

November 2024

## Special Educational Needs and Disabilities Annual Report - 2023-2024

### Please find below our SEND Annual Report.

To comply with statutory framework and have regard to the SEND Code of Practice, the following points are adhered to:

- Identify learning targets for pupils with Special Educational Needs
- Plan additional or different provision from the differentiated curriculum that is offered to all pupils
- Review provision in the light of pupils' outcomes
- Teachers hold ultimate responsibility for all children in their class with SEND
- The inclusion of parent & pupil voice is crucial to understanding & supporting SEND.

### Pupils with SEND

	Percentage of pupils with SEN	Percentage of pupils with an EHC plan	Percentage of pupils with SEN support
Special educational needs in England (Jan 2024)	18.4%	4.8%	13.6%
Special educational needs in England Primary Schools (Jan 2024)	17.1%	3%	14.1%
Special educational needs in Hertfordshire (Jan 2024)	17.1%	3.8%	13.3%
<b>Special educational needs in Christ Church School (July 2024)</b>	<b>19%</b>	<b>2.6%</b>	<b>16.4%</b>

The register and support for identified pupils is reviewed regularly by the SENDCo, class teacher and Head teacher and at least once each term.

### Distribution

Status	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total 2023
<b>SEN Support</b>	1	0	4	4	8	3	11	7	<b>38 (+8)</b>
<b>EHC Plan</b>	0	1	1	0	0	1	3	0	<b>6 (=)</b>
<b>Total</b>	1	1	5	4	8	4	14	7	<b>44 (+8)</b>

## Monitoring

There are several children being monitored for other needs. Pupils who are being 'monitored' have a range of differing needs including learning, medical, physical, social, emotional, and behavioural.

Monitoring is usually a temporary situation to address specific needs of the pupils at the time. With the SENDCos input, these needs are initially identified and met by the class teacher so that 'reasonable adjustments' can be implemented. As part of the 'Assess, Plan, Do, Review' cycle external support is sought if additional advice is required.

Within the Code of Practice, pupils can move when their needs change. For example, pupils being monitored may move to SEN Support if little or no progress is made despite well founded support that is matched to the child's area of need.

## Referrals/External Advice

This academic year, as well as ongoing additional support from a variety of agencies, we have made new referrals. Agencies include the following:

- Speech and Language Therapy Service NHS
- School Family Support worker
- Speech Language Communication and Autism Specialist Advisory Teacher
- Speech Language Communication and Autism Specialist Advisory Teacher (Complex Cases)
- NHS Occupational Therapy
- NHS School Nursing Service
- Colnbrook School Outreach Service
- STEP2 (ADHD referral service)
- Chessbrook Transition Outreach
- DSPL 9 Triage
- Early Years SEN Service

## SENDCo Role

- Continued liaison and dialogue between specialist-advisory teachers and external agencies has been necessary in the support of pupils with exceptional and complex needs.
- Writing referrals alongside class teachers for external assessment and advice
- Attending SEND LHNF panel meetings.
- Supporting staff in the needs of pupils with advice.
- Continuous liaison with parents, providing support, advice, and feedback including before, during and after assessment.
- Sourcing resources for TAs to support children with need.
- Updating 'monitoring' lists and SEN register
- Informing and supporting Teachers and TAs in how to move pupils forward after assessment with specific need.
- Liaising with HCC SEND Officers.
- Liaising with SENDCos of local secondary schools (transition).
- Supporting the transition of pupils into the next academic year.
- Writing pupil passports for transition
- Supporting parents in submitting applications for Education, Health and Care Needs Assessments
- Carrying out EHCP annual reviews.
- Reviewing Provision Maps to ensure all known needs are being planned for.
- Supporting Teachers in planning and reviewing outcomes for pupils with SEND (One-Page Profiles and APDR cycles).
- Receiving training and networking with local SENDCos, through attending forums
- Disseminating training opportunities to staff and parents
- Modelling a therapeutic approach to behaviour management of all pupils including those with SEND
- Planning appropriate training opportunities for staff

## SEND Training 2023 – 2024

Catherine Gilmore	HAT Autism & Girls Workshop	18.10.23
Kerry Dench	Professionals Conference 2023 'Let's Talk About it'	08.11.23
Nikki Smith	Elklan Training for Speech and Language	21.11.23
Kerry Dench	NHS OT Session for SENDCos	22.11.23
Kerry Dench	Colnebrook Visuals Training	30.11.23
Jessica Bailey	Colnebrook Visuals Training	30.11.23
Lucy Roberts	Colnebrook Visuals Training	30.11.23
Ashley Parry	Colnebrook Visuals Training	30.11.23
Grace Jessett	Colnebrook Visuals Training	30.11.23
Catherine Gilmore	Colnebrook Visuals Training	30.11.23
Emma Allaway	Colnebrook Visuals Training	30.11.23
Susie Harrison	Colnebrook Visuals Training	30.11.23
Becky Mullins	Colnebrook Visuals Training	30.11.23
Chrissie Booth	Colnebrook Visuals Training	30.11.23
Nikki Smith	Colnebrook Visuals Training	30.11.23
Tamsin Auduc-Kelly	Colnebrook Visuals Training	30.11.23
Des Cronnelly	Colnebrook Visuals Training	30.11.23
Christine Shaw	Colnebrook Visuals Training	30.11.23
Sarah Hyde	Colnebrook Visuals Training	30.11.23
Silvie Hedley	Colnebrook Visuals Training	30.11.23
Emma Rigg	Autism Intensive Interaction	01.02.24
Jessica Bailey	ADD-Vance Understanding & Managing Challenging Behaviour	13.02.24
Susie Harrison	ADD-Vance Understanding & Managing Challenging Behaviour	13.02.24
Sarah Selleck	ADD-Vance Understanding & Managing Challenging Behaviour	13.02.23
Kerry Dench	ADD-Vance Understanding & Managing Challenging Behaviour	16.02.23
Ashley Parry	ADD-Vance Understanding & Managing Challenging Behaviour	16.02.23
Grace Jessett	ADD-Vance Understanding & Managing Challenging Behaviour	16.02.23
Lucy Roberts	ADD-Vance Understanding & Managing Challenging Behaviour	16.02.23
Catherine Gilmore	ADD-Vance Understanding & Managing Challenging Behaviour	16.02.23
Tamsin Auduc-Kelly	ADD-Vance Understanding & Managing Challenging Behaviour	16.02.23
Silvie Hedley	ADD-Vance Understanding & Managing Challenging Behaviour	16.02.23
Sarah Hyde	ADD-Vance Understanding & Managing Challenging Behaviour	16.02.23
Suzanne Denning	ADD-Vance Understanding & Managing Challenging Behaviour	16.02.23
Christine Shaw	ADD-Vance Understanding & Managing Challenging Behaviour	16.02.23
Grace Jessett	Autism & Understanding Behaviours	28.02.24
Kerry Dench	DSPL9/HFL SEND Briefing	20.03.24
Kerry Dench	LHNF Panel	21.03.24

### Intervention/ Support Programmes

- Small group/1:1 programmes of support take place throughout the school, identified, and managed by the class teacher. These include phonics, number, comprehension, handwriting, spelling, language support, pre-teaching and post-teaching.
- 1:1 phonics & reading
- Daily fine motor skills interventions.
- Social, emotional and mental health support (e.g., art, cooking, music etc opportunities)
- Number intervention
- Paired writing: English intervention focusing on adult support of the writing process
- Phonics Intervention: Catch up programme for children in Years 1 and 2 who have fallen behind in phonics, or those who are at risk of falling behind.
- Wellcomm: Speech and language/language concept support programme for EYFS/Year 1 children.
- Transition support

### Chess Valley Primary Learning Trust

Registered address: The Common, Rickmansworth Road, Chorleywood, Herts, WD3 5SG

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## One Page Profiles

The OPP is an informative working document. The format provides a clear indication of the targets to be achieved, how they are to be achieved and the support necessary to enhance learning. The document requires the parent/guardian and pupil where appropriate to identify how they will support the achievable targets. Discussions with parents are arranged regularly to review targets, discuss the provision and support.

## Summary

Our aim is to continue our in-house expertise to become self-sufficient in terms of running intervention programmes, assessment and tracking of progress. To make clear, the expectations of all partners in the process. We aim to support the child and parents, to facilitate the development of the child to help them achieve the best possible education in preparing them effectively for adulthood.

## Areas for Development in 2024-2025

- To maximise opportunities for staff training with a focus on training for support staff
- To continue to evaluate/review/implement intervention programmes
- To review curriculum provision to ensure learning is differentiated where appropriate
- To continue with use of visuals within teaching opportunities and as an aid for communication
- To continue to develop staff and pupils' understanding of metacognition
- To continue to use Nessy programme to support with Dyslexia identification
- To continue with staff training to support staff responses to distressed behaviour
- To develop our knowledge in supporting children with Down Syndrome
- To further create nurture spaces within school for individual/small group work

Kerry Dench, SENDCo  
November 2024

## Appendix: Acronyms A to Z

ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
EHCP	Education, Health and Care Plan (replaced statements of SEN)
CAMHS	Children and Adolescent Mental Health Services
LHNF	Local High Needs Funding
OPP	One Page Profile
HCC	Hertfordshire County Council (local authority with statutory responsibility for SEN)
KS1/2	Key Stage 1 (Years 1 & 2), Key Stage 2 (Years 3 to 6)
NHS	National Health Service
SpLD	Specific Learning Difficulties
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
TA	Teaching Assistant
SLCN	Speech, Language and Communication Needs