

## **Queen's Inclosure Primary School SEND Information Report 2022**

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 2022, there were 13.9% of children receiving SEN Support and 3.1% of children in receipt of an Education Healthcare Plan (EHCP) (which does not include an EHCP, which is currently in draft form) on our SEND Register.

### **The arrangements for identifying learners with SEN and assessing their needs.**

Children are 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 carried out by our SEND Inclusion Leader, Mrs McClung, which can include – Blank Language, Dyslexia Screening and Non-Verbal Screening. From these, Mrs McClung is able to make recommendations to the teaching team on how to support the child in class. If the teacher has ongoing concerns, they make a referral to Mrs McClung and consideration is given as to whether the child meets the criteria for SEN support and will be added to the SEND Register.

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 SEN criteria in one or more of these areas, a Personalised Learning Plan (PLP) is then put in place. Once a learner is 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.

## **The arrangements for reviewing progress towards agreed outcomes for learners with SEN.**

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 in the form of a 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
- 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 high expectations set by the school. Children are also tracked through Learning Progress Meetings (LPMs) which are held termly. For children who are significantly behind their peers, they are assessed using progression documents, which tracks their progress throughout their time at school ensuring this is 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 parents and learners are 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 a child has an EHCP, 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
- A child with an EHCP, is given the opportunity to share their views about their learning and experiences in school

### **How the effectiveness of the provision made for the learners with SEN is 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 quality first teaching, examples of this include; adapting tasks, focussed group learning, additional adult support, use of specific resources or technology and providing a range of alternative techniques for recording learning.

For some children, in addition to quality first 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 a Learning Support Assistant (LSA) who has been specifically trained for this purpose. All 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-teaching or overlearning
- Project X Code
- Memory Skills

For children with more complex needs, 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 is used to create specific resources to allow the child to learn independently, which are reviewed once a year. When taking Year 6 SATs, special arrangements may be put in place to support children with SEN. 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).

### **Adaptations made to the curriculum and the learning environment of learners with SEN.**

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. The following tools are used to adapt our teaching for all children, including those who may have SEN:

- Visual pictures/folders
- Visual Checklists and timetables
- Breaking tasks down into smaller chunks
- Simplifying the task
- Clicker/typing
- Physical resources e.g. spell checkers, Numicon
- Ear defenders
- Quiet learning stations
- Screens
- Pencil grips
- Different coloured paper/books and coloured overlays
- Classroom Interactive Whiteboards with different coloured backgrounds
- Memory aids

All teachers have access to a document which shows the issues a child may have and how best to support them. External agencies may be used when further advice is needed to support with effectively adapting the curriculum..

### **How are children with SEN enabled to engage in the activities available for learners in the school who do not have SEN?**

All activities are adapted to meet the needs of our learners with SEN so that every child is included. Only in exceptional circumstances, where a risk assessment determines it to be too dangerous for the child to participate, would an alternative activity be provided in agreement with parents and carers.

### **The support available for learners with SEN for improving emotional and social development.**

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, as well as participating in targeted interventions to meet their needs, such as developing friendships, managing emotions or nurturing their self-esteem. The children are also given this opportunity within class, as are all the children, in their PDL lessons including discussions around bullying, discrimination and diversity.

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'.

### **Any extra pastoral support arrangements for listening to the views of learners with SEN and measures in place to prevent bullying.**

The school's ethos encourages opportunities for all our children, including those with SEN, to have a voice. Visuals are used to help support children with SEN in communicating their views so that their language difficulties don't inhibit them from being able to share their thoughts. They are regularly supported and encouraged to share and listen to their own and others' views. The whole school culture fosters an anti-bullying approach and this is used and understood by all children regardless of their needs.

### **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 can be arranged. In conjunction with 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 external agencies are involved they may also be part of transition meetings.

**Any training, which has been received by SEN staff to increase their expertise to support the learners with SEN, including any specialist expertise that has been secured.**

<b>External Training</b>	<b>Delivered By</b>	<b>Internal Training Delivered by SEN Inclusion Leader</b>
Blank level 3 and 4 questioning delivered to Year 5 and 6 LSAs	Hilary Platt, Springboard Speech and Language Therapist	Dual Coding and supporting with language difficulties
Barrier Games		Developing Working Memory
Speech and Language support on 'Asking Questions to Children with Language Needs'		What makes Intervention Successful
Precision Teaching	Simon Burnham – Educational Psychologist	

Individual LSAs continue to be supported by External Agencies, when they come in to support individual children.

**Any new resources, which have been bought for use in school and how have they improved outcomes for the learners with SEN.**

Additional Educational Psychologist time, CTOPP – a tool to measure processing speed and working memory difficulties, and consumables e.g. pencil grips, fiddle toys, ear defenders, wobble cushions etc.

**How the school involves other bodies, including Health and Social Care bodies, Local Authority Support Services and voluntary sector organisations, in meeting the needs of learners with SEN and supporting their families.**

At times, it may be necessary to consult with external agencies. This is usually done if a child has a PLP in place and they are not responding as we would expect, and we may be unsure of the most appropriate 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 & Language Therapist. Advice may also be sought if behaviour is causing concern e.g. toileting, not sleeping etc. The following list is of agencies the school has used over the year:

- Educational Psychologist – Private and Local Authority
- School Nursing Team
- Occupational Therapist
- Speech and Language Therapist - Private and NHS
- Hearing Impairment Team
- Communication and Language Team (CAL).

**The arrangements for handling complaints from parents of children with SEN about the provision made at the school.**

If the complaint is about in-class provision, the parent should first speak to the class teacher and then speak to the SENDIL. If the complaint is about wider school provision, 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 from the School Office.

As SEND Governor, I have communicated with Mrs Allen and with Mrs McClung during the year to keep updated on SEND issues. This has included both virtual meetings through Microsoft Teams as well as termly face to face meetings. The Full Governing Body (FGB) has been kept informed through reports that have been given to the Governor's Learning Committee. Further information has been given to the FGB through Mrs Allen's Head Teacher Reports, which included items from Mrs McClung. The Governors would like to thank the whole school community - school staff, parents and children for their resilience and positive attitude to the many challenges of the last year – our growth mindset ethos has definitely been at work!

Report compiled by Jenny Edwards, SEND Governor  
*(with information provided by Mrs McClung, SENDIL and Mrs Allen, Headteacher)*

July 2022