

## FAIRISLE INFANT and NURSERY SCHOOL

### Evaluative SEN/D REPORT – February 2024

**UNICEF Article 29 - 'All children have the right to be the best they can be...Education must develop every child's personality, talents and abilities to the full.'**

**The Children's and Families Act: As an inclusive school we diligently observe the duties as stated in the Equality Act 2010 and the Children's and Families Act 2014.**

#### **What are Special Educational Needs/Disabilities?**

Section 20 Children and Families Act 2014 defines a child as having SEN/D if he or she "has a learning difficulty or disability which calls for special educational provision to be made for him or her."

Any pupil with a medical diagnosis who requires special educational provision have their names on the SEN/D register. Children with a significant medical need have an Individual Health Care Plan. Children with a medical condition which can require emergency procedures; such as severe epilepsy, heart problems or are at risk of experiencing severe allergic reaction if exposed to certain foods and/or substances have their photograph, name and medical condition displayed in appropriate places in school and an Individual Health Care Plan.

All staff who work with children with SEND will be informed of specific difficulties. IEPs, IBPs, IHCPs and EHCPs will be available to staff that work directly with children with SEND, so that targets can be addressed and quality first teaching delivered in all classrooms.

**OFSTED November 2019:** Statement from our OFSTED report;

*'Teachers understand how to meet the needs of pupils with SEN/D. They adapt plans well. Teachers review pupils' learning thoughtfully. Staff know precisely what will help pupils with SEN/D learn more. Skilled and well trained teaching assistants make a big difference to this group of pupils' learning.'*

In the SEN/D Code of Practice (2015), SEND is divided into the following four areas;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Last academic year, planning in Key Stage 1 continued to aim to fill any gaps in learning and the Assistant Head, Joanna Marris, oversaw planning, teaching and learning in Year 1 and 2. This helped the school to identify areas of overlap and areas of need in terms of children's learning and progress.

Fairisle Infant and Nursery School subject leaders have begun to work alongside those at Fairisle Junior School. This ensures continuity of learning and enables teachers to identify any need or overlap in learning across the subjects.

#### **The Graduated Response Approach to SEN/D**

At Fairisle Infant and Nursery School SEN/D support follows the four-part cycle known as The Graduated Response (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support required to help them secure best outcomes.

We adhere to the five stages of SEN/D provision:

**Stage 1 – Universal provision** – Monitored by the class teacher. High quality first teaching with differentiated planning and expected outcomes for individual pupils. Pupils are made aware of their targets. Targets are reviewed and amended as the pupil meets them. [INTENT]

**Stage 2 – Early intervention support** – Monitored by the class teacher, year leader and SLT.

In addition to Stage 2, support is provided within class through small groups and/or individual support. IEPs (Individual Education Plans) are written with specific and personalised SMART targets and these are reviewed at least half-termly. [INTENT and IMPLEMENT]

**Stage 3 – Targeted additional support** – In addition to stages 1 and 2 – deeper investigation of strengths and needs with inclusion of parents. Senco involved – more targeted interventions such as ELSA support, phonic, reading, writing, maths. [IMPLEMENT and IMPACT]

**Stage 4 – Targeted intensive additional support** – in additional to stages 1-3 – Multi-professional planning and support from outside agencies – e.g. E P Service, Southampton Inclusion Partnership (was SAOS), CAHMS, SALT etc. [IMPLEMENT and IMPACT]

**Stage 4+ - Request for EHC Needs Assessment to the 0-25 SEND Team at Southampton City Council**

**Stage 5 – Education, Health and Care Plan in place** – Reviewed at least annually. Provision over and above that expected at universal and targeted support levels because the pupil's needs are exceptional, severe, complex and long term. Pupil receives personalised support working on an individualised curriculum with individualised support as appropriate to the pupil's needs. [IMPLEMENT and IMPACT]

**Education Health and Care Plan [EHCP] 0-25 years.**

This outlines any special educational needs a child has and the provision a local authority must put in place to help them. It can provide additional funding from the local authority to support the child's needs, beyond that which a school must supply out of its own budget. It is a legally binding document which protects the support the child needs.

At Fairisle Infant and Nursery School (FINS) a pupil's name is added to the SEN/D Register at Stage 2. All pupils on the register have an Individual Education Plan [IEP] or an Individualised Behaviour Plan [IBP].

In the event of pupils with SEN/D transferring from other schools to FINS, their names are added to our SEN/D register and provision is put in place according to their needs. If the pupil has an EHCP, additional support and provision is put in place as set out in the plan.

**Current position of children with SEN/D – February 2024.**

**SEN/D Register – 90 children across YN, YR, Y1 and Y2 have their names on the register.**

**Breakdown of SEN/D register as of January 2024;**

**YN = 12 pupils (4 in Rainbow N, 8 in Sunshine N)**

**YR = 23 pupils**

**Y1 = 26 pupils**

## **Y2 = 29 pupils**

The number of boys on the register is significantly higher than the number of girls.

**Boys = 56 children**

**Girls = 34 children**

### **The Graduated Response stages broken down from the register:**

**9** pupils are at Stage 5, so are in receipt of an EHCP.

**3** pupils are at Stage 4+ where requests for EHC assessments are being written or have been submitted.

**39** pupils are at Stage 4 where support from outside agencies (including SALT) has been sought or is in the process of being sought.

All other pupils are at Stages 2 and 3.

## **IEPs**

New IEPs were written in September 2023 for those children that had one previously and still needed one and for any children that were newly identified as needing IEP targets.

At the beginning of January, children's IEPs were reviewed by class teachers, in order to make Specific, Measurable, Achievable, Realistic Targets [SMART] so that provision / interventions could be more effectively tailored to address individual children's needs. All IEPs are checked by the Senco to ensure targets are SMART and appropriate for individual children.

### **Overall evaluation of the quality of IEPs across the school:**

Due to work completed last academic year on writing IEPs and IEP targets, there has been no need for a PDM session on IEP writing this academic year. However, the Senco has continued to support teachers individually, if needed or requested, to ensure IEPs are reflective of individual children's needs.

Monitoring of IEPs across the school [carried out by the Senco prior to the IEPs being shared with each child's parents] show that teachers know the areas of difficulties for individual children and address them with timely interventions and appropriate additional provision. Recommendations to parents on how they can help their child at home to meet their targets is also a strength on all IEPs.

## **Year N**

Staff in both nurseries embrace our culture of early intervention which effectively addresses the needs of children not making the expected progress in Communication and Language, Personal, Social and Emotional Development and other areas of the EYFS Framework. Therefore, children with a delay in speech, language and communication which includes social interaction must be provided with high quality additional provision which helps them to develop these skills. All parents of children in Nursery with speech and language difficulties have been signposted to external drop in services for Speech and Language development.

Currently **12** children have an IEP targeting specific areas of their development, mainly Communication and Language and Personal, Social and Emotional Development and/or behaviour.

**4** of these children are at Stage 2 – Early Intervention Support with their progress monitored by the Senco.

Additional funding through the Early Years Support Service [EYSS] has been applied for for **7 children** and funding allocated for specific additional targeted support. **2** children have had applications written for an EHCP needs assessment by the Senco and **1** by a parent.. **All** of these have been issued with a draft plan and we are awaiting the Final EHCP documents.

Children in YN are also assessed using the Wellcomm programme. Autumn 2 data for Wellcomm in YN is as follows;

### **Rainbow Nursery**

**Total number of children assessed; 9 children (3+ years only)**

**Number of children identified as red; 1**

**Number of children identified as amber; 0**

**Number of children identified as green; 8**

The girls and boys breakdown of this data is as follows;

**Boys; 1 Red            0 Amber            5 Green**

**Girls; 0 Red            0 Amber            3 Green**

### **Sunshine Nursery**

Total number of children assessed; **40** (in Dec 2023)

Number of children identified as red; **29** children

Number of children identified as amber; **5** children

Number of children identified as green; **6** children

Interestingly, there is a slight disparity between boys and girls in Sunshine Nursery's Wellcomm as follows;

Boys; 78% Red            9% Amber            13% Green

Girls; 65% Red            18% Amber            18% Green

This shows a slightly higher percentage of boys identified as red for Wellcomm and is something to be aware of and monitor moving forward.

There is obviously a huge number of children in Sunshine Nursery presenting as 'red' on Wellcomm, which is a concern. Staff are supporting by providing a language rich environment with lots of modelling of speech and repeating back key phrases.

Additional provision for children with SEN/D in YN include:

- Bucket Therapy (Attention Autism) to encourage children's Listening and Attention skills to improve.
- Containers (Pre-Bucket stage of Attention Autism)
- Intensive interaction 1-1 with an adult
- Picture Exchange Communication system [PECs]
- Makaton – signing and gesturing
- Modelled play and interaction with others through turn taking activities
- 1-1 support for children with Speech and Language Intervention programmes (Wellcomm) – SALT involvement.
- Adult support to encourage children to make the right choices and follow adult directions. This includes helping children to make smooth transitions from self-chosen activities to adult led. Also encouraging children to take part in whole class Nursery Circle Times.

## Year R

At the time of the last School census collection (January 2024), **23** YR pupils had their names on the SEN/D register. Wellcomm is a speech, language and communication tool and is being used successfully to address speech, language and communication needs in all classes. Children who are identified as 'red' are working below expectations. Those on 'amber' are working one section below that which is expected. Children identified as 'green' are working at the expected standard for speech, language and communication. The most recent data from Wellcomm is as follows;

**Total number of children assessed; 83**

**Number of children identified as red; 29 (35%)**

**Number of children identified as amber; 16 (19%)**

**Number of children identified as green; 38 (46%)**

This shows that a reasonably high percentage of children in Year R are not yet speaking, listening and communicating at the expected standard. There are many possible explanations for this including the Covid pandemic, socio economic factors, literacy levels of parents etc. However, difficulties with speech and language impact many other areas of the curriculum, as well as affecting children's well-being and mental health.

The data also shows a significant difference in the attainment of boys and girls as follows;

**Boys;** 44% Red      23% Amber      33% Green

**Girls;** 23% Red      14% Amber      63% Green

Wellcomm provides structured interventions that can be used for children individually or in small groups. These will be used to support children to make progress in this important area. Those children identified as amber or red are offered extra language opportunities as part of a language rich classroom environment by teaching teams.

Other effective provision which gives children opportunities to develop children's communication and interaction skills are;

- BLAST
- Bucket Therapy (Attention Autism) to develop Listening and Attention skills
- Narrative groups
- 1-1 Targeted support for children with a Speech and Language Intervention Plan provided by the Speech and Language Therapist [SALT].
- Skilled staff who swiftly address children's speech inaccuracies, alerting the Senco who will decide if a referral to the Speech and Language Therapy Service needs to be made.

## YR Phonics:

The phonics analysis shows children's Phonic learning in progress.

As of February 2024;

Total children assessed; **85** children

Total children on track; **89%**

Total children 'at risk'; **11%**

Phonics is taught twice a day in Year R, with children targeted for extra Phonic interventions if necessary.

Scrutiny of IEPs show SMART targets and effective provision. Overall they contain detailed information of how parents can help their children to make progress. These documents are highly informative to the Senco of the progress children are making in all areas.

### **Year 1**

All **26** children with their names on the SEN/D register have an updated IEP. The writing of appropriate SMART targets is good and IEPs are clear to follow. A SEND 'book look' by the Senco took place in Autumn 2. The focus was on scrutinising task design for the bottom 20%.

### **Y1 Phonics Screening Check 2023**

**71** pupils took the Phonics Screening Check

**57** pupils passed

**14** pupils failed

**3** children were disapplied.

This equates to **80.3%** pass. The percentage pass rate in 2022 was **83.3%** and in 2021 it was **66.7%**.

**Action:** The **14** children who failed the Phonics Screening Check have received targeted Phonics interventions.

Our action in addressing children's difficulties with phonics was reported on by OFSTED in November 2019. Our commitment to helping these children to succeed in Phonics continues to remain a whole school priority.

Statement from OFSTED report 2019;

*'Any pupil who is falling behind in their knowledge of phonics has help to catch up.'*

The Headteacher has engaged a Phonics support teacher to carry out intensive Phonics interventions with small groups of Year 1 pupils until Easter. This should enable the children to gain higher results in June 2024 Phonic Screening Check. This additional support will work alongside twice daily Phonic sessions in Year 1 classes.

### **Year 2**

**Data from Summer Term 2023 for Year 2 is as follows;**

Total number of children; **84** children

Total girls; **42**

Total boys; **42**

	<b>PKS/WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>Reading</b>	<b>17.8%</b>	<b>56%</b>	<b>26.2%</b>
<b>Writing</b>	<b>58.3%</b>	<b>40.5%</b>	<b>1.2%</b>
<b>Maths</b>	<b>25%</b>	<b>54.8%</b>	<b>20.2%</b>

Year 2 were also moderated for Writing on 21st June 2023, with all teacher judgements agreed at moderation.

However, it is clear from this data that writing needs to be a priority across the school.

Writing and task design are major components of the school SIP for 2023-24 and the English leader is working alongside the Deputy Head to ensure quality planning and task design for writing in Years 1 and 2.

### **Y2 Phonic Screening Check**

17 Year 2 children were eligible for the Phonic Screening check.  
16 children took the test. 1 was disapplied for medical reasons.  
The results were as follows;

Pass	Not pass/disapplied
70.6%	29.4%

### **SEND book look**

As a result of additional tailored support interventions, most children are demonstrating good progress from their starting points. This was endorsed by last term's SEND 'book look' in November 2023: Focussing on task design for the bottom 20%.

Overall the evidence gathered from two pupils' work from each class showed that teachers are planning more interesting, appropriate and achievable tasks that encourage independence. The actions for most classes being to continue to work on including practical tasks with resources if needed for the bottom 20% to promote independence.

Each teacher was given individual written feedback on the book look for their class.

### **Inclusion Team**

This academic year, children with additional needs are supported by the Inclusion Team. The Inclusion Team works in classes supporting children and also in the Caterpillar Room. The Caterpillar Room has been purposefully and mindfully been adapted into a designated space for supported learning. Additional resources have been purchased by the Senco to support children who may need support to regulate or need alternate learning resources.

The Senco plans a timetable of provision for children with an EHCP and activities to help children make progress in areas identified on their EHCP. The team works flexibly, supporting those children that need it on a daily basis and adapting to changes in need or circumstances.

The Caterpillar Room has designated bays for seated learning tasks and a quiet room to support children if they need a calming space. It also has a 'red area' that is uncarpeted and perfect for 'messy play' activities.

### **ELSA**

Our Emotional Literacy Support Assistant [ELSA] has a key role in supporting a number of children in need of social, emotional and mental health provision. The ELSA works closely with the Senco to ensure children with Social, Emotional and Mental Health difficulties are identified quickly and the appropriate support and provision is put in place. The relationship between ELSA support and SEND was identified as an area to continue to develop and this is ongoing in order to provide optimal support and provision for children with these needs.

Currently, our ELSA has **35** children on her caseload, with **12** of these children considered 'high priority'. There are **5** children on the ELSA waiting list.

Due to an increasing need for social and emotional support, the Headteacher organised a whole school Inset Day on positive behaviour strategies called 'Behaviour- Make the Difference'. This took place on 30<sup>th</sup> October 2023 and was delivered by two highly experienced Sencos from the local area, who were able to share their expertise. Staff found this helpful in terms of strategies for giving children the best possible support in challenging circumstances.

**8** members of staff are Securicare trained in physical interventions, with the Headteacher looking into getting more staff trained in this area in the coming months to support with challenging behaviour.

#### **Support from Outside Agencies:**

#### **Speech and Language Therapy Support from the Speech and Language Therapist [SALT].**

The number of children in receipt of Speech and language intervention therapy is: **30** children across YR, Y1 and Y2. To date, **9** children in Sunshine Nursery are receiving additional Speech and Language support and **1** in Rainbow Nursery.

Last year, the Senco prioritised speech, language and communication and held an Inset and PDM session on this important area. Additionally, all TAs of children receiving SALT (Speech and Language Therapy) have been invited to observe professional sessions each time SALT comes into school to enable maximum success with speech interventions in school.

SALT have changed the way they support schools recently, with some children identified as priority cases to be seen by SALT regularly, while others can be best supported by class TAs using SALT target sheets. The Senco now presents any new referrals to SALT and discusses concerns and needs ahead of children being added to SALT's caseload.

Children's speech and language intervention targets are currently implemented by the class TAs and overseen by the Senco. All classes from Y1-2 have been provided with a prompt pack for Speech and Language interventions last academic year to support speech and language progress.

Additionally, SEND is part of the whole school SIP this year (and last year) with speech, language and communication identified as a key area for whole school development.

The Senco organises Attention Autism interventions four times a week for a small group of children that have been identified as needing this provision. Other members of the Inclusion Team have been able to observe the Senco and then trial running their own Attention Autism interventions. The impact of this is huge as it means FINS is able to offer Attention Autism interventions at least four times a week for children who need it. Recently, the groups for Attention Autism have been reduced to allow maximum focus and concentration without distraction.

Two members of Nursery staff have attended twilight Makaton training last year. Makaton is used effectively in both Nurseries and also by the Inclusion Team.

#### **Educational Psychology (EP) Service:**

EPs have a statutory duty to provide specialist advice and support to schools as part of the 'graduated response' to pupil's SEN/D set out in the SEN/D Code of Practice. Each school is also offered a named link EP, who can be a point of contact and offer staff surgeries during the autumn and summer terms.

19.09.23 – Senco meeting with our Link EP [Virtual].

As a result of this meeting school requested three Ed Psych consultations to problem solve around progress and behaviour of children with specific SEND needs, along with one CBC (challenging Behaviour Consult) for a child in Year 1. These consults took place on 11.10.23 and were extremely beneficial to staff and the Senco in terms of finding



solutions to difficulties and discussing strategies for supporting children with needs. These strategies are already having an impact on staff confidence and children's progress. The Link EP has been invited to all relevant EHCP Annual Review meetings.

Staff have also had access to two Ed Psych phone calls to discuss specific, anonymous issues within classes. Two more of these have been requested for Spring Term as they are an excellent opportunity to discuss strategies to support challenging pupils or those of concern.

Senco has made **two referrals to Southampton Inclusion Partnership (formerly SAOS)** to request intense support [Outreach] for a period of 6 weeks for two children in Year R. One of these commenced on 5<sup>th</sup> January 2024 and is ongoing. The second began on 28<sup>th</sup> February 2024 and will run for six sessions, followed by a review.

There is also additional targeted support for a YR child, whose parents had requested a specialist setting but not been allocated this. Southampton Inclusion Partnership supports this child in school twice a week and will do so for the whole academic year.

The Senco has already discussed and provisionally booked cohort support for next academic year (2024-25) for Year 1.

**Occupational Therapists and the Physiotherapist** Services are available to children if needed when referred by FINS. Currently, we have **2** children referred for Occupational Therapy (with 1 more to be referred) and no children referred for Physiotherapy.

The **Teacher Advisor for auditory impairment** has visited **one** pupil (Year 1) to advise on any special provision required so the child can fully access learning opportunities.

The **Teacher Advisor for visual impairment** has visited **one** pupil (Year 1) to advise on any particular needs and provision to be put in place for this child to maximise their learning potential.

### **Senco School Improvement Plan 2023-24**

This academic year, SEND is part of the School Improvement Plan (SIP). The Senco worked alongside the Deputy Head to identify a central problem;

#### ***End of Year 2 results for Writing are below the National average.***

This was then broken down into four 'active ingredients' as follows;

#### **Active ingredient 1**

Speech and Language provision for Year 1 and 2 is delivered regularly, effectively and is monitored by the Senco.

#### **Active ingredient 2**

Planning and task design for the bottom 20% in Writing enables and empowers children to make 'good' progress from their starting points.

#### **Active ingredient 3**

Interventions are regular, embedded and tracked half termly, with those identified that will improve progress in Writing non- negotiable.

#### **Active ingredient 4**

The Engagement Model is used to support and record the progress of children not yet working on the National Curriculum in Year 1 and 2.

The Senco then worked on how to implement these ingredients and created an aspirational monthly time frame for when each action could be started. As a result of this plan, the Senco has offered staff surgeries to class teachers to give them time to discuss children of concern and task design. The Senco has also delivered a PDM to staff on task design for the bottom 20% and supported the Deputy Head to deliver a follow-on PDM on task design for writing.

Senco PDM time has also been used to inform teaching staff about the Engagement Model. As a result of this PDM, teaching staff are gaining confidence to plan, do review Engagement Model sessions.

The Senco has also spent time with the Inclusion Team, recapping the Engagement Model to ensure observations can be completed to include the models 5 areas: exploration, realisation, anticipation, persistence and initiation.

As Fairisle Infant and Nursery School is part of a Trust, the Senco has been able to meet other Trust Sencos regularly to discuss key issues and seek advice when needed.

The Senco is also working closely with the Assistant Head, who oversees all Key Stage 1 planning in order to ensure the bottom 20% of children are effectively planned for and empowered.

The Senco attended a full Governor meeting on 1<sup>st</sup> October 2023 to relay progress so far and answer any questions on the SEND aspect of the School Improvement Plan.

#### **Next steps for Senco:**

- Continue to work on the SEND School Improvement Plan to promote appropriate task design for the bottom 20% in writing.
- Update SEN/D register in readiness for future Collection Census – date arranged with ASt.
- Continue to monitor and support staff to deliver effective speech and language interventions.
- Continue to monitor IEP targets and provision provided across the school.
- Arrange and lead EHCP Annual Reviews – Spring and Summer Term 2024.
- Continue to monitor the progress of identified children who may need additional provision/referral from an outside agency. Make referrals for EHCP assessment or EYSS funding, SALT, SAOS, CAMHS etc when sufficient evidence through The Graduated Response Approach has been collected.
- Continue to support staff to plan, do review using the Engagement Model when appropriate.

**Jackie Darke**  
**Senco**  
**February 2024**