



Wollaston Primary- SEN snapshot-Sept 2022

Currently there are 39 (13%) children on the SEN register- this will increase as we have 34 children (12%) on our SENCO monitoring list. We are currently screening our EYFS children using the baseline tests and NELI. This is around 11 % not inclusive of monitoring list. This is below national average.

4 areas of SEN in our school

1. Cognition and learning- most predominant
2. Communication and interaction
3. Social, emotional and mental health
4. Sensory and or physical needs

We have 4 children with Positive Handling plans and 3 children with toileting difficulties, who have healthcare plans. We have a child in Year 1, who additionally has a healthcare plan due to medical difficulties.

We have 4 children with EHCP plans and 0 children with High Needs Funding. We have 3 RSA underway. There are still no

dates for funding panels and there is no new information on how this will work.

Waiting lists for referrals remains at around 24-36 months for all services. NHS SALT is still very limited, where intervention is required this is often virtual. Educational psychology are continuing to run at a reduction of usual commissioning capacity. This is due to a significant increase in EHCP applications during the pandemic and associated backlogs. This is a significant challenge. We have 4 days support available next year and a backlog of children requiring assessments. This year we are opening a school-based nurture group for 5 children. We currently have 4 LAC.

Referrals currently in place

ASD/ADHD team

Community Paediatrics

Specialist support service

CAHMS- low success rate

School nursing service-

NHS SALT

NHS OT-cases closed when equipment arrived

In school services- private

SALT-Beth Shelley- fortnightly visits and liaises with NHS- Individual assessments, group therapy and training through modelling for support staff

OT- Blossom commission-10 hours a month- Lego therapy, sensory assessments, self- esteem and anxiety groups, direct individual therapy, in class observations. Sensory audit completed to review whole school environment. Instant support as needed when on site. This year we will work with student OTs to provide extra support. There is a big emphasis on staff CPD and intervention.

Counsellor- weekly- 4 children

SENCO support

Regular contact with INMAT inclusion lead. Monthly SENCO cluster meetings. SENCO completed NASENCO qualification through university, SENCO to train as a senior mental health lead.

SENCO contact

Alison Pullin- NASENCO- Full time - alison.pullin@wps.inmat.org.uk

Trisha Coates- Nurture Teacher- Mon-Wed- trisha.coates@wps.inmat.org.uk

