



## **FAIRISLE INFANT and NURSERY SCHOOL**

### **Evaluative SEN/D REPORT – January 2021**

**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 a 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.

**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.’*

There is no doubt about the impact COVID-19 has had on the progress and attainment of children with special educational needs across all four areas from the SEN/D Code of Practice.

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

However, on return to school in September 2020 KS1 teachers carried out core curriculum assessments to ascertain where children had gaps in their learning. In addition to gaps in cognition and learning some children’s social interaction and emotional skills had deteriorated. Provision was swiftly planned and implemented to address this. Our Emotional Literacy Support Assistant [ELSA] had a key role in supporting a number of children in need of this provision. Throughout the Autumn Term her caseload remains high.

## **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 good 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 which are reviewed and amended as the pupil meets them [or fails to meet them because the targets are not SMART enough]. [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. [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 – reviewed at least half-terminally. [IMPLEMENT and IMPACT]

**Stage 4 – Targeted intensive additional support** – in addition to stages 1-3 – Multi-professional planning and support from outside agencies – e.g. E P Service, Schools Additional Outreach Service [SAOS], CAHMS. [IMPLEMENT and IMPACT]

**Stage 4+ - Request for EHC Assessment to the 0-25 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 for 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 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 Fairisle 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 – December 2020.**

**SEN/D Register – 53 children across YR, Y1 and Y2 have their names on the register.**

#### **Breakdown of SEN/D register as of 13.10.2020:**

**YR = 7 pupils**

**Y1 = 25 pupils**

**Y2 = 21 pupils**

**The number of boys on the register is significantly higher than the number of girls: 2/3<sup>rd</sup> boys, 1/3<sup>rd</sup> girls.**

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

**One** pupil is at Stage 5 so is in receipt of an EHCP.

**Two** pupils are at Stage 4+ where requests for EHC assessments have been submitted.

**Three** pupils are at Stage 4 where support from outside agencies has been sought or is in the process of being sought.

The in-school ELSA is currently supporting children requiring 1-1 support which addresses their emotional needs and difficulties.

All other pupils are within stages 2-4. The number of pupils at Stage 3 [targeted interventions] is: 49 pupils.

**End of December 2020**

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

Following the outcome of Teacher Assessments a total of 23 children's names will be added to the SEN/D Register in January 2021 so will be included in the School Census – SEN/D.

**Y2 Phonics Test**

24 pupils took the test

13 pupils passed

10 pupils failed

This equates to 56.5% pass.

Two pupils were dis-applied for pertinent reasons.

**Action:** The 10 pupils who failed will receive targeted phonics intervention with the desired outcome of achieving the target number to pass by the end of Y2.

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 has only strengthened since then.

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 October children's IEPs were reviewed by the teachers, in liaison with the SENDCo in order to make Specific, Measurable, Achievable, Realistic Targets [SMART]er so provision / interventions could be more effectively tailored to address individual children's needs.

**Year 2 – End of Autumn Term Assessment Data:**

Analysis of assessment data shows that COVID-19 lockdown has had, as predicted a negative impact on the progress of most children with SEN/D. The majority of children with SEN/D entered Y2 at a significantly lower standard this year, working at Pre Key Stage 2 or 3.

However, as a result of additional tailored support interventions, most children are demonstrating good progress from their starting points. This was endorsed by recent [02.12.20] work scrutiny focus: 'Scrutinising children's reading records and writing against their IEP targets.'

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

Each teacher was given written individual feedback with some points for the year group to consider as a team. For example, the inclusion of children's reading and writing targets in their books as bookmarks for the children to read [or supported to read] at the beginning of every reading / writing session. Another consideration for the year group was to hold regular 'magpie sessions' for teachers to share useful interventions/materials.

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

The SEN/D action plan 2020-2021 is highly weighted on improving the quality of IEPs with the following objectives to meet:

- To ensure that IEP targets are currently relevant to each child's stage of development. This will be shown by the initial targets being annotated and amended as children make steps in achieving the target; for example their acquisition of phonic sounds, common exception words, recognition of numerals.
- To ensure that IEP targets accurately address each child's identified need[s] and difficulty[ies] and are SMART with appropriate success criteria and provision to meet the criteria.

As a result of SENDCo training [PDM – September 2019 which was revisited in the form of a reminder list and Aide Memoire given to teachers in September 2020] plus support to some teachers, children's IEPs are now SMARTer with more appropriately matched success criteria.

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 most IEPs.

### **Year 1**

All 25 children with their names on the SEN/D register have an updated IEP. The writing of appropriate SMART targets has improved. Work scrutiny by the SENDCo and the Year 1 leader is scheduled to take place during Spring 1. The focus will be scrutinising children's IEP targets in reading and writing to ensure they address each child's needs and progress made; with annotations on the IEP to reflect this, [as appropriate]. Teachers will be given individual verbal and written feedback

### **Year R**

January 2021.

At the time of the last School census collection – Autumn 2020, 7 YR pupils had their names on the SEN/D register. However, during the second half of the Autumn Term more pupils were deemed to be at risk of not meeting end of YR expectations in one or more areas of the Early Years Curriculum. To address this the children each had an IEP written with SMART targets for improvement.

### **Latest data analysis – Autumn 2 - ECAT – percentage of pupils deemed to be 'at risk' of not meeting expectations:**

Listening and attention:	29%	[Decrease of 23%]	from Autumn 1
Understanding:	28%	[Decrease of 18%]	
Talking	34%	[Decrease of 31%]	
Social Communication	25%	[Decrease of 16%]	

### **Autumn 1 – ECAT data analysis**

**At the beginning of the Autumn 1 Term a much higher percentage of children were deemed to be 'at risk' of not achieving ECAT expectations:**

Listening and attention: 52%

Understanding: 46%  
Talking: 65%  
Social Communication: 41%

We attribute this overall progress to the effective provision which gives children opportunities to develop their communication and interaction skills.

Examples of provision:

- BLAST
- Bucket Style Therapy 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 also displays a positive view of children's progress. As a result of targeted support for children not achieving expectations in phonics the percentage of children deemed 'at risk' has decreased by 7%. Currently 38% of pupils are deemed to be at risk compared to 45% at the end of Autumn 1.

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 make.

### **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 Speech, Language and Communication, Social Interaction and other areas of the EYFS Developmental Matters. Therefore children with 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.

Currently 5 children have an IEP targeting specific areas of their development, mainly Communication and Social Interaction and/or behaviour.

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] will be applied for when sufficient evidence through the Graduated Response Approach has been collected.

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

- Bucket Style Therapy to encourage children's Listening and Attention skills to improve.
- 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 – 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 Nursery Circle Times.

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

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

Due to COVID-19 visits made to school by the SALT has been less than usual. However, the number of children in receipt of Speech and language intervention therapy is: 11 children across YR, Y1 and Y2. To date 5 children in YN are receiving additional Speech and Language support.

Children's speech and language intervention targets are currently implemented by the class teaching assistants 1-1 and overseen by the SENDCo.

The SALT is due to assess children on her caseload not seen in the Autumn Term in January 2021, plus to assess recently referred children.

### **Educational Psychology Service:**

E Ps 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.

07.10.2020 – SENDCo meeting with our Link EP [Virtual].

As a result of this meeting school requested a virtual staff surgery to problem solve around anonymous children with the intended/expected outcome of staff feeling better equipped to meet the needs of two children experiencing emotional and behavioural difficulties.

Evaluation: Most strategies suggested had been or currently were being implemented.

There has been no consistent significant change.

Action:

SENDCo made a referral to SAOS to request intense support [Outreach] for a period of 6 weeks. This is due to commence January 2021.

School is currently supported by the **Occupational Therapist and Physiotherapist Services** to train members of staff in implementing programmes for individual children requiring this support intervention.

The Teacher Advisor for the deaf has visited a pupil to advise on any special provision required so the child can fully access learning opportunities.

The Teacher Advisor for the visually impaired has also visited children on the caseload and advised on provision, which is being implemented.

SENDCo Action Plan: 2020 – 2021

As the Action Plan is highly focused on improving the quality of IEPs across the school, with specific focus on the writing of SMART targets, despite the impact of COVID-19 I have been able to address most of the objectives.

As a result of training and support to teaching staff children's IEP targets are SMARTer with succinct success criteria.

Most teachers are annotating IEP targets as the child progresses. This is most evident where teachers have written a short list of phonic sounds and/or common exception words and/or numerals to recognise. Specifically additional sounds, words, numerals are added with targets amended, prior to formally reviewing the IEP which we do termly. In this way the IEP is a working document by which children's progress can be effectively measured.

Next steps for SENDCo:

- Update SEN/D register in readiness for the Spring Collection Census – date arranged with CH.
  
- Arrange and lead an EHCP Annual Review – Spring Term 2021

- Work scrutiny Y1 – Reading and Writing IEP targets ensuring appropriateness from evidence in children’s reading records and writing books.
- Work scrutiny YR – Children’s IEP targets – phonics, reading and writing.
- Continue to monitor the progress of identified children who may need additional provision/referral from an outside agency. Make referrals for EHC assessment or EYSS funding when sufficient evidence through The Graduated Response Approach has been collected.
- Arrange a review meeting [virtual] with our school Educational Psychologist.

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