

SEND Report November 2024

We have 115 pupils on the SEND register. That is 26% of our whole cohort. We are still assessing the Nursery and Reception children, so this number is liable to rise further.

Sixteen children have EHCPs; the remaining 99 are at SEN support. There are 2 requests for statutory assessment waiting for a decision, as well as 2 further EHCPs are yet to be finalised; we anticipate them to be completed before the end of the year. Out of the EHCPs, 10 are with Brent and 6 are with Ealing.

A Year 5 child has an intervention delivered one session a week by a specialist teacher from the Ealing Primary Centre. She will be coming in again in the New Year to deliver a similar intervention with a child in Year 3.

Distribution of EHCPs							
Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0	2 (+2 in process)	2 (+2 in process)	5	1	1	1	4

There are a wide range of special needs at the school:

- Dyslexia
- ADHD (Attention Deficit Hyperactivity Disorder)
- Autism
- Social, Emotional and Mental Health needs
- Low cognitive levels
- A range of Speech and Language needs, particularly in the EYFS and Year 1
- Visual Impairment
- Hearing Impairment

Professionals involved:

- Speech and Language Services – Ealing and Brent (including additional buy-in for Brent)
- Educational Psychologist – we have purchased additional support
- Occupational Therapy
- BOAT – Brent Outreach Autism Team
- Ealing Primary Centre
- Springhallow Special School
- Castlebar Special School
- Mandeville Special School

- Mental Health Support Team

We have sent key members of staff on Team Teach training. We are also training staff using the BOAT+ programme.

Challenges:

- There are several children who have very challenging needs requiring 1:1 support but without any funding
- Staffing remains stretched and ensuring adequate provision for these children requires creativity and flexibility in the deployment of staff
- There is also the issue that other children are often not getting the support they need because it has to be deployed to support the children with more challenging needs
- Additional staff have had to be taken on from an agency - at a time when funding was not yet in place
- The funding secured for the children with EHCPs has not been enough to pay the full cost of the staff, even with the SEND notional budget
- There are several children with significant needs who should be in a more specialist setting, but there are not the places in these schools

Successes:

- The creation of "Rowan Room", a more nurturing space with lower demand, has allowed a significant number of children to access an appropriate education
- Teachers are being very well supported by the SENDCo
- Children with EHCPs are well supported by all staff
- The SENDCo has a thorough knowledge of the children, and the processes involved in getting the right support
- Children with SEND are making good progress from their individual starting points
- There has been noticeable improvement with some of the children who present with very challenging behaviour as a result of the good work being done to support them and the strategies and interventions put in place
- Lunchtime staff know our SEND children and work to provide an inclusive lunchtime experience and minimize the risk of incidents
- Key staff are trained in Team Teach de-escalation techniques