

FAIRISLE INFANT and NURSERY SCHOOL

Evaluative SEND REPORT – February 2025

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, 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 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 continuity of learning and progress in each year group. This enables teachers to identify any need or overlap in learning across all subject areas.

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 needs.

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 2025.

SEND Register – 83 children across YN, YR, Y1 and Y2 have their names on the register.

Breakdown of SEN/D register as of January 2025;

YN = 9 pupils

YR = 20 pupils

Y1 = 28 pupils

Y2 = 26 pupils

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

Total boys = 64 children

Total girls = 19 children

Boys far outweigh girls on the SEND register in every year group in the school.

	Boys	Girls
Year N	9	0
Year R	17	3
Year 1	20	8
Year 2	18	8

The Graduated Response stages broken down from the register:

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

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

43 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 2024 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 2025, 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 Staff Surgery time 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.

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

8 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 **1 child** and funding allocated for specific additional targeted support.

1 child has had applications written for an EHCP needs assessment by the Senco and this process is at the Co-Production stage.

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; 21 children (3+ years only)

Number of children identified as red; 6

Number of children identified as amber; 6

Number of children identified as green; 9

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

Sunshine Nursery

WellComm Data Sunshine 2024-2025						
Number of children						
	3+ below	2 below	1 below	on track	not assessed	total
September	7	9	10	16	0	42
Dec/Jan	4	6	12	19	1	42
March						0
June						0
Percentage						
	3+ below	2 below	1 below	on track	not assessed	
October	17%	21%	24%	38%	0%	100%
Dec/Jan	10%	14%	29%	45%	2%	100%

Total number of children assessed; **42** (in Dec 2024)

Number of children identified as red; **4** children

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

Number of children identified as green; **19** children

This is a huge improvement from last year, where 29 out of 40 children were assessed as red at this time of year. Reasons for this change could include a very different cohort of children that were not born during Covid times, along with a change in Nursery leadership.

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
- 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 2025), **20** YR pupils had their names on the SEND register. Last year, Wellcomm was used as a tool to assess speech, language and communication skills at the start of the year and BLAST was also used as an

intervention. This year, the Year R lead has streamlined assessments so that all children are assessed using BLAST at the start of the year and Wellcomm is no longer used in this year group.

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

Total number of children assessed; 87

Number of children with an average score of 0; 2 (3%) Both of these chn have an EHCP and are non-verbal

Number of children with an average score of 1; 6 (7%%) One child with an EHCP, one non-verbal child at this time, two EAL chn

Number of children with an average score of 2; 36 (41%)

Number of children with an average score of 3; 43 (49%)

This shows that the vast majority of children scored well in this initial assessment. The children who scored 0 (never) both have an EHCP and are non-verbal at this time. The children who scored 1 (short amounts of time) are a child with an EHCP, a child who at this time was non-verbal and two children with English as an additional language.

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 2025;

Total children assessed; **87** children;

Sound knowledge

Total children on track; **55%**

Total children 'at risk'; **45%**

CEW knowledge

Total children on track; **52%**

Total children 'at risk'; **48%**

Phonics is taught twice a day 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 and a new Executive Functioning Group ('Dizzy Dinosaurs') targets children who need extra support with listening to and following instructions. 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 **28** 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 2024;

88 pupils took the Phonics Screening Check

76 pupils passed

12 pupils failed

2 children were disapplied.

This equates to **86%** pass. The percentage pass rate in 2023 was **80.3%** and in 2022 was **83.3%**.

Action: The **12** 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 has continued to remain a whole school priority. Phonics and Early Reading are part of the School Improvement plan for 2024-25.

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 2025. This should enable the 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 2024 for Year 2 was as follows;

Total number of children; **85** children

	EXS or above
Reading	82.4 %
Writing	61.2 %
Maths	82.4 %

It is clear from this data that Writing needs to continue to be a priority across the school. Early Reading, which focuses on Phonics, is a major components of the school SIP for 2024-25 as good outcomes in Phonics will also help to promote good Writing outcomes. The English leader works alongside the Deputy Head to ensure quality planning and task design for Writing in Years 1 and 2.

Y2 Phonic Screening Check

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

The results were as follows;

Pass	Not passed/disapplied
92 %	8 %

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 2024: 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 independence.

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

Inclusion Team

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 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.

This year, the Caterpillar Room is used as **The Cocoon** until around 10.30am. This is a small, supported group of Year 1 children who are focussing on learning behaviours with adult support. This approach has enabled these children to return to class later in the morning feeling calmer and more ready to learn and therefore make progress.

A similar, bespoke small learning group for Year 2 called **Bright Start** also 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.

This year, the Senco has been part of an **Inclusive Education Audit** along with the Local Authority. This Audit aims to highlight areas of celebration within the school and target areas for further development. As part of this process, Daniel Beck (Inclusive Education Lead for Southampton LA) delivered Inset training for staff on **Key Principles of Inclusive Education and Adaptive Teaching** and a session on **Celebrating Neurodiversity**. He also offered a SEND parent coffee morning in October 2024 with advice on the Local Offer. As part of the Inclusion Audit, the Senco will develop Pupil Passports for SEND learners at FINS and begin to plan some sensory areas within the school.

The Senco has also attended the **SEMH (Social, Emotional Mental Health) project**. This has enabled the Senco to introduce all teaching staff to a Graduated Approach for SEMH that can be used as a reference and resource tool. As part of this project, the Senco will work together with another local Senco to peer review support for Social, Emotional Mental Health needs at FINS.

Furthermore, the Senco and Nursery Lead have attended six sessions of an **Autism in Schools** project. This project has offered lots of valuable strategies and insights from SALT, ReMinds, Educational Psychologists and SEN officers from the Local Authority. As a result of this project, the Senco and Nursery Lead delivered a Professional Development meeting to teaching staff on the key highlights of this project.

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.

Ofsted report January 2025; *“The school’s provision for pupils’ personal development is exceptional”.*

Currently, our ELSA has **30** children on her caseload, with **5** of these children considered ‘high priority’. There are **3 additional** children on the ELSA waiting list.

Due to a continued need for social and emotional support, the Headteacher organised a whole school Inset Day on '**How Children Learn**'. This took place on 4th November 2024 and was delivered by Silas Bingley from the Local Authority. Staff found this helpful in terms of strategies for giving children the best possible support to optimise learning potential.

11 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.

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: **43** children across 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.

The Senco organises Attention Autism interventions for a minimum of three 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 three times a week for children who need it. This year, 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. Makaton is used effectively in both Nurseries and also by the Inclusion Team. Aided Language boards have been introduced for those children that will benefit from using them.

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 staff surgeries during the autumn and summer terms.

17.09.24 – Senco meeting with FINS Link EP (Virtual).

As a result of this meeting, school requested one initial Challenging Behaviour Consult (CBC) for a Year R child. Following this, the Senco requested an additional CBC for a Year 1 child and then one Ed Psych consult for an individual Year 1 child.

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

This year, FINS have also been able to access some additional support from a trainee Ed Psych, who has been working with a Year R child to introduce the Comic Strip Conversations intervention. This trainee Ed Psych has visited three times and worked alongside a Teaching Assistant to ensure they also have the skills to support with this intervention.

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 challenging pupils or those of concern.

The Senco has made a **year group referral to Southampton Inclusion Partnership** to request intense support [Outreach] for a period of at least 6 weeks for the Year One cohort. This is due to Year One having 5 EHCP children in it, along with other children who require support from Cocoon, Bright Start or social, emotional and mental health support. This cohort support began in September 2024 and is ongoing.

There is also additional targeted SIP support for a Y2 child, with social, emotional and mental health concerns.

SIP also provide support to an individual child with an EHCP in Year 1, whose parents had requested a specialist setting in YR but not been allocated this. Southampton Inclusion Partnership supports this child in school twice a month and will do so for the whole academic year.

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 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 (with at least 1 more to be referred) and no children currently referred for Physiotherapy.

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

Children at FINS are also referred to other external services such as CAMHS, the Autism Service, Teacher Advisor for visual impairments etc as appropriate.

Senco School Improvement Plan 2024-25

This academic year, Celebrating Neurodiversity is part of the School Improvement Plan (SIP). The central problem of 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: Staff Knowledge

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

Active ingredient 2: Responsibility

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

Active ingredient 3: 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.

Active ingredient 4: Pupil passports

Create pupil passports for children with EHCP/SEND to provide key information to ensure consistent support when working with different staff.

Working on the Celebrating Neurodivergence aspect of the SIP has led to SEND parent coffee mornings, Zones of Regulation boards in all classrooms, working to implement strategies suggested by SIP, along with lots of other valuable work to best support SEND learners at FINS.

The Senco spends time with the Inclusion Team, recapping the Engagement Model to ensure observations on children can be completed to include the model's 5 areas: exploration, realisation, anticipation, persistence and initiation.

SIP have arranged an upcoming meeting with the Senco to offer further support with implementing the Engagement Model as needed.

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 advice when needed.

The Senco is also working closely with the Assistant Head, who oversees all Key Stage 1 planning in order to ensure SEND children are effectively planned for, empowered and necessary 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.
- 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 2025.
- 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
February 2025