

Henleaze Infant School

SEND Report for Governors

School:	Henleaze Infant School
SENCO:	Sue Spaargaren
Date of report:	July 2022
SEN Governor:	Ania Kopel-Hanna

SEND profile for last 12 months

10.8% (26 pupils) of the school cohort is on the SEND register (12.6% nationally)

0.8% (2 pupils) of the school cohort have an EHCP (2.1% nationally)

3.71% (9 pupils) of the school cohort have an EHCP and/or High Needs Block funding

EHCP (& HNB top-up)	2	Total with EHCP	2
SEND Support (& HNB top-up)	7	Total on SEND Support	26
SEND support (without HNB)	19		
Total on register	28	Total on register	28

Range of needs

AREA OF NEED	Communication & Interaction		Cognition & Learning		Social, emotional & mental health	Sensory and/or physical needs			
	SLCN	ASD	SpLD	MLD	SEMH	VI	HI	MSI	PD
Primary need	11	4	3	0	7	0	1	0	1
Secondary need	4	-	-	-	1	-	-	-	-

By year group:

Area of need	YR	Y1	Y2
Communication & Interaction	4	6	6
Cognition & Learning	0	0	3
SEMH	0	2	5
Sensory/physical	1	1	0

Totals

5

9

14

New intake September 2023 and transition to Year 3

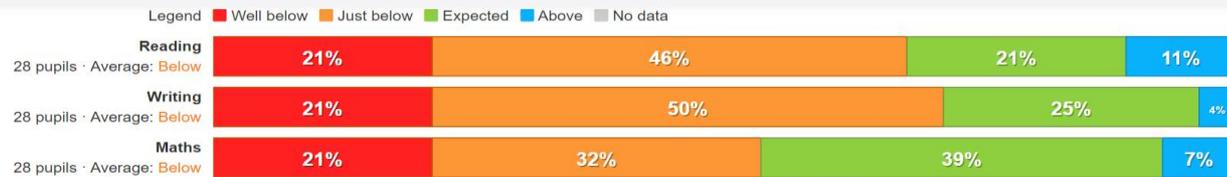
50% of children on the SEND register will leave this school at the end of Year 2 so there has been considerable transition work for TAs, teachers and SENDCo.

Over 30 pre-school settings have been visited by staff, with SENDCo visits to 5 new children joining reception in the autumn. To date, we are aware of 7 children with SEND. Five of these already have a higher level of support in their current settings. Therefore there is extensive transition work happening this term.

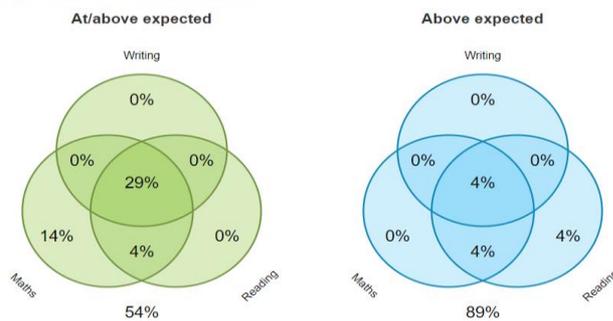
Achievement of pupils with SEND

SEND cohorts are achieving outcomes below peers in RWM.

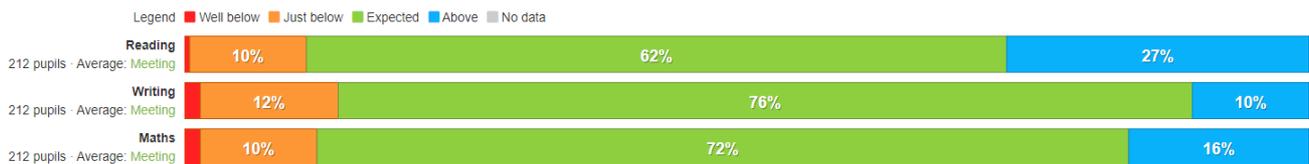
Attainment Overview for Pupils with SEN Support or EHC Plan - 2021-2022 Summer 2 - Main Assessment



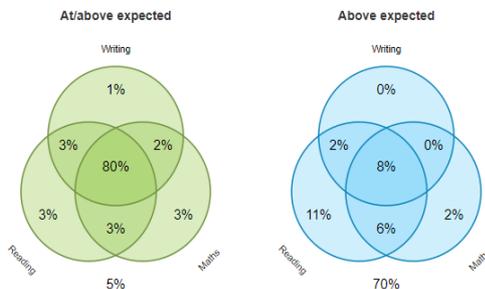
Combined attainment



Attainment Overview for Pupils with No SEN, in Years R-2 - 2021-2022 Summer 2 - Main Assessment

[Print](#)


Combined attainment



Percentages achieving expected outcomes compared to children without SEND

	YR with SEND	YR without SEND	Y1 with SEND	Y1 without SEND	Y2 with SEND	Y2 without SEND
Reading	60%	93%	11%	91%	35%	84%
Writing	60%	91%	11%	87%	28%	82%

Maths	60%	88%	33%	80%	50%	87%
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	Reading National (Bristol)	Writing National (Bristol)	Maths National (Bristol)
EHCP	75% (37%)	69% (0%)	76% (7.4%)
SEN Support	75% (30%)	69% (27%)	76% (33%)

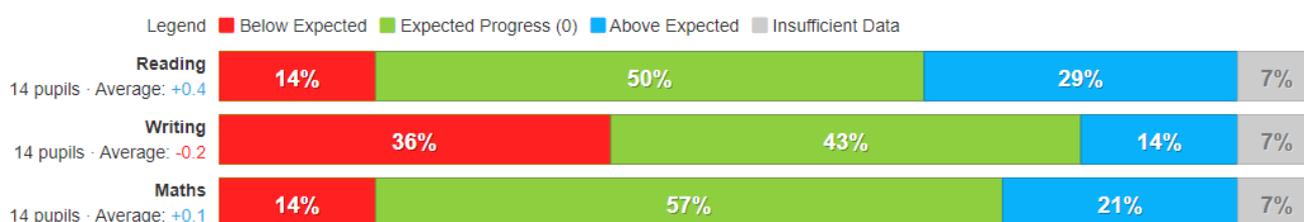
Pupils with SEND are significantly below those with no SEND: Reading -56%, writing -58% and maths -46%

Progress:

Progress across the school is a challenge to measure due to disruption to the various assessments during Covid lockdowns.

Progress Overview for Pupils with SEN Support or EHC Plan, in Year 2 – 2019-2020 Entry to 2021-2022 Summer 2 Main Assessment

Print



2019-22 Year 2 SEND Cohort progress from Reception entry

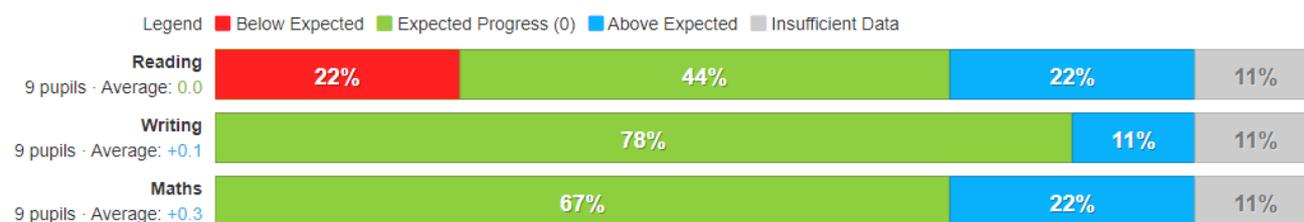
Reading +0.4

Writing -0.2

Maths +0.1

Progress Overview for Pupils with SEN Support or EHC Plan, in Year 1 – 2020-2021 Entry to 2021-2022 Summer 2 Main Assessment

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2020-22 Year 1 SEND Cohort progress from Reception entry

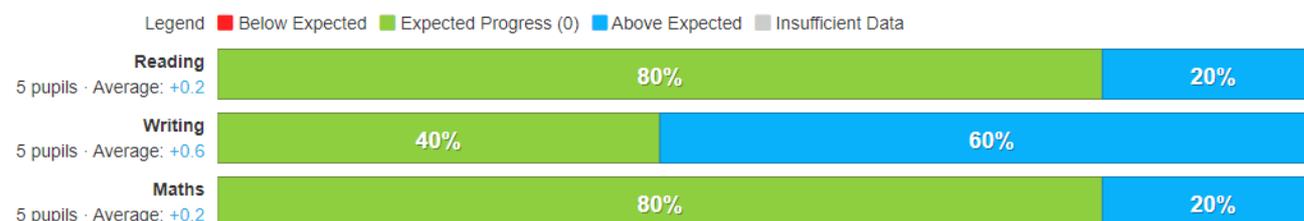
Reading 0

Writing +0.1

Maths +0.3

Progress Overview for Pupils with SEN Support or EHC Plan, in Reception – 2021-2022 Autumn 1 to 2021-2022 Summer 2 Main Assessment

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2021-22 Reception SEND Cohort progress from Reception entry

Reading +0.2

Writing +0.6

Maths +0.2

Impact of interventions:

Funkey maths progress for the SEND children involved was +7.75 (group average was +6.2)
A-to-Z of Literacy progress for the Y1 SEND children involved was +2.5 reading and +2 writing (group average +1.9, +2.1)

SEN policy

- *Ready for ratification by governing body*
- *Green paper March 2022 could result in a new SEND Code of Practice and therefore a new school policy.*

SEN information report on school website

Reviewed in September 2021

To be reviewed again September 2022

Current SEN Priorities:

The 3 whole school priorities are:

- 1) Further develop our whole-school approach to social and emotional learning to positively impact our whole community
- 2) Revisit the key strategies for effective teaching and learning for all children, leading to the consistent implementation of a robust curriculum progression
- 3) To improve communication with all stakeholders through increased collaboration leading to a consistent approach to securing the best outcomes for our children

SEN Key Priorities:

1. Further develop the whole-school approach to emotional development; development of a whole-school offer
2. Staff CPD and discussion to increase knowledge of strategies to address barriers for SEND pupils leading to sharp targets on outcome plans that lead to increased progress
3. Improve communication with parents

SEN Key Actions headlines

Priority 1:

- INSET and follow up twilights and staff meetings have been delivered to further develop approaches to SEL for all children.
- ELSA has been trained (existing member of staff team) and has worked with individuals and small groups throughout the year
- ELSA input to Inclusion meetings on a fortnightly basis established and successful.
- Agreement for entry/exit assessments made.
- Increased collaboration with parents to develop consistent messages for children.
- Planned opportunities for support staff and teachers to meet to reflect on strategies.
- Behaviour policy has been updated to increase consistency in provision for 'the extra layer' needed to support SEN at a class level and explicit information about when a risk assessment and individual behaviour plan are needed .
- Monitoring the impact of resources on social communication/communication and language through entry and exit assessment for ELSA interventions and NELI shows positive impact on all children receiving these interventions. 2022-23 timetabling has increased time protected for ELSA work, including 1 morning to enable in-class support to apply new skills. End of term 4 review identified positive gains across the cohort, particularly in narrative work. Impact on EAL pupils also noted.
- Learning walks identify consistent language, visuals and resources used to support social, emotional learning as a whole-school approach.

- T3 SEL Learning walk identified improvements in consistency of whole-school offer: Visual timetables and consistent routines and a Calm Corner and supporting resources:
There was a calm, purposeful atmosphere in each classroom-children were attentive, showing expected listening skills.
Individual children were supported quietly and sensitivity e.g. a pre-warning of transition, an individual follow up of expectations, cued in using name before instructions and sat alongside to engage to start off activity.
Because of this, there was strong inclusion.
Personalised provision was evident for key children. In most cases, this was a personalised work station in the classroom. Each had key resources and visuals (now and next, 5 point scale, work trays) but were personalised to individuals e.g. use of Pixar Inside Out charters that a child was familiar with at nursery. Some children also had space outside of the classroom.
- Team Teach support for de-escalation: Term 1: Team Teach consultation meeting for all staff, Term 2 Team Teach training for 5 staff, Term 4 Team Teach reaccreditation for 4 staff. Staff have high levels of expertise to support de-escalation and feel more confident to manage challenging behaviour. See Staff survey March 2022.
- Stakeholder involvement in reviewing our Behaviour Policy has led to a bespoke policy based on the Belonging Strategy and SEMH understanding

Priority 2:

- Teaching strategies we know have the greatest impact on our children and ensuring they are consistent in our entire curriculum (high expectations, over-learning and frequent retrieval, planned talk, use of language scripts & vocabulary development, effective questioning and effective feedback) have been revisited throughout the year.
- Further staff development in identifying precise next steps for children with SEND to support planning and improve outcome plans has taken place through staff meetings and direct SENDCo work with staff individually
- NELI training for 2 TAs and cohort language screener carried out to deliver interventions from Term 3 for Reception children who are eligible.
- Measurable progress for all children involved; identification of wider needs to be referred on to SALT
- Data for A-Z tracked on Insight:
- SEN cohort made higher points of progress than cohort average:

Group	Average points between entry and exit assessments	
	Reading	Writing
All children (15)	1.9	2.1
SEN (4)	2.5	2

Greater progress is still generally made with writing but this is where most support is needed for these children now as writing progress follows that of reading. The A-Z was adapted and tailored for these children to develop their writing.

- Funkey maths tracking:

Group	Average points between entry and exit assessments
All children	+6.2
SEN pupils	+7.75 (13 children)

The data above shows that on average, the children have made good progress since their entry assessment. Our SEN and PP pupils have made even better progress than their peers, which is helping to close the gap in attainment.

- Phonics learning walk and BEP finds consistent approaches to engage and challenge pupils.

- Year 2 children who are below ARE in writing to enable the NTP mentor to support accelerated progress. 21-22 Academic mentor supported a wide range of children in terms 4-6 leaving impact hard to measure. Tightening of focus group planned for 22-23.

Priority 3:

- Facilitate involvement of support staff in more frequent training through Twilight sessions
- Facilitate time for support staff to meet as a group and with class teams
- Quality of education:
- Termly monitoring to evaluate impact on progress
- Monitoring of the impact of interventions to ensure they provide good outcomes. Term 3 monitoring showed improvement in review of progress, targets were sharper and some were quantified enabling impact to be more easily measured
- Termly meetings involving support staff; quantitative data to be collated to assess impact
- SEND parent survey repeated in Term 5
- DELTA project to support leadership reflection on the school's approach to implementation
- Term 1 'Head's Tea' with Head and SENDCo directed towards parents of children on the SEN register; face-to-face meetings to review outcome plans
- Meetings for parents with children on the SEND register took place outside parent's evening to enable greater collaboration on outcome plans. Longer parents' evenings have been set up to ensure co-production of targets and the review process. Meetings to review SEND outcome plans have also been offered in T6 to allow for greater co-production and increased sense of partnership.
- Teachers provide a progress summary for parents of children with SEND at the end of each term
- The SEND and Parent sections of the website contain up-to-date links and information for parents to access information and support
- Update school processes and documentation in-line with the Bristol developments.
- Improved format of external communication: website and newsletter. Impact: clearer communication for stakeholders evidenced by improved parent survey results compared to 2017-18 and 2019-20, BEP and partner school feedback.

Staffing for SEND

Following the completion of training we now have a qualified ELSA (Emotional Literacy Support Assistant) working with some individuals and small groups. The Inclusion Team (Head teacher, SENDCo, ELSA) has worked closely together to identify children for this intervention and set 'smart' targets.

Recruitment processes have been running in T6 in preparation for next academic year.

Interventions

We now have an established bank of structures, measurable interventions used consistently across the school.

Precision teaching and segmenting and blending 1-1 sessions

Speech and language session run by a TA who has been given responsibility for SALT provision across the school.

Speech and Language interventions by LSAs for specific children following liaison with NHS SaLT, e.g. colourful semantics, speech sound production.

Attention Autism

The A-Z of literacy (Year 1 and adapted for a group of Year 2s) - see above for impact.

Funkey maths intervention

Emotional Literacy Support Assistant (ELSA)

Interventions to address gaps in learning have frequently been disrupted due to staff absences. Key interventions were interrupted due to staff shortages in Term 3, with precision teaching being the most consistent and A-Z being the least consistent.

In terms 4-6, Reception and Year 1 interventions were consistently delivered. Year 2 had support from NTP (interrupted by illness) and UWE trainees. Support staff absence continued to interrupt interventions in Term 6 in Year 2

No FTE this academic year.

Impact of interventions 2021-22:

Funkey maths progress for the SEND children involved was +7.75 (group average was +6.2)

A-to-Z of Literacy progress for the Y1 SEND children involved was +2.5 reading and +2 writing (group average +1.9, +2.1)



CPD for SEND

September INSET input from SEND SIO and follow up staff meeting to support staff development in supporting children with SEMH needs.

Throughout the year: ongoing training for staff working with children with specific needs, such as physiotherapy, occupational therapy and speech & language therapy. Also liaison with Primary Mental Health Specialist for specific children.

Term 1: Team Teach consultation meeting for all staff

Term 2: Inset on outcome plans and SEND target setting

Term 3: TAs - reading fluency, vocabulary, DELTA project, role of TAs in inspection.

Term 5: Teacher meeting on updating Outcome Plans and smarter targets.

Term 5: Training for specific staff on Brain Injury

2 x staff inputs during Term 6 ready to review and set targets for the next academic year.

Plans for epilepsy training in the autumn.

Pupil voice

Teachers work with pupils to gather information for their Pupil Passports

Pupil voice is gathered throughout interventions and classroom discussion and interaction. It is gathered more formally for annual reviews of EHCP or when applying for EHCNA (EHC needs assessment) or Top-up funding

Parent/carer voice

SEND parent survey repeated in Term 5 found a positive impact of increased communication with parents (80% knew their child had a Pupil Passport (double the % last year's survey) and 90% felt involved in target setting; 62% parents felt communication had improved; 70% parents rated communication with the school as 3 or greater.

External agencies

Access to additional provision through outside agencies since September 2020 includes:

- link NHS Speech and language therapist (SaLT) for termly (3 times a year) liaison and drop-in sessions to see children for brief assessment or to meet parents regarding their concerns, 1:1 assessment for children where needed and recommended targets and strategies, referral to specialist Speech & Language therapists, blocks of therapy where a threshold has been reached or are specified in children's EHCPs, liaison with our in-house SaLT lead for regular intervention work. This is currently on reduced input due to staffing.
- Bristol Autism Team (BAT) planning and advice meetings, leading to direct casework with one child and informal advice for others. Second cohort meeting held June 2022 to update with latest information and priorities.
- Educational Psychologist (EP)
- Sensory support services - for visual and hearing impairments according to children's need.
- CAMHS (Children & Adolescents Mental Health Service): liaison with the Primary Mental Health Specialist (PMHS)
- North Star Outreach (NSO)
- Liaison with community paediatricians and occupational therapists for specific children.

Complaints relating to SEND

None

Any other developments regarding SEND?

- Mrs Fricker has been leading on the DELTA project.
- Three successful applications were made for top-up funding. One application was unsuccessful. We intend to reapply at the next opportunity in the autumn, together with potential applications for children joining in September.

Are there any concerns regarding provision for pupils with SEND?

All services are stretched with long waiting lists.

We continue to have a high proportion of children with needs in the area of communication and interaction.

