



# Highfields Primary School SEND REPORT

## SEND profile at Highfields Primary School – March 2025

Total number of pupils on roll: 362

Total numbers of SEND on roll: 64 pupils (50 SEND support and 14 EHCP)

Total % of SEND on roll: 17.7%

Total % of EHCP's on roll: 3.8%

	SEND Support	SEND Support +	EHCP	Total
F0	0	0	0	0
Nursery	0	0	0	0
Reception	2	5	2	9
Year 1	2	5	1	8
Year 2	5	4	1	10
Year 3	5	2	6	13
Year 4	3	1	2	6
Year 5	5	2	1	8
Year 6	7	2	1	10
<b>Total</b>	<b>29</b>	<b>21</b>	<b>14</b>	<b>64</b>
<b>Total % from SEND</b>	<b>45%</b>	<b>32.8%</b>	<b>21.8%</b>	

### General SEND data:

#### **Of all pupils in England in January 2024:**

13.6% had special educational needs (SEN) support, but didn't have an education, health and care (EHC) plan (up from 13% in 2023)

4.8% had an EHC plan (up from 4.3% in 2023)

#### **At state-funded primary schools (including academies) in January 2024:**

14.1% of pupils were classed as having SEN, but didn't have an EHC plan

3% of pupils had an EHC plan

### Highfields SEND data comparison:

We are **4.1% above** National figures for SEND numbers overall and **3.6% above** primary figures. We are below national for the number of pupils with EHCP's by 1% and slightly above the primary figures by 0.8%.

We have had 3 EHCP's finalised this year for 2 pupils in year 3 and one pupil in reception. A further 2 EHCP's have just been requested for a pupil in year 1 and one in reception.

This year we have gained 1 new pupil with an EHCP in reception.

### Areas of need:

<b>Area of need:</b>	<b>Totals</b>
Moderate learning difficulty (MLD)	13
Other learning difficulty/disability	0
Physical disability (PD)	3
Severe learning difficulty (SLD)	1
Specific learning difficulty (SpLD)	4
Vision impairment (VI)	2
Autistic Spectrum Disorder (ASD)	12
Speech, Language and Communication need (SLCN)	36
Social, Emotional and Mental Health difficulty (SEMH)	7
	<b>78</b>

\* 64 pupils on register but some children have more than one need

### **Of all SEND pupils Nationally in January 2024:**

*Speech, language and communication needs were the most common primary type of need for those with SEN support, applying to 291,742 pupils (25.6%).*

*Autistic spectrum disorder (ASD) was the most common primary type of need for pupils with an EHC plan, applying to 132,249 pupils (33%).*

### **Highfields comparison:**

We are above National data for ASD being the most common primary type of need for an EHCP, with it accounting for 57% (8 pupils) of our EHCP pupils with another 2 EHCP pupils on the ASD pathway.

Pupils with an ASD diagnosis accounts for 18.7% of our SEND register – likely to be a higher percentage when those pupils on the pathway are seen and diagnosed.

Speech, language and communication needs remains the highest % of identified need at Highfields Primary school which is in line with DfE statistics.

We are a school in an EAL prevalent area where many of our EAL pupils start school with little to no English and do not have support at home with acquiring and understanding it. We then have the ongoing impact of the Covid pandemic, where children were not able to socialise and interact in a way they would normally, which has led to ongoing and negative impact on pupil's language and speech development.

Speech and language support from the NHS has seen massive rises in children on caseload, which then impacts the support available to pupils who need it in schools, as such the way speech and language support is offered has now changed. Instead of named link therapists; the therapists work as a team and different people are sent into school to work with different pupils. We are now seeing short bursts of intervention or

support either in school or in clinic and then pupils being discharged at a quicker rate than in previous years with a view to school continuing to put in place the support suggested and re-refer in the future if needed, including the highest need pupils with EHCP's.

As a school we are very reactive to supporting pupils with speech and language acquisition. We run various speech and language focussed interventions including: Nelli, Early talk boost, Talk boost, Early words, EAL language group.

As a whole school we structure all lessons to have lots of talk opportunities through the use of talk partners, oracy opportunities and we also provide pre-teach and vocabulary building sessions for some pupils.

### **Pupil Groups:**

#### **Gender split**

Whole school gender split:

Total number of boys - 182	50.3%
Total number of girls - 180	49.7%

Pupils on SEND register gender split:

Total number of boys - 50	78 %
Total number of girls - 14	21.8%

EHCP gender split:

Total number of boys - 13	93%
Total number of girls - 1	7%

#### ***In January 2024:***

*62% of pupils with SEN support were boys*

*72% of pupils with an EHC plan were boys*

The gender split for pupils with SEND at Highfields Primary School is in line with National data with a substantially higher percentage of SEND identified in boys than in girls.

Reasons for this could vary: Girls have stereotypically better at masking difficulties for longer than boys are, so less diagnosis are made at an early age for girls than boys. Nationally there are almost 1 million boys with SEND compared to approximately 500,000 girls. (DFE 2022) Or, could it be that needs are not being effectively recognised in girls?

### **Attendance**

SEND support attendance: 93.5%

EHCP attendance: 91.4%

Both are below the national aim of 95% and the school's target of 96%. These figures are below last years percentages (SEND support: 94.3% and EHCP: 94%) but are better than previous years. The figure also includes a pupil who is now at special school which may explain part of the lower %.

Absences are monitored and check in calls are made when SEND pupils are absent from school by the SENCo.

### **CPD opportunities**

- ELKLAN communication and language support for ASD pupils – Aimee Hubber completed accredited training in the Autumn term
- Autism Education Trust online work based CPD – class based staff completed 5 sessions so far – 1 more to complete
- AH supported staff with class-based SEND pupils planning in Spring 1 and will be supporting with assessment in Spring 2
- AH attending half termly 'internal provision space' meetings run by Libby Smith, funded by the DFE
- Colourful semantics training for relevant staff from Aimee Hubber and SALT
- PECS training given to relevant staff from SALT
- Communication board training from SALT – Rainbow room staff
- Curiosity approach training – Aimee Hubber to attend in April
- Attention Autism programme – Lucy Warnes to attend in summer term

### **Referrals and agency work requested so far this year:**

- 2 EHCPs finalised and issued for year 3 pupils.
- 1 EHCP requested – decision to assess has not yet been made.
- 1 parental EHCP request made (school supported with) – decision to assess not yet been made
- 1 Element 3 requested – decision yet to be made
- 5 LCI referrals made and accepted
- 1 SEMH referral made and accepted

### **Still to complete:**

- 1 x EP referral to be completed
- 2 x LCI referrals to be completed
- 1 Element 3 request to be completed
- 3 Element 3 reapplications to be completed

### **SEND provision – Rainbow room**

This academic year we have extended the use of the Rainbow Room across the whole day rather than just mornings. It still caters for the highest need pupils in Key Stage 1 and 2, with weekly timetabled sessions for the 3 highest need pupils in foundation as well. The Rainbow Room is accessed by 8 pupils in the mornings for English and Maths activities and by 6 of those pupils in the afternoons – with some sessions for pupil's timetabled during the afternoons as well. During the afternoon sessions, pupils are accessing some of the wider curriculum such as Music, Science and ICT, as well as having opportunities to work on EHCP targets, social skills and life skills.

Where possible the pupils who are in the provision will go to PE with their classes and outside at playtime and lunch with their class as well. The opportunity to attend class trips is also given but with a consultation with parents about how the pupils will cope. Parents are able to express their preference for attending the trip or not.

Of the pupils accessing the space, 7 have an EHCP in place already and 1 has been requested for the 8<sup>th</sup> pupil. Of those 8, 3 have special school written in their EHCP when a place becomes available. For the 3 pupils who access the Rainbow Room from foundation, 2 have EHCP's and one has been requested for the other pupil. 1 of these pupils has special written on their plan.

As it was last year, the provision is highly differentiated from the children's own classrooms and offers more hands-on, play-based, exploratory learning opportunities. Activities are based around a book or topic and the planning draws upon objectives mainly from the EYFS. The children take part in small group and individual learning opportunities across the day which are tailored to their individual needs and allow for each child to make progress toward their outcomes and targets in their EHCP's.

The children appear happy and settled in the room. It is consistently staffed by 3 teaching assistants and planned for by the SENCo.

### **Difficulties arising in SEND in mainstream:**

- Health service, in particular the waiting time for paediatrician – minimal 3 years, some parents now being told up to 4 year wait
- Growing caseloads and quicker discharges especially with SALT
- Parental acceptance of needs
- Growing number and complexity of SEND pupils in mainstream
- Money, staffing, space and the lack of.

### **Successes this year:**

- In year transfer to special school (Oaklands) for one of our year 5 pupils in Autumn 2
- Year 6 pupil secured a place in special school (Ellesmere) for the transition to secondary.
- New pupil with physical disabilities joined us in October 2024 – supporting in class and family support/SENCo supporting dad with appointments, transition to secondary
- Rainbow room provision extended to all day with pupils accessing some/majority of their day in the space depending on needs
- Continued work across the ALT SENCo network
- Ofsted feedback for SEND was positive:
  - Pupils with special educational needs and/or disabilities (SEND) who need more help with physical development get this during 'Big Moves' time. Their needs are quickly spotted and the curriculum is adapted well to help them be successful
  - Staff consider carefully how they can help pupils with SEND to learn alongside their peers. These plans are put in place successfully and pupils with SEND are supported well.
  - The trust and the local governing body understand their responsibilities. They ask pertinent questions to check that the school is acting in the best interests of pupils, particularly pupils with SEND