

# Wanborough Primary School

## Special Education Needs Information Report to Parents & Governors (2022-2023)

### 1) Profile of Pupils with SEND

a) Number of pupils on school's SEND Register, the register is updated regularly.

	SEN Support Intervention & Targeted Support	EHCP Specialist Support
Total numbers	13	4

b) Areas of need (total numbers on school's SEN Register)

	Cognition and Learning	Social Communication & Interaction Difficulties	Speech and Language Difficulties	Autistic Spectrum Condition	Emotional, Behaviour and/or Social Difficulties	Hearing Impairment	Visual Impairment	Physical/ Medical Difficulties
Number of pupils	7		1	5	4			

c) Gender of pupils on school's SEN Register

Total number of boys	Total number of girls
9	8

d) Monitoring Register

These are pupils that are being monitored in class. They have either been on the SEN Register or are presenting with a moderate concern so that a specific intervention is being carried out.

	High Concern / Progress made but being closely monitored to ensure progress is maintained after being on SEN Register	Moderate concern / Specific Intervention	Low concern/ within differentiated group in class
Total numbers	0	8	19

e) Progress of Pupils with SEND 2021-2022

41 % of SEN pupils working at ARE (Age Related Expectation) or above – narrowing the gap

18 % of SEN pupils accessing the ARE curriculum but not narrowing the gap

41 % of SEN pupils significantly behind their peers, not accessing the ARE

## 2) Interventions

Class Teachers differentiate work for all pupils in class. If pupils fail to make expected levels of progress a specific intervention will be used.

a) **The Range of Intervention/Resources** used include:

**ELSA, Clicker 7, Nussy, Toe by Toe, Sounds Write, Power of 1 & Power of 2, Rainbow Reading, Word Wasp, Paired Reading, SPARKS, SPARKEY, Social Stories, SEMH** (Social, Emotional and Mental Health) through **Yoga/Pilates, Anxiety Gremlin, Socially Speaking, Nurture Time** (Parent Support Worker/Emotional Literacy Support Assistant), **Barnardo's, Mindfulness colouring, Sign-a-long, Rainbow Writing, Visual Stress Screening, ACE spelling dictionaries, Reciprocal Teaching, Precision Teaching, Circle of Friends, Lego Therapy, Movement Breaks, Sensory Breaks** (Lego, sand, walks), **Reading Comprehension, Handwriting, Girls/Boys Writing, Writing** (High Flyers), **Sentence Building, Girls/Boys Maths, Brain Academy, Touch Typing, Immersive reader, dictation (Microsoft), colourful semantics and Spelling** (common exception words), **Springboard Maths** and **WESTforD** (Wiltshire Early Screening for Dyslexia) Programme to develop phonological awareness including: phonemic segmentation, blending and manipulation, **PhAB** (Phonological assessment battery), **Pre/Post Teaching** to support independence and inclusion.

b) Generally, pupils at SEN Support stage on the SEN Register receive an additional 2-5 hours support each week. Individual Support Plans are in their folder. Here, an overview of each pupil's intervention support can be monitored. The support plans are reviewed three times a year.

## 3) Monitoring

Following the New Code of Practice (CoP) (2015), intervention logs continue to be implemented within each classroom. The CoP highlights that schools must take accountability of ensuring the most vulnerable pupils make expected or above levels of progress.

- Core Standards quick checker is used to identify specific area of need. Interventions are promptly implemented to minimise gaps in learning and thus gaps in attainment. Through the graduated response and use of universal core checkers, SEND needs can be identified and addressed to ensure pupils are on track to meet age related expectations.
- Intervention logs continue to monitor the impact of Interventions implemented. Intervention folders have been reviewed termly, thus allowing the children to move forward if there is no evidence of impact.
- The interventions range from all four SEN areas of need. The intervention folders are scrutinised and monitored by the SENDCo & shared with SLT.
- Where possible, provision sheets to demonstrate impact and next steps in learning via multiple baseline assessments and **SMART** targets continue to be successful. Pupil conferencing also takes place to confirm the child/ren have their say in the way they learn best and if the support is effective.

- The monitoring of the interventions against baseline targets has supported the identification of more complex needs a pupil may present with; building an evidence base towards a successful application of additional needs.
- The graduated response is supporting the identification of needs sooner and thus narrowing gaps in attainment for the pupils.
- Pupils are partaking in 'Scoop & Group' sessions where interventions/support is targeted prior to or straight after a lesson; 1:1 support with Teacher or TA for no more than 5minutes progressing and working on the current piece of work. This is reported to have a much better outcome and success than planned interventions in isolation from the work in class.

### **Pupils**

- The pupils also contribute to their plans via a 'Pen Profile'. Here they stress their preferred method/s of learning and how they wish to be supported.
- Each pupil (where possible) also contributes their thoughts and opinions towards achieving their goal by outlining their thoughts on the review paperwork.
- This is then shared with the parents during review meetings. Such methods have enhanced the transition process for some individuals.
- Pupils are encouraged to evaluate their performance and reflect on their performance and learning through metacognition. Thus taking ownership of their efforts and strengths.

### **Parents**

- Parents are invited to come into school for a review meeting with the Class Teacher
- Meetings are offered to parents at a mutually convenient time.
- We operate an 'Open Door' policy where parents can always discuss any issue concerning their child as they arise. This consists of arranging a meeting at a convenient time for both staff and parents/guardians. We also have a Family Support Worker who can offer confidential support and advice to parents.
- Progress is regularly reported to parents via the termly report cards (from Term 2).
- Parents can e-mail educators and the SENDCo raising any concerns at any time. Staff will endeavour to respond to e-mails within 48hours.
- Parents may be called in for additional meetings concerning transition and or a joint collaboration concerning an application for additional support.

### **Teachers**

- The progress made by SEND pupils is regularly discussed with the head teacher as part of the ongoing termly review meetings.
- If targets have not been achieved, discussions will include next steps.
- Pupil work is targeted to promote inclusion and allow teachers as well as TAs to work with SEND pupils
- Pupils are encouraged to develop their self-help skills in order to prepare themselves with resources that will support them through their lesson.

- Teachers regularly inform the SENDCo of any concerns arising from not being able to their individual targets.

#### 4) SEND Support Cycle

- When identified, through graduated response, Pupils are placed on an SEN Support Plan or \*Early Help Record and Plan if there needs cannot be met through first quality teaching (Universal Support) and targeted interventions.
- Teachers raise concerns about a pupil not making Age Related Expectations (ARE) after targeted support has been put into place. This is discussed with SENDCo and parents.
- The \*EHRP is at first implemented with consent from the parent/s (Part A) should an assessment need to be carried out on their child (including external agencies if required).
- The parent/s alongside the SENDCo and /or Family Support Worker, Class Teacher and TA jointly discuss any concerns/needs of the pupil and this is then documented on The Early Help paperwork.
- The pupil also creates their one-page profile/Three Houses and this is shared with the staff, parents and child collectively.
- Targets are then agreed and a review date arranged.
- Following on from the Review, new outcomes may be devised in supporting the pupil with their next steps.
- External agency support can be advised if intended IMPACT and needs have not been met during the review cycle. Should a pupil fail to make any progress after the advice and time scale agreed, it may be relevant for the pupil's needs to be assessed through the Education and Health Care Plan cycle. Please see below:

*Please see the SEND Policy for further information on The Graduated Response.*

#### During 2022-2023

- Pupils were acknowledged as requiring support from the Educational Psychologist, SASS Services, SALT, CLASS Advisory Services, Reintegration Services, Hearing Impaired Advisory Services, Occupational Therapy, Family Support Worker, External ELSA (lighthouse), TaMHs, CaMHS, and Advisory Service for Physical Disability to aid identifying and support specific needs.
- Advice was submitted to SENRAP towards achieving Education and Health Care Plans for some pupils. This was successful for three pupils.

#### 5) Annual Reviews

The outcomes of the reviews are as follows:

- Parents had met with teaching staff, external agencies where applicable (virtually in some cases) and SENDCo to review progress
- Three annual reviews have been completed and two new EHCPs written to reflect provision and support on the Swindon Portal
- Three new EHCPs were issued and another EHCP is being finalised

- Progress has been made towards some difficult targets – provision changed for one pupil at the end of the academic year
- Provision transition planned and implemented for two pupils
- Transition meetings have been held for all SEND pupils with all parties to support need. Transition discussions have taken place with parents, school staff, external support and SENDCo to support transition to the fullest
- Transitional needs identified for pupils

## **6) External Agency Support for SEN Pupils**

The school continues to access the support of external agencies as appropriate.

- This year the school continues to invest in a \*Family Support Worker. The \*FSW is able to provide confidential advice to parents as part of the school's open door policy. The FSW is able to start the Early Help process with families if it is felt it is in the best interest of the pupil to do so. The FSM has worked on supporting pupils with their Social Emotional and Mental Health needs alongside parents where applicable. The FSW provides a service that is flexible and available to all pupils within school whether school or home identify the needs. The FSW has supported parents with access to the ten weeks 'Family Links' programme to support strategies within the home
- Lighthouse services have held a 'Supporting Anxiety' workshop at school which was well attended.
- Wanborough continue to have the support of a Barnardo's outreach worker. Barnardo's come into school to support pupils and their parent/s collectively work on strategies of support. This has mainly been centred on emotional wellbeing. This has been successful.
- The school has continued to be supported by the Educational Psychologist.
- This year the Speech and Language Therapy service has supported pupils with an EHCP and any pupils under 5 years of age. Traded SALT support was not available this year due to SALT shortages and unable to meet the demands of school.
- This year the Speech and Language Service has delivered the 'colourful semantics' intervention for eight children. They have successfully trained four TAs to deliver the intervention in school.
- As part of traded services, the school has bought into the Targeted Mental Health (TAMHS) service. TAMHS came into school for the duration of the academic year.
- Hearing Impairment advisory service in school to support SEND pupils.
- The Educational Psychology services continue to support school with pupils on the SEND register.
- SASS Services have been into school to support and provide advice to staff when supporting SEND pupils.
- The CLASS advisory service has virtually supporting classroom strategies to deploy following on from PhAB 2 assessments in school.
- Advisory teacher of physical disabilities has been into school to support children accessing their education

## **7) Transition**

### **a) Primary**

- The reception teacher visited the setting of all new starters in Term six.
- Parents of the new reception intake have been invited into school to be able to meet the new teacher, ask any questions and explore the school surroundings.
- School staff were given additional time to discuss all pupils needs and strengths prior to the new academic year.
- SEND pupils currently attending school had the opportunity to meet with their new teaching staff and explore their new setting prior to the summer break
- Additional transition meetings held with new teaching staff/pupil/s to support transition in an informal manner, e.g. playing a game of tennis in school.
- Every pupil will have a social story to access over the summer which incorporates pictures of their new teaching staff and classrooms to support transition.
- Additional visits to school on the TD Day to support SEND pupils transition back to school after the summer break.

### **b) Y6 – Y7**

- Secondary school SENDCo's & transition leads (Yr7) advised of SEND needs and transition support acknowledged.
- Extra visits for 'vulnerable' pupils arranged to their new school. Parents had the option to arrange additional meetings if required
- TA accompanied additional visits to new school/s with SEND pupils to support transition
- Transitional visits to the new setting arranged and amended to suit need if required

## **8) Continued Professional Development**

- SENDCo attending the Annual SENDCo conference
- SENDCo attending training on the new 'Swindon Platform' and reforms within the SBC delivery of SEND support
- Staff continue to be encouraged to maintain their CPD and are given the opportunity to share new knowledge at staff meetings.
- Staff sent on Sensory Solutions Course to support the sensory needs of SEND pupils
- School continue to enlist the support of a 'Parent Support Worker' from the Blue Kite Academy Trust. The role of the Parent Support Advisor is to provide advice and support to parents whose children may or may not have a SEND needs.
- Working group using 'immersive reader' and 'dictation' to support inclusive access to lessons supported by some SEND pupils and staff.
- Visits to Opal play settings made to establish inclusive play options in the future
- Sendco has been involved with the BlueKite SENDCo network meetings since Jan'23.

## 9) SEND Reforms

School information report on website. Website updated to demonstrate new COP (2015) EHR reforms.

- The SENDCo has attended SEN Forums throughout the year. The LA continue to update SENDCos on any reforms during the events – New Core Standards
- Core Standards are used as an identifying method to support any gaps in attainment
- Weekly SEND Update from the Local Offer via emails to the SENDCo and Headteacher
- Regular newsletters from: EP, SASS, SEMH, SALT services sent via email
- Pre-teaching methods have been adapted to support inclusion and independence of pupils when learning and accessing the curriculum
- Scoop & Group sessions to support pre/post teaching for children 1:1 or 1:2 to support need in the moment and thus have greater impact
- All children on interventions have been transferred onto an Early Help Record and Plan/Support Plan if their needs cannot be met through universal standards and graduated response.
- Pupils have been removed from intervention groups and support has been replaced with pre-teaching methods to support independence, inclusion and also metacognition of the pupils to support their educational journey. The new cycle supports pupils with access to all subjects during the school day – they do not miss out on lessons due to their intervention.
- Interventions are in place via the intervention log system and monitored regularly/termly.
- SMART Targets have been identified and multiple baseline assessments demonstrated to ensure targets are personalised and achievable. Group interventions have been minimised.
- The SENDCo is continuing to improve the SEND reforms and new procedures within school to ensure all pupils reach their full potential.
- PhAB2 assessments continue to support early diagnosis of cognition and learning needs.

### Further Ahead:

- Family Support Worker to work as a Single Point of Access service; FSW will now work with children and families
- PhAB assessment to continue in school to support early identification of reading/phonics/spellings and writing difficulties.
- ASC Training and continued CPD for all staff
- MAT networking opportunities for Tas to be established

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