**Ashfield Primary School**

**Report on the Implementation of our SEND Policy 2022/2023**

At Ashfield Primary School we believe that all children have the ability and desire to learn and achieve. Their learning style may vary and their capacity to learn may be affected by different abilities and disabilities. Through our Special Educational Needs Policy, we strive to ensure enjoyment in learning, pride in inclusion and sensitivity to each child’s individual needs. By doing this, all children benefit by being part of a diverse, tolerant and supportive school community.

It is the role of our Special Needs and Disability Coordinator [SENDCO] to ensure, wherever possible and practical, that we maximise the abilities and minimise the disabilities of all pupils to provide equal access to the curriculum. Through regular discussions with school staff the SENDCO identifies any children that may require additional support and will work closely with the child, you as parents and all staff to establish effective interventions with the aim of enabling your child to achieve their full potential. This partnership is vital to ensuring a positive outcome and will nurture your child through their school years so that they reach their own potential.

As directed by the SEND Code of Practice we aim to ensure early intervention and identification of any difficulties.

Within school we use a large number of interventions to meet many differing and diverse needs, such as:

* Intervention groups to address needs in areas such as maths, literacy, phonics, social skills, emotional intelligence and managing behaviour.
* Equipment to promote kinaesthetic learning in all areas of the curriculum.
* Mentors and buddies from upper Key Stage 2 to further support children at break time or to promote enjoyment in reading (though not in Covid times)
* Where funding is available, targeted support for individual children who required more specific, extended and focused intervention.
* The support of outside agencies to advise and direct the school and parents in the way forward for your child.

We operate an open and transparent Special Needs Policy in which parents are involved in every stage of the process. We will always discuss any concerns we have and aim to ensure that parents will feel comfortable and confident in approaching us if they have any worries. More detailed explanations of the SEN procedures can be found in the SEN policy.

At Ashfield we feel passionate that for a child to feel included they have to feel that they fit in; they need to feel wanted, valued, successful and happy. Inclusion is a process and an ongoing journey of discovery, and we are there to guide parents and children along the way.

The following report is a summary of SEND for the academic year 2022 – 2023:

**Number of pupils on school’s SEN record:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Number of children in Year Group**  | **SEN Support** | **EHCP** | **% of year group** |
| Year N | 18 | 3 |  \*1 application this academic year | 17% |
| Year R | 31 | 7 | 1\*Just agreed at panel | 26% |
| Year 1 | 30 | 3 | 0 | 10% |
| Year 2 | 31 | 4 | 2\*2 children out of chronological year group | 19% |
| Year 3 | 27 | 7 | \*1 going to panel December 2022 | 26% |
| Year 4 | 27 | 4 | 0\*1 submission Summer Term/Autumn 23 | 15% |
| Year 5 | 31 | 9 | 0\*1 submission Janaury 2022 | 29% |
| Year 6 | 30 | 5 | 1 | 17% |
| Total numbers | 225 | 37 | 3(5 in progress) | 20% |

**20% of the school are on the SEND register. This is significantly higher than the national average for 2021/2022 which was 12.6% (January 2022).**

The spread of need is inconsistent across the year groups with some classes having higher levels of need than others. Adult support is tailored towards supporting these year groups (Use of TAs). Outside agency support including Educational Psychology time, SaLT time, SENIT involvement, STARS and City Wide Consultations with the EducationaL Psychology team. We have also purchased Traded Time for additional Educational Psychologist assessments, as well as private assessments for our most complex ASD pupils who require a high level of specialist provision.

**Primary Areas of need (total numbers on school’s SEN record)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Cognition and Learning** | **Communication and Interaction** | **Sensory/ physical (including Medical)** | **Social, mental and emotional Health** |
| Total no. of pupils | 9 | 19Pragmatics (Autism Spectrum Disorder traits or diagnosis) 8SALTTotal: 25 | 3 | 6 |
| % of register | 20% | 56% | 7% | 13% |
| EHCP | 0 | 7 | 1 | 0 |

The highest primary need continues to be communication, with a significant percentage of this being for pragmatics difficulties. Many of these children have a diagnosis of ASD (Autsim Spectrum Disorder) and any are awaiting diagnosis. In recent years there has been an incredibly long waiting list for CAMHS who provided the diagnosis, however in recent times CAMHS have outsourced work to private companies and children are receiving appointments quicker. The current referral time to the STARS team (Autism Support) is currently incredibly long therefore we have purchased consultancy time to support many of our children with ASD. This has also involved offering and providing training for all parents/carers of children with pragmatic SEND. This has been incredibly well received and our plans to provided follow up ‘clinics’ for parents this academic year are in motion.

Although only 6 pupils have SEMH as primary need, it is there for many others as a secondary need. The role of the Learning Mentor has been crucial in supporting these children, as well as support attained through Guidance and Support such as TAMHS.

We continue to work with NHS Speech and Language Therapists (SALT), as well as the private SALT who attends school on a half termly basis. We also use the notional budget to buy in additional SALT time to ensure children are on up to date SALT plans. We have also purchased additional Educational Psychologist time (traded time) to provide us with bespoke advice for some of our high need children.

* 1. **Groups of pupils on school’s SEN record**

|  |  |
| --- | --- |
| Total number of boys | Total number of girls |
| 37 | 8 |
| 82% | 18% |

**Progress made by children on the SEND Register 2021/2022**

|  |  |  |  |
| --- | --- | --- | --- |
| **All Pupils** | **Reading** | **Writing** | **Mathematics** |
| **Progressed by 6 steps or more** | 71.9% | 81.3% | 84.4% |
| **Progressed by 5 steps** | 6.3% | 3.1% | 9.4% |
| **Progressed by 4 steps**  | 3.1% | 6.3 | 0% |
| **Progressed by 3 steps** | 6.3% | 0% | 0% |
| **Progressed by 2 steps** | 3.1% | 0% | 3.1% |
| **Progressed by 1 step**  | 3.1% | 3.1% | 0% |
| **Regressed** | 0 % | 0 % | 0% |

**\***The children in the lowest brackets for progress are also persistent absentees therefore missed out on a significant amount of intervention.

**Pupil Premium and SEND**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **SEN Support**  | **EHCP**  | **Pupil Premium** |
| **Year N** | 3 |  \*1 application this academic year | 1 |
| **Year R** | 7 | 1\*Just agreed at panel | 2 |
| **Year 1** | 3 | 0 | 2 |
| **Year 2** | 4 | 2\*2 children out of chronological year group | 1 |
| **Year 3** | 7 | \*1 going to panel December 2022 | 5 |
| **Year 4** | 4 | 0\*1 submission Summer Term/Autumn 23 | 0 |
| **Year 5** | 9 | 0\*1 submission January 2022 | 4 |
| **Year 6** | 5 | 1 | 5 |
| **Total numbers** | 37 | 3(5 in progress) | 20 |

44% of children on the SEND register are also Pupil Premium.

1. **Teaching and Learning**
2. **Additional Provision**

The following interventions take place in school:

|  |  |
| --- | --- |
| **Year Group** | **Intervention** |
| FS | * Speech and Language targeted intervention
* Targeted group work for Pragmatics difficulties – Daily communication and interaction workshops.
* SENIT advice
* Nurture
* Time to Talk intervention
* Use of ‘Star Room’ for regular sensory breaks.
* 1:1 support for highest need children
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| 1 | * SENIT Phonics programme (SPLD friendly)
* Speech and Language targeted intervention
* Targeted Phonics Catch Up
 |
| 2 | * Targeted Phonics Catch Up
* Nurture
* SENIT Programme
* Irlens assessments and purchase of overlays if required.
 |
| 3 | * RWI Catch up groups
* Nessy Dyslexia programme
* Dynamo Maths
* Physiotherapy
* Occupational therapy
* Learning Mentor time – SEMH
* Irlens assessments and purchase of overlays if required.
* Sensory breaks to support SEMH
* Small group catch up groups for core subjects
* Educational Psychologist City Wide Consultation to gain cohort specific advice.
 |
| 4 | * Nurture – Learning Mentor
* Dynamo maths
* Nessy Dyslexia Programme
* Physiotherapy
* Occupational Therapy
 |
| 5 | * Educational psychologist – traded time
* Nurture – Learning Memtor
* STARS team support/advice
* SALT (private)
* Social Stories for children with ASD diagnosis.
* Amaze Autism advice
* Nessy Dyslexia Programme
* Clickr Dyslexia support
* Zarach
 |
| 6 | * Nurture – Learning Mentor
* Nessy – Dyslexia Programme
* Dynamo Maths
* SALT programme
* Bespoke timetable to support SEMH
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Outcome and impact of intervention is discussed, documented and developed during termly SEND meetings with the child, parent, class teacher and SENDCO as part of the graduated approach (assess/plan/do/ review)

1. **Outside agency support**

The following agencies have been involved in the past year -

* Educational Psychologist (including City Wide Consultation)
* Educational Psychologist (traded time)
* Children Social Work Services (CSW) CHAD team (Child/adult disabilities)
* Speech and Language Therapist (NHS)
* Speech and Language Therapist (Private)
* TAMHS
* SENIT
* Physiotherapist
* Occupational Therapist
* Paediatrician
* CAMHS
* Clinical Partners
* STARS
* Hearing Impaired service
* School Nursing Team
* SENSAP (each child with an EHCP has an allocated caseworker based within the SENSAP team).
* Banardos – training for staff relating to children who are CLA
* Amaze Autism - consultation for advice for individual children and to offer advice and training for parents.
* Zarach referrals (donations of beds)
* Parent Support Advice (PSA) through the cluster.

All outside agency advice has been fully adhered to as part of the Graduated Approach (assess, plan, do and review cycle).

1. **Staff Skills and CPD**

|  |  |  |
| --- | --- | --- |
| **Title / content of training and frequency** | **Who was involved?** | **Outcomes / impact of training** |
| Qualified SENDCO  | SM | Passed and fully qualified for 5 years |
| Team Teach Training – Refresher ( 3 yearly)  | All | All staff now trained I strategies to support de-escallation and Restrictive Physical Intervention (RPI)  |
| EHCP panelist | SM | Taking part in assessment panel meetings with the authority to support decisions as to whether a child should proceed for full EHCP assessment.  |
| Educational Psychologist City Wide Consultation |  SM /CR/ | Advice tailored to specific children. |
| Dyslexia and Active Literacy Kit (ALK) training | All Staff | Dyslexia refresher delivered by SM with follow up online training for staff across school on the delivery of ALK. ALK is a bespoke, personalized intervention to support dyslexic learners.  |
| Amaze Autism – bespoke advice  | ER CR SM LM HP  | Individual work with TAs to set up and deliver a communication and interaction workshop.  |
| SALT – Lis Butterworth (private) | TAs delivering SALT intervention across school  | For the effective delivery of speech and language interventions |

1. **Funding arrangements**

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| --- | --- | --- | --- |
|  | Income |  |  |
|  | * SEND funding top up 2018 - 2019 - £23,900
* SEND funding top up for the academic year 2020/2021 - £45 554
* SEND funding top up for the academic year 2021/2022 - £37 975
* SEND funding top up for the academic year 2022/2023 - £60 120 (applications for a further 4 pupils were submitted in July 2022. If successful, they will be added to the budget at the end of March. This could increase the budget by approximately £10 000). There are also two new children awaiting funding transfer which could add up to an additional £5000.
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**Exclusions – permanent and fixed term – of pupils with SEN**

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 **Attendance of pupils with SEND**

|  |  |  |
| --- | --- | --- |
|  | All Pupils % | SEND Pupils% |
| Ashfield Primary School 2018-2019 | 96.2 | 94.4 |
| Ashfield Primary School 2019-2020  | 95.3 | 92.9  |
| Ashfield Primary School 2020 - 2021 | 97 | 96 |
| Ashfield Primary School 2021 - 2022 | 93.9 | 89% |

**Description of current quality assurance arrangements**

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| **Quality assurance and performance management of teaching assistants** |
| * CPD
* Progress review meetings (teachers evaluating impact)
* SEN meetings
* Appraisal / Supervision meetings
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| **Quality assurance and performance management of other staff** |
| * CPD
* Learning walks
* Book/planning scrutiny
* Appraisal meetings
* EP support
* Progress review meetings – formally X 3 per year
* SEN meetings
* Pupil Passport Scrutiny
* Reviews with external professionals
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| **Quality assurance of interventions**  |
| The English and Maths subject leaders monitor the progress of children taking part in Wave 2 interventions. The children on the SEND register who are part of Wave 3 interventions are also monitored by the SENCO. Their progress is monitored and tracked through Progress review meetings. The meetings are carried out three times per year which exceeds the minimum expectation for a child with an EHCP. Any children found to be making insufficient progress at PPM could be added to interventions or children who had met their targets may be removed from the intervention.  |

1. **Compliance with statutory duties**

Reviews were held each term for children with FFI funding. Annual Reviews were carried out for children with and EHCP and submitted to the authority.

|  |  |
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|  | ✓ **/** ✗ |
| All provision is in place for students with statements of SEN / EHCPs | ✓ |
| Annual reviews have been conducted on time | ✓ |
| The school’s SEN policy reflects reality within the school | ✓ |
| The school has responded to all professional recommendations made in this period | ✓ |
| Students with disabilities have accessed all relevant school activities including trips | ✓ |

1. **SEN Policy Update**

The SEND policy is reviewed by the Teaching and Learning Committee of the Governors in Autumn/ Spring Term annually.

1. **SENDCO summary**

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| **What has worked well this year**  |
| * The graduated approach continues to be a key strength of our practice. The children on the SEND register are review formally x 3 per year with parents, teacher and SENDCO. This ensures that impact of intervention is being consistently discussed and reviewed. The termly review cycle ensures the graduated approach of ‘Plan, do, assess, review” is crucial to monitoring which pupils are making good progress on intervention and which pupils may require further specialist support. Particular aspects of the graduated approach that have been particularly successful include:
1. Continued implementation of NESSY intervention for children who present with SPLD. The majority of children using the programme make good, measurable progress.
2. Continued implementation of the SPLD (Specific Literacy Difficulty) Continuum of support. Staff are proactive in screening children for dyslexia and following the school’s approach if a child presents with dyslexic traits.
3. Parental engagement. The majority of parents contribute to the termly review meetings through face to face, phone call, zoom or written contribution. All children have a pupil passport which is updated termly (prior to the review) and ensures that pupil voice is at the heart of the meeting.
* As last year, statutory duties have been completed well within the timeframes and successfully. FFI funding applied for was successful and there was an increase in funding levels from the previous academic year. This is significant because funding criteria is becoming increasingly challenging. We have also been successful (to date) with all our requests for EHCP assessments which requires evidence of a very clear graduate approach.
* Outside agency support has been planned to meet the needs of the children. All advice has been successfully adhered to. External agencies have commented on the quality of support and intervention at Ashfield.
* The private traded S&LT continues to provide an excellent service which has enabled children to progress with their communication development. The S&LT modelling the teaching to T.A’s has enabled them to confidently deliver the programs set.
* Purchase of additional Educational Psychologist time provided us with the reports and advice required to proceed with EHCP applications.
* 2 children gained places in specialist provision as a result of the EHCP process.
* Progress of SEND pupils in the core areas of learning is good.
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| **What could have worked better** |
| * SENDCO – Engagement of hard to reach parents to support children.
* Progress of children with persistent absenteeism .
* Pupil voice – development of pupil passport to be in line with the STARS template.
* Further funding being sought due to limited time resources (SENDCO having multiple roles).
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| **SENCO’s priorities for 2022/ 2023 academic year** |
| * Continue to develop communication and interaction workshops and ‘clinics’ for parents/carer of children with ASD diagnosis or awaiting diagnosis.
* Continue to track and monitor the attainment of pupils with SEN and to plan provision and support for those children.
* Ensure that all EHCP applications are successful (5 applications this year).
* Continue to develop Autism friendly practice at a universal level – good Autsim practice is good for all learners.
* Continue to apply for and gain further funding to continue with high level of support staff in school supporting our SEND children.
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**Miss Sarah McLaughlin**

**SENDCo**

**December 2022**