



SEND Profile at Highfields Primary School

Total number of pupils on roll: 364

Total numbers of SEND on roll: 58 pupils (47 SEND support and 11 EHCP)

Total % of SEND on roll: 15.8%

	SEND Support	SEND Support +	EHCP	Total
F0				
Nursery	0	1	0	1
Reception	1	6	2	9
Year 1	4	2	0	6
Year 2	5	4	4	13
Year 3	2	1	2	5
Year 4	4	1	2	7
Year 5	7	1	1	9
Year 6	8	0	0	8
Total	31	16	11	58
Total %	8.5%	4.3%	3%	16%
	12.8%			

General SEND data:

Of all pupils in England in January 2023:

13% had special educational needs (SEN) support, but didn't have an education, health and care (EHC) plan (up from 12.6% in 2022)

4.3% had an EHC plan (up from 4.0% in 2022)

At state-funded primary schools (including academies) in January 2022:

13.5% of pupils were classed as having SEN, but didn't have an EHC plan

2.5% of pupils had an EHC plan

Numbers of pupils with SEND and/or EHCP's is continuing to rise, with a much bigger demand being placed on mainstream primary schools to meet pupil's needs.

Highfields Primary School SEND data:

In comparison we are 2.8% above National figures for SEND numbers overall and 2.3% above primary figures. We are slightly below national for the number of pupils with EHCP's (1.4%) and slightly above the primary figures (0.4%).

We have had 1 EHCP finalised this year for a pupil in year 2 and the intention is to request 2 more statutory assessments this academic year. 1 request made at the end of Summer 23 was rejected by SES but with the acknowledgment that we would likely be re-requesting it for the pupil (who is one of the intended requests for this academic year). SES wanted us to send longer implementing advice from outside

agencies to see the impact it had upon the pupil's progress before requesting an EHCP again.

This year we have gained 3 new pupils with an EHCP – 2 in foundation stage and one in year 3.

Areas of need:

Area of need:	Totals
Moderate learning difficulty (MLD)	12
Other learning difficulty/disability	0
Physical disability (PD)	2
Severe learning difficulty (SLD)	2
Specific learning difficulty (SpLD)	4
Vision impairment (VI)	2
Autistic Spectrum Disorder (ASD)	7
Speech, Language and Communication need (SLCN)	35
Social, Emotional and Mental Health difficulty (SEMH)	5
	69

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

Of all SEND pupils Nationally in January 2023:

Speech, language and communication needs were the most common primary type of need for those with SEN support, applying to 278,600 pupils (25.5%).

Autistic spectrum disorder (ASD) was the most common primary type of need for pupils with an EHC plan, applying to 116,000 pupils (32.2%).

At Highfields Primary School, we are in line, and above, National data for ASD being the most common primary type of need for an EHCP. ASD accounts for 55% (6 pupils) of our EHCP pupils with 3 other pupils on the ASD pathway.

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. There has been less therapists' visits and less support available to pupils on caseload.

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	49.5%
Total number of girls - 185	50.4%

Pupils on SEND register gender split:

Total number of boys - 41	70.7%
Total number of girls - 17	29.3%

EHCP gender split:

Total number of boys - 8	72.7%
Total number of girls - 3	27.3%

Of all pupils with SEND Nationally in January 2023:

62.8% of pupils with SEN support were boys

72.4% 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 more identified SEND needs in boys than 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?

Free School Meals

In January 2023 nationally:

37.5% of pupils with SEN support were eligible for FSM

41.1% of pupils with an EHC plan were eligible for FSM

31% of pupils with SEN support are eligible for free school meals at Highfields Primary School and

27.3 % of pupils with an EHCP are eligible for Free school meals.

Attendance

SEND support attendance: 94.3%

EHCP attendance: 94%

Whilst both are below the national aim of 95% and the school's target of 96%,

the SEND attendance is better than previous monitoring. Absences are monitored and check in calls are made when SEND pupils are absent from school by the SENCo.

SEND provision – Rainbow room

This academic year we have established the Rainbow Room as a provision space for the highest need pupils in Key Stage 1 and 2. This space is currently accessed by 7 pupils in the mornings for English and Maths activities. 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 morning which are tailored to their individual needs and allow for each child to make progress toward their outcomes and targets in their EHCP's (currently 5 of the pupils have an EHCP in place and the other 2 will be requested this year). The children have settled well into the room and are beginning to recognise and follow the routine of the room. The children appear happy and settled in the room and we have already seen many successes with the children e.g. one child is now using photos to request items they want, another child will look when the signal to stop is given and another child now sits to complete short adult led activities before having their own choice.

CPD opportunities

- Engagement model training – Aimee Hubber attended 26.09.23 and 10.10.23
- Teacher input on ADHD and premature birth – staff meeting 31.10.23 (also offered out to TA's to attend)
- PECS (**Pupil Exchange Communication System**) training for foundation staff – 15.11.23

Referrals and agency work requested so far this year:

- 1 Element 3 request made this term – going to panel to review on 21st Nov
- 1 EHCP finalised and issued for a year 2 pupil.
- 1 EHCP in draft awaiting finalisation
- 1 referral made and accepted to LCI

Still to complete:

- 1 x SALT referrals to be made
- 1 EYST referral to be made (Early Years Support Team)
- 1 LCI referral to be made (Language and Communication Interaction)
- 3 Element 3 requests to be made

Parent involvement

- Solihull parenting course ran in the summer term of last year which some of our parents were able to access – offered across the trust to selected parents from each school.
- we continue to run our termly parent 'coffee' meetings. The Autumn term one was attended by 5 parents of SEND pupils and supported by Paul Eden, Educational Psychologist.
- meetings to be offered to EHCP pupils' parent's with SENCO before the end of the term to review the term and celebrate the children's achievements for the term.