



## Annual SEND Report to Governors 2020/2021

**Deb Kelly SENCO, John Churchill SEND governor , 12<sup>th</sup> July 2021**

Mudeford Infants School has a duty to report annually to the governors on the provision for children with Special Educational Needs and / or Disabilities (SEND). We more than meet this requirement, with the SEND governor reporting via FGB/Learning committees on a termly basis. The SEND governor hereby confirms that by observation, discussions and participatory visits with the SENCO, that the school is properly using the SEND funding and staff resources to maximise the positive learning outcomes for our SEND and other vulnerable pupils. The work of the SENCO and school staff is worthy of especial praise in exceptionally difficult, stressful and unusual circumstances.

The Special Educational Needs Code of Practice sets out the processes and procedures that all organisations should follow to meet the needs of children. Mudeford Infants School's SEND Policy is in line with the current code of practice to ensure a graduated approach that recognises that children learn in different ways and can have different kinds of SEN and / or disabilities.

It is very important that we identify any children with SEND as early as possible, whilst not mis-diagnosing and thereby incorrectly labelling children too early, particularly in Year R. The Code of Practice defines SEN as follows:

***A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:***

- (a) Have a significantly greater difficulty learning than the majority of others of the same age; or***
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

For more information about specialist resources and provision please see the Special Educational Needs section on our website. The SEND and Inclusion policy has been updated during 2020/2021.

Name of School	Mudeford Community Infants School (4-7 years old)					
SENCO	Deborah Kelly					
Date of Report	July 2021					
SEND Governor	John Churchill					
SEND profile						
<b>Total Number of pupils on SEN register 2020/2021</b>						
SEN Support	Education, health and care plans  3  (Applied for 1 (at assessment stage) and in the process of applying for 1 more)	% of school population				
19		SEN support  10.6	EHCP  1.7%			

% boys and girls <b>Boys = 11 (50%)</b> <b>Girls = 11 (50%)</b>	7 are Pupil Premium which is 31.8% of the SEN cohort	<b>The SEND register is CONFIDENTIAL, and documents the current categories of need by children in each year group.</b>  <b>See Appendix A for an anonymised breakdown of specific needs.</b>
---	--	--

### Comments

The SEND register is dynamic and reviewed at least termly, and children move in and out of it as they progress. The current register has different children on it compared to September 2020's register. This is the result of a factors including:

- Children being discharged from SALT.
- The effective identification of needs and class teachers positively responding through high quality provision and inclusive practice.
- Effective ELSA support with emotions and behaviour.

### Identifying pupils with SEND

All pupils are discussed at Pupil Progress meetings. If concerns about a child's progress are raised by staff, then they are closely monitored by the SENCO who will carry out observations, track assessments and refer the child to support services if needed for example: SALT, Educational Psychology or behaviour support.

At other times of the year, if a teacher has concerns, they will speak with the SENCO and fill in a graduated response form highlighting what the concerns are, and what they have done in response. The child will then be observed or assessed by the SENCO. This is the first part of our graduated response. Targets are put into place or resources given to support the child to overcome their barriers for example; 1:1 pre-teaching and/or small group work for maths/literacy with a member of the teaching staff, fidget toy, wobble cushion. After an agreed number of weeks if these immediate interventions have not worked SEN assessments may be carried out which give more detailed information about what a child can and cannot do. The Educational Psychologist may do an observation or a cognitive profile to support this.

Once a child has been identified with SEND, strategies/interventions are put in place and their progress is monitored closely by the SENCO. (The pupil will have their own Plan, Do, Review written within a support plan). For children identified with SEND, provision will be 'additional to or different from' the normal differentiated curriculum.

### Progress made by pupils with SEND

Despite the challenging year with school closures, most pupils with SEND have made progress across all areas of the curriculum, although this is not always quantifiable in line with age related expectations. The children with SEND at Mudeford Infants School are included in all curriculum areas and aspects of school life. Sometimes suitable differentiated activities are not offered in the afternoons. This is being addressed through the whole School Development Plan (SDP).

During partial school closure in January 2021, we continued to closely monitor the impact that Covid had on children's attainment. Interestingly, the children with SEND who continued to attend school during the closure, thrived as a result of the small class sizes and personalised provision being offered. For those children that did not attend during lockdown, we supported families through phone calls and zoom meetings. Where necessary, teachers and TAs also planned and sent home packs personalized to the

pupil's individual targets to help overcome their barriers to learning. All three children with an EHCP attended school during lockdown.

It is important to remember the importance of soft data when celebrating the progress of children with SEND. Pupils have made individual progress that is shared and celebrated through discussion with the class teacher and TAs – For example, a Year 2 pupil can now demonstrate appropriate classroom behaviours and no longer disrupts whole class learning – this is crucial for his transition to KS2. Another Year 2 child has increased their self-esteem which has had a direct impact on their ability to achieve academically. Through quality 1:1 intervention from the TA, a Year 1 pupil can now remain emotionally regulated within the classroom, consistently count to 10 and is beginning to recognise becoming a learner. Since being placed on the SEN register a Year 1 child's profile has been raised and they are starting to make progress against the starting point. The high-quality support from all staff in EYFS has meant huge progress has been made for children with SEN.

We will be looking closely at data for 2021/2022 as part of the SDP.

### **Staff deployment**

The deployment of staff is continually reviewed to ensure that the right intervention and provision is provided for pupils to have the greatest impact on progress. Teachers and teaching assistants have been supporting the SEN children in the following ways.

- Supporting pupils in class in English and Maths.
- Carrying out phonic and reading interventions.
- Supporting pupils who have social difficulties during play times.
- Supporting children through the implementation of speech and language programmes.
- Providing ELSA support for emotional needs.

**Teaching assistants play an important part in whole school provision, and do not solely support children with SEND.**

### **Targeted interventions**

Due to COVID bubbles in school, all TAs have had to deliver some interventions within their bubble, where previously, allocated SALT and SEN TAs would have delivered interventions. This has allowed for the upskilling of TAs who have had the opportunity to observe good modelling from the therapist before delivering the interventions, including:

- SALT targeted interventions continue to lead to good improvements in children's receptive and expressive language skills. Annual assessment and regular feedback from Hannah Cottell (SALT), show that most children make good progress towards their individual targets and some children have made such good progress that they are discharged completely as they are now within Age Related Expectations (ARE) for their language skills.
- Where progress has not been rapid, further investigation has been made and one child has been diagnosed with Developmental Language Disorder (DLD) and another is being assessed for DLD.
- Although visits from the speech therapist have been restricted during the pandemic, most children have responded well to virtual therapy. Where they do not, the TAs have taken responsibility for face-to-face work under the therapist's guidance.
- Speech Language and Communication Needs have also been supported by using the WellComm screening toolkit. This has allowed us to identify children at risk for speech and language difficulties and to take action immediately. The toolkit comes with targeted interventions allowing TAs to begin working on targets with the child. This can help to reduce the need for a referral.

- Phonics and spellings interventions through the RWI program.
- A maths assessment toolkit has been used with children (SENT-R). This has been useful to identify difficulties within areas of maths, but has not been useful for supporting teachers to plan interventions. Nonetheless, targeted small group work for maths has been effective.
- Any needs with gross and fine motor skills have been targeted by the classroom TAs. One child with an EHCP has targets and a programme set by an occupational therapist.
- Children with anger management/social emotional difficulties have had support from the ELSA specialist who works closely with the SENCO to ensure a holistic approach to meeting needs.
- Children with EHCPs have been working on their individual targets through 1:1 interventions with their allocated support. Where appropriate, small group work has been introduced to ensure access to social opportunities and to increase independence and the sharing of an adult.
- Social Stories are used to support children with social situations that may cause anxiety.

Each pupil on the SEND register and those pupils with specific SALT targets receive 1:1 or small group interventions that specifically address their individual targets in a way that is personalized to their learning style or interests. These interventions are recorded in a classroom log. Within this record, pupil's progress towards meeting their targets is recorded and so are next steps. Regular liaison between the SENCO, teachers, and TAs allows for targets to be updated termly, or more frequently if required.

Each child with an EHCP works towards their EHCP targets with small steps.

Assessments that we currently have available to support the identification of needs include:

- In-house speech sound assessment
- WellComm speech and language toolkit
- SENT-R maths assessment
- Preschool and Primary Inventory of Phonological Awareness (pipa)
- Phonological Assessment Battery
- ELSA assessments
- Learn to Move ABC checklist

### **Attendance and exclusions**

Attendance of all children at Mudeford Infants School is monitored and managed by the Head Teacher.

One child with an EHCP has an agreed flexi-schooling timetable and has Friday off school. This is written into his EHCP. This supports his ability to attend and thrive for the remaining four days.

There have been no exclusions during the academic year 2020/2021.

### **SEND Funding**

The SEN block funding was used to enable the deployment of teaching assistants to support children within classrooms and to lead SEN and SALT interventions. It also paid for the Educational Psychology support package which included one CPD session for teachers about working memory. Top up funding allows TA support to be allocated to those children with EHCPs as stated in their plans. Currently we receive top up funding for three children.

### **External agencies**

- The speech and language therapy service continue to support the school with assessment and interventions. This is for both children on SEN support and for those with EHCPs.

- Mudeford Infants also sent referrals to the Educational Psychology service for five children across the school. Reports were received and strategies to meet need shared with the class teachers and TAs. Parents were fully included in the process.
- Statutory advice was sought for three children during 2020/2021. Two of these children now have EHCPs in place with associated top up funding. The third child is still at the assessment stage.
- Three children have been referred to the community paediatrician. One was refused further assessment because of being already under an EHCP, one has had a subsequent TAF meeting and Educational Psychologist report and, one assessment is still in progress.
- One child has had support from an Occupational Therapist.
- One child has had a sensory profile assessment for which we secured extra funding.
- Two children have had support from the Hearing Advisory Service. Staff have also been trained in supporting children with their hearing aids.
- Family Partnership Zone and Social Services have been working with the school as required.
- The school nursing team continue to be supportive.

### **Parental partnership**

Since arriving in post, our SENCO has spoken personally to every parent with a child on the SEN register at least once during 2020/2021. Parents of all children are able to send enquiry emails to the SENCO and will always be heard and supported through signposting in line with BCPs local offer, and through open communication between teachers and the SENCO. Parents of children on the SEN register have been kept informed of targets and progress through SEN Support Plans, an annual report and parent evenings.

Parents are consulted about all contact with other professionals and are invited to share their views. Parents of children who have EHC plans are invited to attend annual review meetings which are child-centred, seek the views of both child and parents and bring together professionals from outside agencies.

Parental questionnaires have been sent to parents and some have been returned but not yet analysed. There have been no complaints during 2020/2021.

### **Ongoing training for staff in the last 12 months**

There is ongoing staff development through BCP's Boost offer, 'in house' training and using outside agencies. We also share expertise within the school. The following courses have been attended to address the needs of the school and individual pupils:

- SENCO Forum – termly
- SEN Leadership – termly
- SENCO Circle - termly
- SEND Governor Training (CPD via BCP, SALT & ACES via YJS)
- The Shape Coding System
- AET Autism Level 2 and Level 3
- Maximising the Practice of Teaching Assistants
- Sensory Differences
- Selective Mutism
- Working Memory – an introduction
- ELSA Forum
- The Engagement Model

## **Monitoring of SEND provision**

- As a Senior Leadership Team, we regularly conduct learning walks to assess curriculum delivery to learners with SEND.
- Book scrutiny.
- Pupil Progress Meetings.
- Performance Management.
- Pupil voice - as a SENCO I communicate regularly with children with SEN and ask for their views. I have conducted a questionnaire with children with SEN and will be sharing findings with the staff team.
- EHCP Annual Review Meetings – One held in November 2020. Two booked for Autumn Term 2021.
- SEND provision as the SDP focus for 2021/2022.

## **Transfer between Key Stages**

Mudeford Infants School visits all pre-school locations to gather information about the new intake coming into reception. The SENCO also attends where there is a reported need. We have held one TAF meeting for a child joining us in September 2021 with selective mutism. The SENCO has already discussed the new intake with Hannah Cottell (SALT).

We continue to work closely with Mudeford Junior School to help the Year 2 children to transition smoothly. Some children have extra nurture visits to support their transition. The SENCO has shared information with the SENCO from the Junior school and Year 2 teachers have met the Year 3 teachers to share information.

## **Children with Disabilities and Medical Needs**

All children with SEN, disabilities and medical needs will have access to the full academic and pastoral life of the school. When a pupil has a long-term medical need, or has a condition which may require emergency treatment, a Health Care Plan will be written in consultation with parents and disseminated to school staff. Admission arrangements for children can be found on the Key Information page of the school website.

## **Appendix A**

Type of Need (22)		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	11	50	6
	Autistic Spectrum Disorders (ASD)	1	5	0.5
Cognition and Learning	Moderate Learning Difficulty (MLD)	8	36	4.4
	Severe Learning Difficulty (SLD)			

	Profound and Multiple Learning Difficulty (PMLD)			
	Social, Emotional and Mental Health (SEMH)			
Sensory and/or Physical Needs	Visual Impairment (VI)			
	Hearing Impairment (HI)	2	9	1.1
	Multi-Sensory Impairments (MSI)			
	Physical Disability (PD)			