



## Queen's Inclosure Primary School

### Special Educational Needs and Disabilities Annual Report to Parents 2022 to 2023

Queen's Inclosure currently provides for a range of Special Educational Needs and Disabilities (SEND) which include:

- **Communication and interaction** (Speech, Language and Communication (SLCN), Autistic Spectrum Disorder (ASD))
- **Cognition and Learning** (Specific Learning Difficulties (SLD))
- **Social, Emotional and Mental Health difficulties** (SEMH)
- **Sensory and/or Physical** (Physical Disability (PD), Hearing Impairment (HI), Visual Impairment (VI))

In July 2023, there were 17.6% of children in receipt of SEND Support and 3.2% with an EHCP. This number has increased since September 2022 which would be expected as we identify more children from Foundation and Year 1. This also fits in line with the National picture of increasing SEND in schools.

**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? Are there any learners with SEND who are looked after children?**

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 then 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.

In terms of changes, this year we have screened more children in Foundation for speech needs, and put interventions in sooner than we normally need to do. We plan to train another member of staff in the delivery of speech and supporting our foundation learners.

**The arrangements for reviewing progress towards agreed outcomes for learners with SEND?**

All children are assessed throughout the year in a range of areas. If appropriate, a child with SEND may be dis-applied from formal assessments and alternative approaches will be considered - usually Teacher Assessment. The annual formal assessments are indicated below:

- Twice a year reading ages are measured using the SALFORD reading test in KS1 and NFER in KS2
- All Year 1 children complete the Statutory Phonics Screening Check.
- Year 2 children have SATs in Reading, Writing and Mathematics.
- Children in Years 3, 4 and 5 complete the NFER maths and reading assessments.
- Year 6 children have SATs in Reading and Mathematics.

Some children may also be assessed to identify their specific needs through a variety of specialist assessments e.g. CTOPP, Dyslexia portfolio, BLANK Language, Language Progression Tool.

Children with SEND are continually tracked during the year to ensure that they are meeting the ambitious expectations set by the school. Children are also tracked through LPMs which are held termly. For children who are significantly behind, they are assessed using progression documents which tracks their progress throughout their time at school ensuring they are making progress in line with expectations.

PLPs are in place for all children with SEND and targets are reviewed termly in consultation with parents and children.

Children with EHCPs are assessed termly against outcomes set by the Local Authority and these are reviewed annually with parents.

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

As set out in the Code of Practice, the school provides a graduated response dependent on the child's level of need.

The majority of children are supported within class through high quality inclusive teaching, examples of this include, adapting tasks, focussed group work, additional support from an adult, use of specific resources or technology and providing a range of alternative techniques for recording learning.

For some children, in addition to high quality inclusive teaching, they may require time limited interventions. The length of the interventions may vary and some are aimed at individuals and others are aimed at small groups. They are usually delivered by an LSA who has been specifically trained for this purpose. All these interventions are tracked, recorded and evaluated for effectiveness. Examples of these interventions are:

- Gross and fine motor skills – Solent Therapy Pack.
- Precision Teaching for reading or spelling.
- Speech and Language Programmes – following recommendations from Springboard or NHS.
- Barrier games.
- Star Spell.
- Pre teach or overlearning
- Project X Code.
- Memory Skills.

For children with more complex needs, some additional one to one support may be provided which is generally part of an EHCP, agreed by the Local Authority. Whenever possible some of this allocated time will be used to create specific resources to enable the child to learn independently. These are reviewed once a year. When taking Year 6 SATs, special arrangements may be put in place to support children with SEND. These could include, extra time, rest breaks or additional adult support. All requests need to be agreed in advance by the DFE (Department for Education).

### **How are parents and learners included in the assessment and review process?**

Parents:

- Participating in Parent Consultations by telephone or 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 annual and interim reports.

- If the child has an EHCP (Education Health Care Plan) parents are invited to attend an Annual Review and possibly additional interim review meetings.
- Requesting a meeting any time, to discuss any concerns they may have.

Children:

- Feedback given on their PLP. The child is given time to express how they feel.
- Targets shared and developed with the child.
- Recognised when they have reached targets. Gives the child the opportunity to see what they are doing well.
- If the child has an EHCP then they are given the opportunity to share their views on their support in school.

### **How are adaptations made to the curriculum and the learning environment of learners with SEND?**

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

- 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/overlearning.
- Memory aids.

All teachers have access to a document which shows the difficulties a child may have and how to best to support them. When further advice is needed to support with 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 over seen by the Assistant Headteacher - Miss Packham. 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 around bullying and discrimination.

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' and to 'treat everyone with kindness'.

## **What are the arrangements for supporting children and young people in moving to secondary school?**

For all our children, a transition programme is put in place, which includes visits to their new schools at Year 6. If there are particular concerns about a child then additional visits may be made. Alongside 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.

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

Speech and Language support on asking children with language needs questions - delivered by Hilary Platt

Graphic facilitation - delivered by Hilary Platt

HIAS training – English around supporting children with SEND in writing.

Subject Leader staff meetings - the subject leaders have included how to support children with SEND within their subject.

LSAs have had internal training delivered bi-weekly which has included: phonics, managing behaviour, teaching reading, assessing the effectiveness of interventions, safeguarding.

## **Have there been any new resources bought for use in school since last September and if so how have they improved outcomes for the learners with SEND?**

Additional private Educational Psychology time was commissioned due to the Local Authority cancelling the EP SLA time last term. During the Summer Term the LA reduced their time to 50% of the agreed time. A range of consumables have also been purchased.

## **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?**

At times it may be necessary to consult with outside agencies. This is usually done if a child has had a PLP in place and they are not responding as we would expect, and we may be unsure of the next steps. If a child is younger, further help may be sought if they have not met specific milestones and again have not responded to intervention e.g. occupational therapist or speech and language therapist. Advice may also be sought if behaviour is causing concern e.g. toileting, not sleeping etc. The following list is of agencies we have used this year:

- Educational Psychologist – Private and Local Authority
- School Nursing Team
- Occupational Therapist
- Speech and Language Therapist - Private and NHS
- Hearing 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? Have there been any complaints since last September and if so how have they been resolved?**

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 is about wider school provision then they should communicate with the Head Teacher in the first instance and if they still have concerns, they would be encouraged to contact the

Chair of Governors. The complaint's procedure follows the County Policy and is available on the school website, or from the school office.

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

We make sure all staff are responsible for ensuring inclusion across the school, this includes teaching staff planning for children with SEND, Subject Leaders ensuring their subject is adapted where required. Whenever possible, we use a variety of strategies to support the child to avoid over reliance on adults, e.g. flexible grouping, technology, scaffolding, explicit language, pre teach of language. We ensure our strategies are available to all and re-evaluate for each subject to ensure that children receive the right support in each lesson. When children require intervention the class timetable changes weekly to avoid them missing the same lesson and to ensure children with additional needs continue to receive a broad and balanced 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?**

As a staff we are aware that children with SEND may be more vulnerable and less likely to be able to communicate concerns that children without SEND. We use visuals and graphic facilitation to support our learners when asking them about safeguarding concerns or their views about school. With our children who may have anxiety around attending school we use the resources recommended by Hampshire County Council, ideal school and 'Landscape of Fear' to identify if they feel unsafe in school.

To keep updated on SEND issues I have communicated and met with Mrs McClung and Mrs Allen throughout the year. The Full Governing Body have been kept informed through reports to the Learning Committee as well as information given directly to the FGB via Headteacher's Reports which include information from Mrs McClung.

The Governors would like to thank the whole school community – school staff, children and parents once again for their positivity and resilience during the last year – our ethos of growth mindset is still at work.

Written by Jenny Edwards, SEND Governor with information from Mrs McClung, SENDIL and Mrs Allen, Headteacher

July 2023