

FAIRISLE INFANT and NURSERY SCHOOL

Evaluative SEN/D REPORT – February 2023

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.'

Article 23 – 'A child with a disability has the right to live a full and decent life with dignity and independence.'

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 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 children's learning and understanding caused by the Covid-19 pandemic. The Assistant Head, Joanna Marris, oversaw planning, teaching and learning in Year 1 and 2 and this helped the school to identify areas of overlap and areas of need in terms of children's learning.

Staff continued to feel that the pandemic had had a lasting effect on children's general development and wellbeing. Our Emotional Literacy Support Assistant [ELSA] had a key role in supporting a number of children in need of this provision. This caseload was high last academic year and is continuing to grow this year. The ELSA works closely with the Sendco 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.

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. SENDCo 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 Advisory Outreach Service [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 2023.

SEN/D Register – 79 children across YN, YR, Y1 and Y2 have their names on the register.

Breakdown of SEN/D register as of 21.02.2023:

YN = 10 pupils (5 in Rainbow N, 5 in Sunshine N)

YR = 23 pupils

Y1 = 22 pupils

Y2 = 24 pupils

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

Boys = 49 children

Girls = 30 children

The Graduated Response stages broken down from the register:

6 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.

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

The in-school ELSA is currently supporting **35 children** requiring 1-1 support which addresses their emotional needs and difficulties. There are **5 more** ELSA referrals still to be seen.

All other pupils are at Stages 2 and 3.

End of February 2023

YR additions to the SEN/D register at Stage 2:

Following the outcome of Teacher Assessments a total of **23 children's** names have been added to the SEN/D Register in December 2022 and have been included in the School Census in January 2023.

Y1 Phonics Screening Check 2022

84 pupils took the Phonics Screening Check

70 pupils passed

14 pupils failed (one of these pupils is Year 2 age and has an EHCP)

This equates to **83.3%** pass. This compares very favourably to 2021, where the percentage pass rate was 66.7% and in 2020 it was 78.5%.

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.'

IEP Reviews

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.

Year 2 – End of Autumn Term Assessment Data:

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 2022: Focussing on children's reading records, Writing and Maths books against their IEP targets.

Overall the evidence gathered from two pupils' work from each class showed that IEP targets were well matched in addressing the children's difficulties in reading and writing. All targets were SMART with appropriate success criteria. Most IEPs had annotations identifying progress towards the whole target.

Each teacher was given written individual feedback, but all work looked at showed that teachers and TAs had a good understanding of IEP targets in their classes and were working hard to address these in whole class learning, as well as in specific interventions.

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 Sendco has continued to support teachers individually, if needed or requested, to ensure IEPs are reflective of individual children's needs.

Scrutiny of IEPs across the school [carried out by the SENDCo prior to the IEP 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 1

All 22 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 SENDCo took place in Autumn 2. The focus was on scrutinising children's IEP targets in reading, writing and Maths books to ensure they address each child's needs and progress made; with annotations on the IEP to reflect this, [as appropriate].

Teachers were all given individual verbal and written feedback.

Year R

At the time of the last School census collection (January 2023) 23 YR pupils had their names on the SEN/D register. Wellcomm is a speech, language and communication tool (that previously replaced ECAT) and is now 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; 65

Number of children identified as red 45%
Number of children identified as amber; 32%
Number of children identified as green; 23%

This shows that a 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;

Girls; 19% Red 19% Amber 61% Green

Boys; 38% Red 10% Amber 52% 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.

Other effective provision which gives children opportunities to develop their 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 SENDCo who will decide if 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 2023;

Total children assessed; 65

Children on track; 46 (55%)

Children 'at risk'; 37 (45%)

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 SENDCo of the progress children are making in all areas.

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 **10** 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 SENDCo.

Additional funding through the Early Years Support Service [EYSS] has been applied for for **7 children** and funding allocated for specific 1:1 additional targeted support.

3 children have had applications written for an EHCP needs assessment one by their parent and 2 by the Senco). **2** of these have been issued with a draft plan and **one** of these is still waiting to go before a panel.

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; 8 (3+ years only)

Number of children identified as red; 4 (50%)

Number of children identified as amber; 3 (38%)

Number of children identified as green; 1 (13%)

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

Boys; 50% Red 25% Amber 25% Green

Girls; 50% Red 50% Amber 0% Green

Sunshine Nursery

Total number of children assessed; 38 (in Dec 2022)

Number of children identified as red; 47%

Number of children identified as amber; 13%

Number of children identified as green; 39%

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

Boys; 59% Red 5% Amber 36% Green

Girls; 31% Red 25% Amber 44% Green

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

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.

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: **11** children across YR, Y1 and Y2. To date, **7** children in Sunshine Nursery are receiving additional Speech and Language support (with 2 more on the waiting list) and **5** in Rainbow Nursery.

This academic year, the Sendco has prioritised speech, language and communication and held an Inset session with Teaching Assistants (TAs) and a PDM session with all teachers on this important area. Additionally, all TAs of children receiving SALT (Speech and Language Therapy) have been invited to observe professional sessions.

Children's speech and language intervention targets are currently implemented by the class TAs, 1-1 TAs and overseen by the SENDCo. All classes from Y1-2 have been provided with a prompt pack for Speech and Language interventions last academic year and all classes have been checked that these are still in operation.

An Inset Day was provided in July 2022, where all staff were trained in speech and language provision, occupational therapy and physiotherapy by professionals from Children's Therapy Service in Southampton. Staff responded favourably to this training and many expressed how helpful and supportive they had found it to be.

Our allocated SALT went on Maternity Leave in Easter of 2022 and FINS was fortunate to have been allocated a replacement therapist. This SALT has visited FINS several times this academic year, twice with an Early Years specialist therapist to discuss children of concern in the Nursery.

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

The Sendco attended a two day training course on Attention Autism (an intervention that supports attention and listening) in March 2022. This training has enabled the Sendco to run Attention Autism interventions every Monday and Tuesday for a small group of children that have been identified as needing this provision. Two 1:1 Teaching Assistants have been able to observe and then trail running their own Attention Autism interventions on Weds- Fri. 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.

Two members of Nursery staff have attended twilight Makaton training this academic year. The SENDCo will work alongside these members of staff to ensure Makaton is used effectively to support those children that need it across the school.

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.

04.11.22 – SENDCo meeting with our Link EP [Virtual].

As a result of this meeting school requested several staff surgeries to problem solve around behaviour and classroom management of children with specific SEND needs. These surgeries took place on 6th December 2022 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.

SENDCo made **two referrals to Southampton Outreach Service (formerly SAOS)** to request intense support [Outreach] for a period of 6 weeks for two children in Year R. One of these commenced in January 2022 and is ongoing. The second is due to begin early March and will then continue for six sessions after that.

Occupational Therapists and the Physiotherapist Service are available to children if needed when referred by FINS. Currently, we have **two** children referred for Occupational Therapy and no children referred for Physiotherapy.

The **Teacher Advisor for auditory impairment** has visited **two** pupils (Year R and Year 2) to advise on any special provision required so the children can fully access learning opportunities.

An experienced SENDCo from our Trust has also visited FINS in January 2023 to offer support with behaviour strategies. This meeting was attended by the whole Senior Leadership Team, as well as the Sendco. The impact of the meeting was additional, positive and appropriate provision to ensure our staff team is proactive, rather than reactive.

The Headteacher has also bought in an advisory session on behaviour for a child in Year 1 by Vermont School. This session provided lots of positive strategies that can be used to support this child to make their best possible progress.

The Sendco, Assistant Head and a 1:1 TA have attended Securicare physical intervention training in March 2023.

SENDCo School Improvement Plan 2022-23

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

End of Year 2 results for Reading and Writing for the bottom 20% 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 Sendco.

Active ingredient 2

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

Active ingredient 3

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

Active ingredient 4

The Engagement Model is used to support and record the progress of children working at lower than WTS in Year 1 and 2.

The SENDCo 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 SENDCo has arranged for Teaching Assistants to have time to observe the SALT, to support speech and language interventions in the school. All staff have also taken part in a SEND survey on areas of confidence and expertise with a variety of interventions. The SENDCo 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 SENDCo attended a full Governor meeting in January 2023 to relay progress so far and answer any questions on the SEND aspect of the School Improvement Plan.

Next steps for SENDCo:

- Continue to work on the SEND School Improvement Plan.
- Update SEN/D register in readiness for future Collection Census – date arranged with CH.
- 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 2023.
- 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.
- Arrange a review meeting [virtual] with our school Educational Psychologist- Summer 2023.

Jackie Darke
SENDCo
February 2023