support is put in place especially around vocabulary and giving children the context they need to access the learning. This may include preteaching.					
Outline of objectives for 2019-20 To implement a structured approach to supporting pupils with SALT To implement a structured approach to supporting pupils with moderate learning difficulties Other interventions NESSY NELI					

** Attendance has been recorded up to the Covid lockdown as well as to the summer. This is because the children who were eligible to return in June but chose not to skewed the results as they were recorded as not attending.

Linked documents	Link on website
Local Offer (Local Authority)	Yes
Academy Information Report/Academy's Offer	
Accessibility Plan	Yes
Needs Analysis	Appendix A to this report

Appendix A

Academy Needs Analysis: September 2020				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils 534
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	31	37 %	6%
	Autistic Spectrum Disorders (ASD)	13	15 %	2%
Cognition and Learning	Moderate Learning Difficulty (MLD)	24	29%	4%
	Severe Learning Difficulty (SLD)	0	0%	0%
	Profound and Multiple Learning Difficulty (PMLD)	0	0%	0%
	Specific Learning Difficulty (SpLD)	4	5%	0.7%
Social, Emotional and Mental Health (SEMH)		5	6%	0.9%
Sensory and/or Physical Needs	Visual Impairment (VI)	1	1%	0.2%
	Hearing Impairment (HI)	1	1%	0.2%
	Multi-Sensory Impairments (MSI)	0	0%	0%
	Physical Disability (PD)	2	2%	0.4%