



Queen's Inclosure Primary School Special Educational Needs and Disabilities Annual Report to Parents 2023 to 2024

What are the current numbers of learners at SEND support/EHCP and the categories of need? Have they increased/reduced since last September?

	July 2023	July 2024
SEN Support	68	85
EHCPs	10	10
Total	78	95

There has been an increase of 4.1% in learners with identified needs and the main area continues to be Speech, Language and Communication. We also have a significant increase in learners with SEND joining us in Foundation who are identified as having speech and language needs. This is fitting in with the national picture – please see below:

These are the data Headlines from July 2024:

- A total of 18.4% of children in England have some Special Educational Need (SEN) - up from 17.3% in 2023
- A total of 1,673,205 of children have SEND, which is an increase of over 100,000 from 2023
- There has been a 7.1% increase in the number of children on SEN Support who have no noted type of assessed need
- Speech, Language and Communication Needs remains the most common type of need for SEN support, with Autism being the highest type of need for those with an EHCP

What are the arrangements for identifying learners with SEND and assessing their needs? Have there been any changes in the process since last September in how the learners are being identified?

Children can be referred through Learning Progress Meetings (LPM), or they may be referred through a Record of Concern (RoC). Teachers detail how they have been assisting children and what has been put in place to support the child. A range of assessments are then carried out by our SEND Inclusion Leader (SENDIL), Mrs McClung, which can include – Blank Language, Dyslexia screening and Non-verbal screening. From these, Mrs McClung is able to make recommendations to support the child in class. If the teacher still has concerns they make a referral to Mrs McClung and it is considered if they need to be added to SEND Register, if there is evidence that they meet the criteria. This may be:

- A significantly greater difficulty in learning than the majority of children of similar age.
- A physical disability that hinders them from accessing educational facilities and an age appropriate curriculum.
- Emotional, social or mental health (behavioural) difficulties that significantly hinder their progress.
- Learning needs may occur in one or more of the following areas of development:
 - Communication, Language and Interaction.
 - Cognition and Learning.
 - Social, Emotional and Mental Health difficulties (SEMH).
 - Sensory and/or physical needs.
 - Specific needs diagnosed by medical professionals e.g. Autistic Spectrum Disorder (ASD).

If the child is identified as meeting the SEND criteria in one or more of these areas, a Personalised Learning Plan (PLP) is then put in place. Once a learner has been identified as having SEND, the school follows a graduated approach as set out in the Code of Practice 2015 - Assess, Plan, Do and Review - in order to remove barriers to learning for that learner.

What are the arrangements for reviewing progress towards agreed outcomes for learners with SEN? How often are PLPs updated and how are they transferred to the teacher when the learners change year groups in September? How are parents involved in this process?

PLPs are in place for all children with SEND and targets are reviewed termly in consultation with parents and children. For children with an EHCP Plan, they have a '4 Strands' document which covers all areas of the outcomes and provision laid out in the EHCP. These are reviewed termly and short term targets can be updated termly. Long term targets are updated annually at the child's EHCP review. All parents of children on the SEND Register are given additional time at parents evening to review plans.

What are the arrangements for ensuring documentation for learners with an EHCP is transferred between year groups and/or between staff if there are changes in staff during the year?

Each child has a PLP folder which travels through the school with them. This includes all outside agency reports, annual reviews, plans in place, copies of their EHCP and progression documents if required. There is also, a Provision Map, which is an overview of all children in their class. There are also handover meetings which are completed between the teachers. When speech and language is involved, a meeting is usually arranged in the first half term with teachers to help the understanding of the children needs and strategies.

How is the effectiveness of the provision made for the learners with SEND evaluated?

PLPs are reviewed termly which have outcomes and targets on, LPM meetings are termly reviews of all children and the progress they are making. EHCPs are also reviewed termly and annually. There are also the standard tests which are completed for all children. Interventions are recorded with entry and exit data and an evaluation is completed at the end of term. The only exception to this is Speech and Language which is overseen by the Speech & Language Therapist.

How are parents and learners included in the assessment and review process? Is there extra time allocated for parents evening for learners with SEND or EHCP's?

There is additional time allocated for all parents of children on the SEND register. Parents of children with an EHCP are also offered an annual meeting. However, we are happy to communicate with parents throughout the year if parents are concerned and they are able to request additional meetings.

The list below indicates how parents can engage with the school to learn about their child's progress:

- Participating in Parent Consultations by telephone or face to face at Parents' Evenings
- PLP meetings (extra time given at Parents' Evenings)
- When requested - attending meetings with external agencies
- When requested - attending meetings with the SEND Inclusion Leader
- Through the child's annual report
- If the child has an EHCP (Education Health Care Plan) parents will be invited to attend an Annual Review meeting.
- Requesting a meeting at any time, to discuss any concerns they may have

How are adaptations made to the curriculum and the learning environment of learners with SEN? How are learning styles accommodated?

All teachers are teachers of children with SEN, therefore all children with SEN receive quality first teaching. In the SEND Code of Practice, it is very clear that there should be high expectations for all children, including those with SEN. We use the following tools to adapt our teaching for all children, including those for SEN:

- Visual pictures/folders
- Visual Checklists and timetables
- Breaking tasks down into smaller chunks.
- Simplifying the task
- Clicker/typing
- Physical resources e.g. spell checker, Numicon
- Ear defenders
- Quiet learning stations

- Screens
- Pencil grips
- Different coloured paper/books and coloured overlays
- Classroom Interactive Whiteboards with different coloured backgrounds
- Pre-teaching/over learning
- Memory aids

All teachers have access to a document that shows the issue a child may have and how best to support them. When further advice is needed to support differentiating the curriculum, outside agencies may be used.

How are children and young people with SEND enabled to engage in the activities available for learners in the school who do not have SEND?

All activities are adapted to meet the needs of our learners with SEND and no one would be excluded, unless in exceptional circumstances a risk assessment determines it to be too dangerous. If this is the case an alternative activity would be provided in agreement with parents and carers.

What support is there for learners with SEND for improving emotional and social development? Are there any extra pastoral support arrangements for listening to the views of learners with SEND and measures in place to prevent bullying?

Within school, there is a Wellbeing Team which is overseen by the Assistant Headteacher – Miss Packham and Headteacher – Mrs Allen. The Team use a variety of interventions to support the children and allow them a safe environment to develop their emotional literacy skills. Within these sessions, children are given opportunities to share their own views and listen to those of others. The children are also given this opportunity within class, as are all the children, in their PDL lessons including discussions about bullying.

Miss Farrell, our Child and Family Support Worker, supports any parents who may be dealing with challenging behaviour within the home.

The school operates a Care Code system which allows children to collaboratively problem-solve any difficulties they are having and find solutions. They are encouraged to ‘check their choices’, ‘always try to be safe’, ‘respect everything’, ‘understand that everyone matters’.

We have developed a sensory pod for children who require a place to calm, adaptations are made to the classroom to meet children’s social and emotional needs.

What are the arrangements for supporting children with SEND when changing year groups, changing to another school and moving to secondary school?

For all our children, a transition programme is put in place, which includes visits to their new schools for Year 6. If there are particular concerns about a child then additional visits may be made. In addition to this, meetings are held to discuss individual children’s needs and plans and reports are passed on to the next school. Handover within school happens on a yearly basis where key information is shared and passed between school staff. Where outside agencies are involved they may also be part of transition meetings. Before the end of term children with SEND meet the teacher/staff they are going to be with in their next year group so they are familiar with them. All children are given a social story to help overcome any worries they may have.

What training has been received by staff since September 2023 to increase their expertise to support the learners with SEND, including any specialist expertise that been secured?

- Springboard – revisiting graphic facilitation and the practical application.
- Springboard – stammering
- Foundation – bucket training, attention Autism and TEACCH
- 2 LSAs completed ELKLAN training
- Year 1 Cued Articulation Training
- Social and Emotional Mental Health – Power Seeking Behaviours
- Hampshire Inspection and Advisory Service – Maths focus on supporting children with SEN in maths

Have there been any new resources bought for use in school since last September?

A Sensory Pod has been set up in Foundation to meet the growing sensory needs within school. Additional time from Springboard Speech has been secured to support two children in foundation and to run training courses for staff. We have also purchased more consumables e.g. ear defenders, wobble cushions, pencil grips, fidgets etc.

How has the school involved other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of learners with SEND and supporting their families?

With parental consent, the following specialist support employed by the school may be consulted to support a child:

- Child and Family Support Worker
- Springboard – Speech and Language Therapists
- Educational Psychologist

Outside Agencies:

At times, it may be necessary to consult with outside agencies. The following list shows examples of agencies we may use:

- Hampshire Educational Psychologist
- NHS School Nursing Team
- NHS Occupational Therapist
- Children's Services
- Primary Behaviour Support Team
- Speech and Language Therapist
- Hearing Impairment Team
- Visual Impairment Team
- CAL – Communication and Language Team

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

This very much depends upon the type of complaint. If the complaint is about in-class provision then the parent should first speak to the class teacher and then speak to the SENDIL. If the complaint was about wider school provision then they should communicate with the Headteacher in the first instance and if they still had concerns, they would be encouraged to contact the Chair of Governors. The complaint's procedure follows the Hampshire County Council Policy and is available on the policy page of the school website.

How do we ensure that our approach to pupils with SEND is inclusive?

Children with SEND have access to the whole curriculum, as much as possible, alongside their peers. The need to provide the most effective support is met through in class support, where there is a need, individual and small group withdrawal may be appropriate. Our aim is to maintain a broad-based balanced curriculum for all children, and the same opportunity for activities outside the curriculum.

How do we know that our safeguarding approach for pupils with SEND is effective? How do we know that our pupils with SEND feel safe in school?

Children know they can approach any adult in the school if they feel unsafe but usually the first person they speak to would be their class teacher. Parents should also approach the class teacher in the first instance if they have any concerns about their child.

All teachers have regular training on Safeguarding and new staff are trained as appropriate.

The person who speaks to the child must have a clear understanding of their needs and, when required, visuals used to enable the child to communicate and understand any questions so they can give their answers. Regular Safeguarding Questionnaires are completed with all children, including those with additional needs, to check children understand who they need to talk to and if they feel safe.

How do we ensure information on SEND is easily accessible by parents and learners?

We allow additional time for parents at parents evening so that plans can be discussed, outside agencies speak directly to parents and are offered the chance to come back to discuss any questions. We are happy to discuss any concerns with parents. When parents have shared they have needs we have provided additional meetings and have provided simple tasks that they can use with their child at home.

How do parents know who is our SENDIL and how to contact her?

The following information is on our website:

Our Inclusion Leader is Mrs McClung who can be contacted via the office for an appointment or through email SEND@queensinclosure.hants.sch.uk

The role of the Inclusion Leader includes:

- Overseeing the day-to-day operation of the school SEND Policy
- Supporting the identification of children with Special Educational Needs
- Co-ordinating provision for children with SEN
- Liaising with parents of children with SEN
- Liaising with other providers, including outside agencies.
- Ensuring the school keeps records of all children with SEN up to date
- Supporting Learning Support Assistants (LSAs) in delivering appropriate interventions to meet the needs of the learners
- Ensuring children with SEN are able to engage in all activities available to children without SEN.

Teachers can also refer parents to meet with Mrs McClung.

How/where is our Local Offer made available to parents and how do we make them aware of it?

This information is on the school website.

Report compiled by Jenny Edwards, SEND Governor following SEN monitoring and with information from Mrs McClung, SEND and Inclusion Leader and Mrs Allen, Headteacher

Publishing information: SEN information report 6.79 – 6.83 taken from the Code of Practice 2015 (pages 106 - 107)