

ANNUAL SPECIAL EDUCATIONAL NEED REPORT TO GOVERNORS

Annual SEN Report to Governors

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|------------------------|-------------------------------|
| SENCO | Rebecca Watson-Shardlow |
| SENCO assistant | Jackie Wood |
| SEND Governor | Claire Davis |
| Date of report | 12 th January 2023 |

SEN Profile for the last 12 months

The graduated response to SEN is continuing to work well and children are flexible in terms of their support and need at that time.

Children are being supported by Quality first teaching in class and discussions are being had between SENCO and teachers regarding pupils who are displaying concerning behaviours – socially or academically.

Teachers are expected to complete and highlight the QFT document to aid their teaching in the classroom to support the progress and learning of all.

Name of child:

Area of Need:

Area of Need: Communication and Interaction

Strategies for all learners – QFT checklist

| |
|---|
| Classroom well organised and labelled (with picture symbols) |
| Plan by deciding what everyone can learn then 'differentiate up' |
| Clear lesson structure with learning objectives presented orally and visually |
| Instructions given in small chunks with visual cues |
| Understanding checked by asking pupils to explain what they have to do |
| Understanding is demonstrated in a variety of ways |
| Range of groupings within the class including some random pairing activities |
| Activities and listening broken up with breaks for more kinaesthetic activities |
| Five positive comments to one negative |
| Praise is specific and named |
| Memory supported by explicit demonstration and modelling of memory techniques |

| Quality First Teaching |
|--|
| Photographs of staff and pupils displayed in foyer and classrooms |
| 'Rules' of good listening displayed, taught, modelled and regularly reinforced |
| Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card) |
| Pupil's name or agreed cue used to gain individual's attention – and before giving instructions |
| Key words/vocabulary emphasised when speaking and displayed visually with picture cues |
| Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role play |
| Instructions broken down into manageable chunks and given in the order they are to be done |
| Checklists and task lists – simple and with visual cues |
| Delivery of information slowed down with time given to allow processing |
| Pupils are given a demonstration of what is expected |
| System of visual feedback in place to show if something has been understood |
| Pupils are encouraged – and shown – how to seek clarification |
| Prompt cards using a narrative framework (who, where, when, what happened etc) used to support understanding of question words |
| Talking buddies or similar used to encourage responses |
| TAs used effectively to explain and support pupils to ask and answer questions |
| Classroom furniture and groupings consider whether pupils with speech and communication needs can see visual prompts and the teacher |
| Access to a quiet, distraction free work station if needed |
| 'Word walls' or similar to develop understanding of new vocabulary |

SENCO continues to be more actively involved in whole school pupil's progress and analyses data termly along with the Head Teacher, to ensure that expected progress is being made.

Tracking of progress and intervention

All teachers have a class tracking document – Children are highlighted based on the teachers concerns regarding individual progress. Children are colour coordinated – Red (High Levels of Concern, little to no progress being made) Amber Limited progress, specific support or intervention needed, Green, child is on track, making good levels of progress and supported in class through QFT and ongoing verbal feedback during lesson.

Please RAG rate pupils in terms of need for each subject – **Red being significant gaps in learning, intervention support needed, Amber – PTI focus, TA deployment in class Green – Instant verbal feedback and support in lesson**

Please write targets for each pupil where additional support is required.
All SEN will continue to need a support plan completing.
EAL, Vulnerable, SEN, Summer born are all identified in bold font.

| Term: Autumn 1 | | Date: 27 th September 2022 | | |
|----------------|--|---|--|-------|
| Mrs Shardlow | Phonics | Reading | Writing | Maths |
| [Yellow] | | | Say a sentence out loud write it down adding Fingers spaces | |
| [Red] | 1:1 LW SEND follow assessment for digraphs | Little Wandle book linked to digraph support in 1:1 SEND catch up | Letter formation support - follow LW scheme of formation and rhyme | |
| [Green] | | | | |
| [Yellow] | | | Grapheme to phoneme correspondence when writing | |
| [Red] | | | Fine motor skill support see EHC/physio support | |
| [Yellow] | LW Group SEND catch up follow assessment | | Ensure physical resources are available to access math's sessions on place value | |

Level 1 Class Concern (Green on the tracking document)

Children who have been identified as not making expected progress are supported through quality first teaching, gaps are identified and appropriate in class support is put in place. Our pupils at Level 1 are highlighted as Green on our class tracking document.

The class teacher will keep parents informed and draw upon them for additional information.

If level 1 support is not providing adequate means of progress, then movement through our Graduated Response may take place. This will be done in partnership with the schools SENCo and class teacher to decide the best course of action.

Level 2 SEN Concern (Identified as Amber on the tracking document)

If a child is still not making the expected progress with the additional interventions at Level 1, then they may be placed, with the SENCo's support to Level 2 *SEN Concern*. The SENCo will support the class teacher in gathering information and will help to co-ordinate the child's provision, working with the child's parents or carers, teachers, subject leaders and support staff.

Our pupils at Level 2 are highlighted as Amber on our class tracking document.

Pupils at this level may require

Targets are tracked by Class Teacher. Parents are informed if their child requires Level 2 intervention support.

If level 2 support is not providing supporting adequate means of progress, then movement through our Graduated Response may continue. With parental consent, the SENCo may take the needs of the child to an external multi agency meeting to request support. If an external agency feel that they are able to offer support and subsequently a programme of work then the child will be moved to Level 3.

Level 3 SEND Support (tracked as Red on the tracking document)

If a child still does not make expected progress with the support given through Level 2 (SEN Concern, Amber tracking), then the decision may be made along with teachers, parents and SENCo to contact external agencies for additional advice and support and to place them at Level 3.

To be at Level 3 the child must be accessing additional support from outside agencies as gaps or social and emotional challenges may be evident.

In extreme circumstances the school may apply for the child to receive external funding to support their needs within school.

At level 3 the SENCO will hold a minimum of termly review meetings with the child's parents, agencies who are actively involved and the child's class teacher to discuss progress and set new achievable targets.

Our pupils at Level 3 are highlighted as Red on our class tracking document.

Pupils at this level will require individual in class or group or 1:1 intervention.

Children who are at level 4 have a formally recognised plan in place issued by the Local authority. For example, an Education, Health and Care Plan (EHCP).

Children who have an EHCP are supported in accordance to the contents of the plan.

Children with an EHCP will have termly review meetings where all agencies will get together to discuss progress, next steps and transition.

All pupils who are vulnerable (low attendance, summer born) PP, EAL are highlighted on the tracking in bold so teachers are aware and can monitor progress closely.

Pupil First remains an element of our weekly staff briefing. Any concerns need reporting to Mr Christopher or Mrs Shardlow so all the staff team are aware of any difficulties children are experiencing.

Support plans have now replaced Case studies as they are more manageable.

All pupils at Level 3 have a support Plan.

These track interventions and the effectiveness.

The frequency and cost of the intervention is also documented on the support plan.

This is a document that follows the child through school as a working document so we are able to monitor the effectiveness of the support given and add to this when needed.

My Support Plan My other support (tick)

Name: XXXX DOB: TAC
 Small steps
 LAC plan
 CP plan
 WFT
 Early Help
 Other - X2 Team

Year: 2 Support plan number: 1

Term: Autumn School Setting: Lambley Primary School

About me: My profile (My family, what's going well at the moment, what I enjoy, what I find difficult, what I enjoy doing out of school)
 XXXX started Lambley primary school in Autumn 2 term 2022. Initially XXXX found the start of the school day extremely difficult and was very emotionally distressed. It took a lot of encouragement for staff to entice XXXX into school. Since the start of the summer term XXXX has settled in well and is working hard. She scored well on her year 2 SAT's (2022) XXXX can still struggle emotionally and there is yet to be any trigger to these behaviours.

My parents/careers views (to be completed during review)

My Educational Needs: Cognition & Learning Physical SEMH Communication & interaction
 A short summary of XXXX's strengths and needs based on this area:

Outcomes and provision across the academic year:

| Autumn Term Outcomes (Targets): | What will success look like? | Provision to support need: (What is being put in place?) | Frequency of support: (When is the support happening? And with who) | Cost of additional support: |
|---------------------------------|------------------------------|--|---|-----------------------------|
| | | | | |
| | | | | |

Additional Staffing Needs

To meet the continued significant needs of the Early Years class (Willow) Year 1 class (Elm) and Year 3 Class (Maple) we have needed to make further appointments using the additional funding, awarded by the family and the money awarded by the Authority to fund the additional roles.

In addition to the current existing needs at Lambley, 2 children have recently started school who are looked after. They have come from out of County and have experienced significant trauma. Unfortunately, these pupils have come with extremely limited funding to support their significant social, emotional and educational needs. Support has been put in place to support these children with a gradual timetable and 1:1 support. Both children are unable to be in school at the same time, so we are working towards 1 child supported 5 mornings and the second 5 afternoons. Support is essential for the safety of both children and for the safety of those children around us. The support we have in place is proving a success, the younger child

has been in to class for a short period and participated in a recent maths lesson. The older child went into class for 15 minutes, and although not producing any work, was able to stay in and observe his peers supported with his 1:1.

A recent appointment has been made to support these children, alongside others with additional emotional needs.

However, the funding we receive does not even nearly equate to the amount needed and therefore we have to continue to use the school's budget to supplement.

The amount of SEN funding continues to be a challenge to be awarded for pupils who genuinely require additional support.

SEN need at Lambley

For the academic year 22/23 we have 1 pupil with an EHCP (Education and Health Care Plan)

A parent is applying for an EHC which is hugely supported by school (Y3)

A discussion about the application for a further EHC application will had with parents F2)

We have :

| F2 (Willow) | Y1 (Elm) | Y2 (Birch) | Y3 (Maple) | Y4 (Pine) | Y5 (Beech) | Y6 (Oak) |
|---|----------|--|---------------------------------------|-----------|---------------------------------|---|
| 6 Pupils | 1 pupil | 4 Pupils 2 Medical | 3 Pupils | 0 | 3 Pupils | 2 pupils |
| 3 X C&I 1 X SEMH 2x PD 2 AFN High | C&I | 1 x C&I 1 x C&L 1 x PD 1 x SEMH 1 HLN 1 AFN H | 2 x C&I 1x 1 x AFN H | | 3 x C&I 1 x AFN M | 1 x Medical 2 x C&I 1 x AFN M |

Higher level needs funding:

We are in receipt of HLN (Higher Level Needs Funding) for 1 pupil.

Additional Family Needs Funding

We have been awarded AFN funding for 4 pupils to support their needs.

Projected SEN Support for the 23/24 academic year:

Already this academic year staff have had to undergone A LOT of training to meet the needs of needs of our pupil with an EHCP to ensure we are able to support the plan and adhere to the legal requirements the plan includes.

- Physiotherapy training
- Occupational therapy
- Toileting and Manual handling training

Adaptations to the school

The disabled lift remains broken after numerous calls to get it fixed. This is ok during the summer months but not acceptable for winter months as pupil has to go outside to use the toilet facilities.

We are still awaiting the hygiene suit to be developed – should have been completed over the summer holidays but has been put off until October half term. Without the adaptations to the hygiene suit this makes the toileting and changing extremely difficult for the carers due to space and lifting using the hoist.

Medical needs

In addition to the physical needs we have a large amount of pupils in **with Allergies.**

Training has been provided to staff (Epi pen training)

2 pupils in Year 2 have Type 1 Diabetes, 1 pupil in year 6, all 3 pupils are insulin dependent. A pump is used to administer the insulin bolus. Staff have to correct highs, treat lows and input carbs for lunch on a daily basis.

Training has been delivered to relevant staff caring for the pupils and also the class teacher. Parents have been in to school to support staff and relevant staff made a home visit before the start of the academic year.

We have a member of staff at Lunchtime to monitor their foods.

We are seeing an increasingly high numbers of pupils with Speech and language delays – intervention support is provided under the direction of the SALT at the hospital.

Additional External agency support at Lambley:

- We have access to support from Gedling behaviour partnership to support challenging behaviour (to be used as and when required.) This has been requested for a pupil in Year 4 who is displaying challenging behaviours.
- Schools and Families Support Services (SFSS Early Years)
- SALT
- Specialist Mental health Team support.
- Team Around a child (TAC) Multi agency work to support a family.
- Healthy Families Team is heavily involved at Lambley with regular meeting with the SENCO delivering packages of work for a variety of different children and their individual needs.
- NBS team for referrals seeking full paediatric assessment or family support.

Current agency support in school

It is becoming increasingly more difficult to seek support from agencies due to agencies dispersing.

Springboard meetings are held termly where we are able to seek support or advice (with written parental consent)

- SFSS (Schools and Family support service) – Early Years
- Social and Emotional Mental Health team
- School Nursing team
- CAMHS (Child and adolescent mental health service)
- Educational Psychologist
- A new referral will be made to the GAP team, for behavioural support.
- Physiotherapy
- Occupational Therapy
- Diabetes support Team
- Early Help Team
- Visually Impaired Team

Academic year 2022/23

Current number of pupils at level 3 in the Summer Term on the SEN register = 19 (178 pupils = 11% of pupils with Special Educational Needs) an increase of 2 % from the previous year.

At Lambley, pupils' SEN requirements are separated into areas of need. The table below displays the number of pupils with each need per year group.

| Area of Need: | F2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------------|----|--------|--------|--------|--------|--------|--------|
| Cognition and learning | | 1 | | | | | |
| Social, emotional and mental health | 1 | | | | | | |
| Communication and Interaction | 3 | | 1 | 2 | | 3 | 2 |
| Physical and medical needs | 2 | | 1 | 0 | | | |
| Visually Impaired | | | | | | | |
| Total amount | 6 | 1 | 2 | 2 | | 3 | 2 |

We currently have 178 pupils on role at Lambley

11% of our children from Early Years to Year 6 are on the Special Educational Needs register.

1% has an EHCP

7 Pupils are in receipt of additional funding

SEN Progress

Future Vision For SEND

Due to the continued increase of additional needs within school. Lambley will require a quiet space to provide a safe, quiet space to provide the necessary and at times sensitive support required for intervention. Planning permission and funding application will be made for the removal of the garage in KS1 playground and to build a Sensory cabin in its place.

The current garage in an unused area, and the space could be utilised in a more effective way.

Policies and other SEND Documentation

The local offer is a key document which identifies the universal offer Lambley primary school is able to offer all children with or without a Special Educational Need. It clearly states that we are not specialists in Special Educational Needs but the support we are able to offer beyond the quality first teaching. It is a statutory requirement that there is a link to the local offer on the school website.

An email has been sent through by the authority to support schools in the new process of changing and amending the Local offer.

This is a process due to be completed by HT and SENCO.

| Policies/procedures | In place? (Y/N) | Date of last review | Date of next review |
|---|-----------------|---------------------|---------------------|
| Special Educational Needs and Disabilities Policy | Y | September 2022 | To be reviewed 23 |
| Admissions Policy | Y | September 2022 | To be reviewed 23 |
| SEN Information Report | Y | September 2022 | To be reviewed 23 |
| Local Offer *to be reviewed* | Y | September 2022 | To be reviewed 23 |
| Supporting pupils at school with medical conditions | Y | September 2022 | To be reviewed 23 |
| PEEP | Y | September 2022 | September 2023 |

Pupil Progress

Pupils who have been identified as having a Special Educational Need make good progress based on their starting point at Lambley.

Children's next step targets are achievable and adequate support is put in place to ensure all of our children succeed. The effectiveness of the intervention support is closely monitored to ensure that pupils are not placed on an intervention that does not have the desired effect.

Assessments:

F2 – Children who started Lambley with an identified Special Educational Need began their academic journey having not achieved their developmental milestones. These children, although not leaving the Early Years team on track having achieved early learning goals, they all made significant progress, with particular reference to Social and Emotional development. 2 of these pupils are adopted, 1 has an undiagnosed Special Educational need. During his time at Lambley his communication developed significantly, from noise making to beginning to say single words and making his needs clear.

The table below identifies the level of progress made by each individual pupil who has an identified Special Educational Need.

To be on Track each pupil would desirably start the Year Entering (ENT) their current year group. Progressing to Developing (DEV) and completing the year at the Expected standard.

For those pupils who are above the expected standard will leave their year group as Greater Depth (GDS + 3 points).

Pupils ideally will make 3 points of progress across the year.

At Lambley it is important to acknowledge that we always take into account pupils starting point, current situation, additional needs and challenges each pupils face.

Reading

| | Pupil 1 | Pupil 2 | Pupil 3 | Pupil 4 | Pupil 5 |
|--------|-----------|------------|-----------|---------|---------|
| Year 1 | 3 points | | | | |
| Year 2 | 3 points | + 3 points | B squared | | |
| Year 3 | B squared | 3 points | | | |
| Year 5 | 3 points | 1 point | B squared | | |
| Year 6 | 3 points | + 3 points | | | |

Writing

| | Pupil 1 | Pupil 2 | Pupil 3 | Pupil 4 | Pupil 5 |
|--------|----------|---------|---------|---------|---------|
| Year 1 | 3 points | | | | |

| | | | | | |
|--------|-----------|------------|-----------|--|--|
| Year 2 | 3 points | 3 points | B squared | | |
| Year 3 | B squared | 3 points | | | |
| Year 5 | 3 points | 3 points | B squared | | |
| Year 6 | 3 points | + 3 points | | | |

Maths

| | Pupil 1 | Pupil 2 | Pupil 3 | Pupil 4 | Pupil 5 |
|--------|------------|------------|-----------|---------|---------|
| Year 1 | + 3 points | | | | |
| Year 2 | 3 points | 3 points | B squared | | |
| Year 3 | B squared | 3 points | | | |
| Year 5 | +3 points | + 3 points | B squared | | |
| Year 6 | 3 points | + 3 points | | | |

Y1

Pupil 1

Reading – ELG's in September –Y1 DEV

Writing – Pre ELG (40-60 months) –Y1 DEV

Maths - Pre ELG (40-60 months) – Y1 EXS

Y2

Pupil 1

Reading: –Y1 GDS – Y2 GDS

Writing: Y1 EXS - Y2 EXS

Maths: Y1 EXS - Y2 EXS

Pupil 2

Reading Y1 ENT – Y2 ENT

Writing Y1 ENT – Y2 ENT

Maths Y1 Ent Y2 ENT

Pupil 3 assessed via B Squared

Y3

Pupil 1 assessed via B squared

Pupil 2

Reading: Y2 EXS – Y3 EXS

Writing Y2 EXS – Y3 EXS

Maths Y2 EXS – Y3 EXS

Y5

Pupil 1

Reading: Y4 DEV – Y5 DEV

Writing: Y3 ENT – Y3 ENT

Maths Y4 ENT – Y5 DEV

Pupil 2

Reading: Y4 DEV – Y4 EXS

Writing Y2 EXS– Y3 EXS

Maths Y4 ENT – Y5 DEV

Pupil 3 assessed via B squared

Y6

Pupil 1

Reading: Y5 GDS – Y6 GDS

Writing Y5 EXS– Y6 EXS

Maths Y5 GDS – Y6 GDS

Pupil 2

Reading: Y5 EXS – Y6 GDS

Writing Y5 DEV – Y6 DEV

Maths Y5 ENT – Y6 EXS