

- (59) pupils are on RON - Above National Av (14.6%)
- (43) pupils are SEN Support; National Average 11.6%
- (15) pupils have an EHCP; 10 in ARB, & 5 in mainstream - Above Nat Av (3.1%)
 - ARB EHCP cohorts- 1xY6; 2xY5; 1xY4, 1x yr2, 2xY1; 3xYR
 - Mainstream – 2xY5; 1xY4 2x Yr2
- excluding Nursery (43) pupils are On Alert
- 44% pupils on the Record of Need are disadvantaged: Nat Av 27.2%

- All of the pupils with an EHCP and SEN support have returned to school in September. Some of these pupils have returned through a phased approach. One pupil with an EHCP who has started in reception is not yet up to full time hours and further support is being sought by external agencies.
- Additional children have been added to the record of need, some moving from alert and other pupils who have arrived from other settings, who require additional support. Two pupils who have started in reception have significant emotional, social, and mental health needs and are presenting with challenging behaviours. These children were not highlighted to school as needing anything other than universal support.
- There are four pupils on reduced timetables. Two pupils who are at risk of exclusion (one of these has now received permanent exclusion). One pupil in reception who has just been placed on the record of need is currently attending up until 1pm. One pupil in reception with an EHCP is attending until 1pm with the aim to extend as he settles and adjusts to school.
- The ARB refurbishment is fantastic and the pupils have all settled back into school well. A monitoring visit of the ARB by the local authority will be taking place on Wednesday 14th October.
- Assessment for children working significantly below expected levels has changed from P-Levels to Engagement Steps followed by Primary Steps. I am working with teachers currently to support base line assessment for specific children across the school. This year is an interim phase for transitioning to engagement steps for pupils not following a subject specific curriculum (within the ARB) and engagement steps will be mandatory from September 2021.
- Targets for children with EHCPs are based on the four areas of need, namely Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical/Sensory needs. This system contributes more usefully into their Annual Reviews. I will be beginning applications for two EHCPs for pupils in year 2 after half term.
- There are a cluster of eight annual reviews for pupils after half term, seven of these for pupils in the ARB. Four of these reviews are interim reviews for pupils in reception. A further emergency interim review is needed for a pupil in year 2 with an EHCP to discuss his allocation and look at next steps due to the needs he is presenting in school.
- There have been advantages to holding remote based annual reviews as a number of professionals have been able to access these meetings and attend. Families can access meetings via phone/tablet/ laptop at home or can now access the meeting in school wearing a mask and socially distancing.
- The educational psychologist is scheduled to see five pupils this term (he has already seen three pupils on 13th October). I anticipate that further visits will be required and it is likely we will need to increase our allocation to support the needs of pupils in school.
- Autumn term SEN meetings are underway. The majority of these meetings are scheduled before half term to meet with families and set new pupil targets alongside class teacher. I have brought forward these meetings, which normally would be held in the second half of each term due to the large gap where many pupils have not attended school due to covid.
- Rebecca Trevena remains our County SEN Area Caseworker.
- Training has taken place in manual handling for ARB staff and key teaching assistants working in main school.
- Makaton training has occurred for the EYFS staff and further training is planned, liaising with the expertise of one member of staff within the ARB.
- Paediatric first aid training is planned for four members of staff to ensure we have sufficient trained staff, particularly within bubble groups.
- Tregolls is sponsoring a very experienced SENCO from the local authority to complete her SENCO qualification. This will be a fantastic opportunity to receive additional support/ advice in EYFS in exchange for her completing her case studies.

- EYFS staff have received support from a transition clinic from the Early years team. Further clinic time is scheduled to help support the additional needs of pupils who have started school.
- Nursery SEN documentation is now being centralised with the main school SEN documents. The nursery teacher will be attending some EYFS training in SEN to support early identification and signposting to avenues for support.
- Although there are a number of support staff across the main school, a large number of these members of staff need to be allocated to specific children who have EHCP's (5 EHCP's currently in main school). This does mean that pupils receiving SEN support or who are on alert have to share teaching assistant time and ideally EHCP allocation would benefit from being additional to class-based TA support.
- All children currently on the record of need are working below age related expectations in terms of attainment and progress.
- Base line data has been analysed to target specific children and to look at how assessment can be used to support target setting and inform planning for children working significantly below age related expectations.