

FAIRISLE INFANT and NURSERY SCHOOL

Evaluative SEND REPORT – February 2026

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.

Statement from Fairisle Infant and Nursery School Ofsted report January 2025; *"On an individual basis, pupil's needs are accurately identified and addressed. This means that pupils with special educational needs and/or disabilities are supported well and therefore achieve in line with their peers".*

What are Special Educational Needs/Disabilities?

Section 20 Children and Families Act 2014 defines a child as having SEND 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 SEND 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 report January 2025;

"Pupils are happy and well cared for at this school. They build strong relationships with the kind and helpful staff. Every pupil has a leaf on the 'be kind to your mind' tree which encapsulates the inclusive and nurturing ethos of the school".

In the SEND 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, 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 continued to work alongside those at Fairisle Junior School and those in the Bridge Education Trust. Staff meet at least termly

as subject leaders to look at continuity of learning and progress in each year group. This enables teachers to identify any need or overlap in learning across all subject areas. From September 2025, Curriculum Leads have worked alongside Subject Leaders to develop child friendly Knowledge Organisers, that can be used to recap learning, address any vocabulary misunderstandings and pose interesting subject specific questions. Year 1 and 2 Leaders have worked on introducing small group work in the shared areas, particularly in the afternoons. The aim of these groups is to pre-teach vocabulary or subject content or to work with children to achieve learning objectives in an adapted way, so that each child can be successful and achieve.

The Graduated Response Approach to SEND

At Fairisle Infant and Nursery School SEND 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 SEND 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 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 (SIP), 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's provision. EHCPs are reviewed annually, alongside parents and staff who work closely with the child.

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

In the event of pupils with SEND transferring from other schools to FINS, their names are added to our SEND 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 their plan.

Current position of children with SEND – February 2026.

SEND Register – 82 children across YN, YR, Y1 and Y2 have their names on the register.

Breakdown of SEN/D register as of January 2026;

YN = 18 pupils

YR = 13 pupils

Y1 = 23 pupils

Y2 = 28 pupils

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

Total boys = 56 children

Total girls = 26 children

Boys far outweigh girls on the SEND register in almost every year group in the school, except in Year R.

	Boys	Girls
Year N	13	5
Year R	6	7
Year 1	16	7
Year 2	21	7

The Graduated Response stages broken down from the register:

12 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.

42 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 2025 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 2026, 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:

The Senco has continued to support teachers individually, if needed or requested, to ensure IEPs are reflective of individual children's needs. Staff are offered time with the Senco to discuss any needs in their class and appropriate provision.

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.

IEP targets are addressed in class by class teachers and also as part of afternoon interventions, which could be 1:1, paired or in small groups to work on targets as needed. Teachers use the Southampton Ordinarily Available Provision Guidance document to support them in delivering an inclusive education to all children.

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

12 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 **3 children** and funding allocated for specific additional targeted support.

2 children currently have applications being written for an EHCP needs assessment by the Senco.

1 child has already received an EHCP this school year.

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

Rainbow Nursery

Total number of children assessed; **27** children (March 2026)

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

Number of children identified as amber; **9**

Number of children identified as green; **13**

All children that have been identified as red have been signposted to Speech and Language services.

Sunshine Nursery

Total number of children assessed; **35** (March 2026)

Number of children identified as red; **7** children

Number of children identified as amber; **10** children

Number of children identified as green; **18** children

All children that have been identified as red have been signposted to Speech and Language services.

Additional provision for children with SEND 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]
- Now/Next boards
- Aided Language Boards
- 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 2026), **13** YR pupils had their names on the SEND register. Last year, the Year R lead streamlined assessments so that all children were assessed using BLAST at the start of the school year.

BLAST gives children a score of;

0 if they never do/show something

1 if they do/show something for short amounts of time

2 if they do/show something sometimes

3 if they do/show something (nearly) always

Number of children with an average score of 0; 3 (3%) These children have an EHCP and are non-verbal

Number of children with an average score of 1; 11 (12%)

Number of children with an average score of 2; 43 (48%)

Number of children with an average score of 3; 32 (37%)

This shows that the majority of children scored well in this initial assessment. The Year R lead has grouped the children to receive BLAST interventions throughout the year to support speech and language development.

The effective provision in YR which gives children opportunities to develop their communication and interaction skills are;

- Language rich environment
- Aided Language Boards
- Now/Next boards
- Visual timetables
- 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.

Ofsted report January 2025;

"Pupils show impressive levels of confidence and independence with their learning. They work hard in their lessons and achieve well across much of the curriculum".

YR Phonics:

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

As of February 2026;

Total children assessed; **83** children;

Sound knowledge

Total children on track; **98%**

Total children 'at risk'; **2%**

CEW knowledge

Total children on track; **93%**

Total children 'at risk'; **7%**

Blends

Total children on track; **80%**

Total children 'at risk'; **20%**

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

The YR lead has planned Phonic activities to run through Busy Bee and Independent Learning Time. Children are also given Phonic tasks as Early Morning jobs when they come into school in the morning. Year R children also take part in Word Aware, teaching new vocabulary and it's meanings, along with soon to be introduced 'Mini Me' jobs where Phonics will be targeted for individual children who need it.

Scrutiny of IEPs show SMART targets and effective provision. Overall, they contain detailed information of how parents can help their children to make progress.

Year 1

All **23** children with their names on the SEND register have an updated IEP. The writing of appropriate SMART targets is good and IEPs are clear to follow.

Y1 Phonics Screening Check June 2025;

88 pupils took the Phonics Screening Check

69 pupils passed

16 pupils did not pass

3 children were disapplied.

The children that were disapplied have EHCPs in place.

All the children that did not pass are on the SEN register and receive additional learning support.

Action: The children who were disapplied or did not pass 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 has continued to remain a whole school priority, with Phonics/Early Reading being part of FINS School Improvement Plan this year.

OFSTED report January 2025;

'Staff are trained to teach reading through a phonics-based approach. There is consistency in the way phonics terminology is used. Pupils break down words into sounds and blend them together to read with increasing fluency and confidence. Pupils who need extra help with their reading are supported well and this means they catch up quickly.'

The Headteacher has engaged a Phonics support teacher to carry out intensive Phonics interventions two days a week with small groups of Year 1 pupils until June 2026. This will support children to gain good results in the upcoming June Phonic Screening Check. This additional support will work alongside twice daily Phonic sessions in Year 1 classes.

Year 2

Data from Summer Term 2025 for Year 2 was as follows;

	EXS or above
Reading	78.7 %
Writing	56.2 %
Maths	77.5 %

Writing continues to be a priority across the school. Early Reading, which focuses on Phonics, was a major component of the school SIP for 2024-25 and continues to be this year too to support improving outcomes for this area. The Reading and Writing leaders work alongside the Deputy Head to ensure quality planning and task design for Writing in Years 1 and 2.

Y2 Phonic Screening Check

14 children were eligible for the Phonic Screening check in Year 2.

The results were as follows;

Pass	Not passed/disapplied
10	4

The children that did not pass or were disapplied were all on the SEN register. Those that took the Phonics check had significantly improved scores from the previous year.

SEND book look

As a result of quality first teaching and additional tailored support interventions, most children are demonstrating good progress from their starting points. This was endorsed by last term's SEND 'book look': Focussing on adaptations for children with SEN. Overall the evidence gathered from two pupils' work from each class showed that teachers are adapting panning and tasks set for children with SEN. The actions for most classes being to continue to work on including practical, hands on tasks with resources if needed for children with SEN to promote progress and independence.

Inclusion Team

Children with additional needs are supported by the Inclusion Team. The Inclusion Team works alongside classes supporting children, provides additional interventions and also in the Caterpillar Room.

The Caterpillar Room has purposefully and mindfully been adapted into a designated space for supported learning. Additional resources have been purchased by the Senco and additional funds have been requested at Cluster Funding meetings this year to purchase resources to support the Engagement Model, two I pads to support in the moment assessments as well as training for Inclusion Staff in delivering Attention Autism interventions and visiting Springwell School to further their understanding of inclusive practice.

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.

This year, the Senco has trialled 'Travelling Interventions' with the Inclusion Team working around the school offering individual, paired or small group interventions for those children with EHCPs or with specific needs. This has proved highly successful and enabled children to take part in activities to support their EHCP outcomes.

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' and sensory activities.

This year, the Caterpillar Room is being used as an alternate pathway for a small bespoke group of children with EHCPs from Year R to Year 2. These children are supported by the Inclusion Team, with tasks, activities and supervision provided by the Senco and class teachers. The aim is for this group of children to achieve at their own pace, addressing the outcomes and steps on their EHCPs. Children work supported at TEACCH style bays with achievable tasks and rewards, take part in activities such as sensory play, outdoor learning and Attention Autism using Aided Language Boards to support their understanding. This group also use TOBIS to support transitions and use songs and rhymes to help them learn. There is a similar, bespoke small learning group for Year 1 and 2 called **Bright Start**, which takes place in the Sunrise Room. This is accessed by children who may have social, emotional and mental health needs and provides a quiet, calm and purposeful learning space for the beginning of the day up until lunchtime. This group is supported by the school ELSA and a member of the Inclusion Team, with class teachers providing activities and overseeing learning.

In addition to this, our **Acorn Room** is being used this year to provide a calm soft start area for a very small group of KS1 children who find transitioning into school in the morning more challenging. This room is supervised by staff and has a variety of play and sensory resources to support children's regulation.

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 role of the ELSA support and SEND provision 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.

Support from Outside Agencies:

Speech and Language Therapy Support from the Speech and Language Therapist (SALT).

There are a number of children in receipt of Speech and language intervention therapy across YN, YR, Y1 and Y2.

All TAs of children receiving SALT (Speech and Language Therapy) are invited to observe professional sessions if appropriate when SALT come into school to enable maximum success with speech interventions in school.

The Senco 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 year team TAs and overseen by the Senco.

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 SEND Code of Practice. Each school is also offered a named link EP, who can be a point of contact and offer advice, support, consultations and staff surgeries.

In November 2025, the Senco met with FINS Link EP to discuss children who may require a consultation in 2025-26.

As a result of this meeting, school requested consults for relevant children with parents being invited to attend to gain an insight into the whole child.

The Link EP has been invited to all EHCP Annual Review meetings.

Staff have also had access to two Ed Psych phone calls to discuss specific, anonymous issues within classes. These are an excellent opportunity to discuss strategies to support children of concern.

The Senco has made **two individual referrals to Southampton Inclusion Partnership** to request intense outreach support for a period of at least 6 weeks.

There has also been additional targeted SIP support provided by the Local Authority for two Year R children who attend our Caterpillar Room provision.

All support from SIP results in the school gaining valuable support and strategies to provide the best outcomes for our children. SIP work supportively and collaboratively with the Senco, teachers and Teaching Assistants to identify areas of need.

Occupational Therapists and the Physiotherapist Services are available to children if needed when referred by FINS. Currently, we have **4** children referred for Occupational Therapy and no children currently referred for Physiotherapy.

The **Teacher Advisor for visual impairment** has visited a pupil in Year 1 to advise on any special provision required so the child can fully access learning opportunities.

Children at FINS are also referred to other external services such as CAMHS, the Autism Service or the school nursing service as appropriate.

Senco School Improvement Plan 2025-6

This academic year, Celebrating Neurodiversity continues to be part of the School Improvement Plan (SIP). The central challenge to this aspect of the SIP is;

Teachers: There is an increasing number of neurodivergent pupils across the school and there is a range of expertise/approaches. Staff need equipping with knowledge and skills to manage challenging behaviour consistently.

Children: There is an increase in complexities of needs and these being supported in a mainstream class.

Leadership: Clarity on roles and responsibilities has blurred as there has been an increase in need and staff are still developing the skills set to effectively manage this.

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

Active ingredient 1; TAAES approach

To support staff to build and sustain consistent trauma and attachment informed practice.

Active ingredient 2; Staff knowledge

To further develop staff and parent knowledge and understanding of current research and practice around supporting neurodivergent children.

Active ingredient 3; Responsibility

Develop staff accountability in supporting children with additional learning and complex behaviour needs.

Active ingredient 4; Best Practice Framework

Review systems, models and resources to ensure they provide a best practice framework to support the development of effective school-level practice.

Working on the Celebrating Neurodivergence aspect of the SIP has led to TAAES Insets and Twilights sessions for staff, TA meetings, along with a TAAES toolkit for each classroom, Zones of Regulation boards in all classrooms, working to implement strategies suggested by SIP (Springwell outreach) in all classrooms, along with lots of other valuable work to best support SEND learners at FINS.

Staff Development

The **TAAES project** continues this year at FINS. A small mixed group of staff meet half termly to learn more about a trauma informed response to children. This is then disseminated to all staff, with whole school expectations in place about how we positively

support the children in our care. As part of this project, the Educational Psychologist visits the school to look at areas of improvement and development. This year, she has been excited to see the school trialling **silent ends to playtimes and lunchtimes**, using Widget banners rather than whistles to keep our playground an inclusive and calm space for all.

This year, the Senco and a Year 1 teacher have been part of an **NDPT (Neurodiversity Tool) pilot**. This has involved working with three Year 1 families to look in detail at their child's needs and create targets to work on in school and is run by the Neurodiversity team at Southampton Local Authority.. This pilot has involved teacher, Senco and parents meeting together, bringing valuable insights to children's behaviour and needs that can be used to further support them at home and at school.

The Senco has attended half termly **Cluster Funding** meetings. These meetings, with a group of local Sencos and other educational professionals, along with the Local Authority are opportunities to trouble shoot anonymous individual cases and request funding for any individual, groups or projects the Senco feels would best support their school.

This year, the Senco, Co-Curriculum Lead, Inclusion Team and another teaching assistant have been invited to attend **Engagement Model training** by SIP. This whole day Inset training in February 2026, followed by a twilight session, allowed staff to reflect and plan for our children working on the Engagement Model. This training has been important in ensuring all relevant staff understand the planning, resources and assessment needed of children working in this way.

Ofsted report January 2025; *"The school's provision for pupils' personal development is exceptional".*

Currently, our ELSA has **28** children on her caseload, with **10** of these children considered 'high priority'. There are **7** additional children on the ELSA waiting list.

Inset sessions this year have focussed on developing confidence in subject leadership, along with understanding of positive behaviour strategies and children with social, emotional or mental health needs.

15 members of staff are Securicare trained in physical interventions, including the Headteacher. Physical Interventions are only used in accordance with school Behaviour Policy and always as a last resort to ensure pupil safety.

The Senco organises Attention Autism interventions daily for a small group of children that have been identified as needing this provision. Two members of the Inclusion Team have also now been trained to provide this intervention . The impact of this is huge, as it means FINS is able to offer Attention Autism interventions every day for children who need it. The groups for Attention Autism are small, to allow maximum focus and concentration without distraction.

Makaton is used effectively in both Nurseries and also by the Inclusion Team. This year, the Inclusion Team have implemented a Makaton 'sign of the week' and offer a 'Makaton

Madness' intervention group once a week. Aided Language Boards are used in all classrooms for those children that will benefit from using them to support inclusive communication.

Widget has been renewed this year and these symbols are used throughout the school in Knowledge Organisers, signs and on Language Boards. The aim of this is consistency, with children seeing the same symbols and therefore increasing their confidence and ability to use and interpret these.

Pupil Passports continue to be written and used for children that have SEND at FINS. These give an overview of the child, their needs and interests or strategies that might support individual children. These passports can be given to visiting or new staff to ensure children have consistency and are supported in the most effective way.

Fairisle Infant and Nursery School is part of the **Bridge Education Trust**. The Senco has been able to meet other Trust Sencos regularly to discuss key issues and seek support when needed.

The Senco is also working as the Year 2 lead this year and also closely with the Y1 and YR , YN leads, who oversees all planning in order to ensure SEND children are effectively planned for, empowered and necessary, effective adaptations are made for them.

The Senco works closely with the **Governor for SEND** to discuss issues relating to children or services for SEND in the school.

Next steps for the Senco:

- Continue to work on the Celebrating Neurodiversity School Improvement Plan to promote best practise to support neurodivergent children at FINS.
- Update SEND register in readiness for future Collection Census – date arranged with Attendance Officer.
- 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 2026.
- 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, SIP, 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
March 2026