



Drayton Community Infant School
SEND Report to Trustees
Autumn 2 2020

“There should be a member of the governing body or a sub-committee with specific oversight of the school’s arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.”

Code of Practice 2015 Page 92 paragraph 6.3

SEN Profile – Who are our learners with SEN?

National = 14.6%

Our school = 4.9%

National EHCP = 2.9%

Our school = 0.9% (2 pupils)

Undergoing EHCP request process = 1 pupil

Year Group Distribution of Pupils at SEN Support

This table shows the children’s Primary area of SEND

	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical and or Sensory	Receiving Speech and Language Therapy (non SEND)
Year R	1	0	0	1	0
Year 1	0	1	2	1	6
Year 2	0	2	3	0	2
Total	1	3	5	2	8

This year we have continued to have a separate register for children receiving Speech and Language Therapy who are not considered SEND pupils. This is because the children needing a little bit of support in this area changes frequently. These pupils receive speech and language support as regularly as required. We also have a register for children we are keeping a close eye on. These may be lower attaining pupils, those receiving social and emotional support who are not considered SEND at present or for a range of other reasons. The reception children are currently being assessed using the ECAT (Every Child a Talker) assessment to determine whether they require further assessment and intervention around their speech and language skills. Therefore, the number of children receiving speech and language therapy will be changeable during this time.

Currently, the majority of pupils at SEN Support require support for: Social, Emotional and Mental Health. We have a range of interventions to support these children including ELSA and Brick Club. One child accesses SRB placement and one child accesses Gro Wild for Alternative Provision.

The number of boys with SEN is: 9

The number of girls with SEN is: 2

The following pupils have SEN and are also represented in another group:

LAC - 0 EAL - 1 Traveller - 0 Disabled - 1 Pupil Premium - 1

The number of pupils with SEN receiving Exclusions this term is: 0

The number of pupils with SEN with persistent attendance (<95) concerns is: 4

Actions taken to support these pupils:

- Conversations with parents
- DSL meeting discussions where appropriate
- Attendance officer has regular discussions with SLT / action plans / behaviour plans / attendance meetings

SEN Provision – What do we offer our learners with SEND?

Our Provision Map and SEN Information Report has been updated this term.

Our notional spend is £51,771

This SEND notional spend and top up funding has been / will be spent on various things including

- PSA, Behaviour Lead Intervention Support (one to one support, group work, observations etc)
- SEND Resources as required
- One to one and group support for specific pupils by classroom teaching assistants
- Referrals to CEPP Educational Psychology service
- Specialist Resource Base fees
- Dyslexia Outreach membership, support and training
- ELSA delivery and resources
- Brick Club delivery and resources
- Training such as Trauma Informed Schools, Speech and Language, ASD, Behaviour.

In the Summer Term 2020 we applied for Element 3 top up funding for 4 children. We automatically receive this for the Autumn Term 2020 for the three children remaining at DCIS. For the remaining children we received Band 2 funding for two children and Band 3 funding for one child initially. This was changed to Band 2 funding for one child and Band 3 funding for two children this term due to increased needs of a child. This money is being used to support the children's individual needs in the classroom.

We have also applied for Exceptional Circumstances funding for two children. One of these children joined the reception class in September and has significant physical needs as well as cognition and learning and speech and language needs. This funding is £2,896.51 for the Autumn Term initially to ensure she has one to one support at all times. She will also receive Element 3 EHCP funding to top this up.

The other child with exceptional needs has been allocated £7,417.18 to provide funding for alternative provision at Gro Wild for two days per week as well as support in school for the other three days per week. This is for the Autumn Term only at present.

EHCP Element 3 funding has been applied for 2 children in school.

Referrals have been made to Point1, CAMHS, East Coast Speech and Language service, The Inclusive Schools Trust Speech and Language Therapist and to extend a placement at a Specialist Resource Base this term.

We continue to have an effective review cycle that allows us to monitor, review and plan for next steps of development. Each child who requires one, has a pupil passport and red book or Individual behaviour plan to share what we are doing to support them in school and to help parents remain consistent with this outside of school too. Pupil and parent views are gathered and kept in the red books. The graduated approach of Assess, Plan, Do, Review is used to ensure these are supporting children's needs effectively. We have successful communication between teachers, children with SEN, parents of SEN children, intervention group leaders and outside agencies.

We have developed strong cluster SENCo relationships in order to share support and develop provision and practice through termly meetings and information sharing. These meetings have been postponed due to the current lockdown however, we are planning to meet online via Teams over the next half term.

We have put in place lots of intervention and support for children with a wide range of needs and this support continues this academic year.

- The staff trained as ELSA's (Emotional Literacy Support Assistant's) have adapted and continued to deliver their ELSA intervention to pupils on a one to one basis. We have reviewed and improved a referral process and selected which children will receive this for the next 6 week block. The ELSAs have adapted a welcoming environment for this and have started to build relationships with the new pupils. ELSA's would usually attend termly supervision sessions to share ideas and expertise. These are currently being arranged via Teams for the coming terms.
- A large group of children are supported through Brick Club Therapy. This term we have had a close look at the children being put forward for this intervention. Some children will be accessing this to support their speech and language needs, others may have social and emotional difficulties over the coming weeks. We are in the process of looking carefully at the children put forward for this intervention and carefully organising groups within bubbles to effectively support their individual needs.
- There is a large number of children needing Speech and Language support especially in the Early Years. Due to the changes of the referral process to East Coast Speech and Language last year we looked into new interventions for reception. The staff have assessed the children using ECAT and have looked at the children who scored below expected. These children are now being assessed using the 'Wellcomm' toolkit. This will allow teachers and teaching assistants to see where their abilities lie and what they need to do in order to progress. An intervention timetable of support will be put into place in order to support these children. Their intervention and progress will be logged to ensure they received support needed and also to provide as evidence if an East Coast referral is needed in future. Children who require external assessment are referred to the IST Speech and Language Therapist as soon as possible. We have developed a positive relationship with Susannah Hinchliffe who has been supporting us with plans and targets for a number of children while we await intervention from East Coast.
- In the summer term 2019 we started to use 'Phonological Awareness Training' (PAT) with pupils that were on the SEND register for Cognition and Learning difficulties, as advised by Dyslexia Outreach. This was very popular among staff and pupils enjoyed their sessions also. The year two team have continued using this programme for children on SEND register and for many pupils who are working below expected levels to give their learning a boost. This programme is also

used for year one for children who are working above the expected level to give them a challenge.

- We have an Intervention Teacher who I have been working closely with in order to put together a programme of support for children throughout the school. Some of these children are on the SEND register and others are receiving catch up support. Miss O'Neill provides gross and fine motor intervention, reading practise, phonics intervention, number intervention and a range of other support.

This term we have focussed on

- Developing relationships with pupils and parents of SEND pupils – especially those starting in reception.
- Supporting parents with the EHCP process / accepting draft EHCP's.
- Organising support plans for 2 children with EHCP's.
- Observing, referring and assessing pupils with SEND – including Educational Psychologists / SaLT
- The staff that require support have been supported to produce Pupil Learning Passports and Individual Behaviour Plans for the children that require them in their class.
- Applying for Element three top up funding and Exceptional Needs funding
- Applying to extend SRB placement for one pupil
- Organising Alternative provision for one pupil for two days per week
- Sharing resources including the 'Wellcomm' Toolkit and using these to assess pupils
- Supporting pupils and parents with SEMH needs including those that may be related to anxiety around COVID 19 and or the lockdown.

SEN Training and Impact:

At Drayton Community Infant School, each term we gather information and data about SEND needs within the school. This is then analysed to look at the training needs and types of interventions that are required to ensure we are supporting children's changing needs throughout the school. These are a few of the training needs identified in the last academic year (2019-2020)

- One Class Teacher accessed 'Trauma Informed Schools' training to support children who have experienced trauma. Due to illness this member of staff has been unable to deliver this support this term. However, we have allocated funding from the notional send budget to pay for another member of staff to be trained as soon as possible so we can get this intervention up and running.
- In the Summer Term 2019 I accessed Dyslexia Level 3 training. We allocated funding from the Notional SEND budget for me to access Level 5 training online as soon as possible.
- Due to a growing need of support with speech and language development and communication needs, the reception classes are now starting to use the Wellcomm Speech and Language Toolkit to do this. We allocated funding into the budget for staff to be trained further in SaLT which will be accessed this academic year.
- We applied to Norfolk County Council to take part in free NELI Speech and Language training and intervention this academic year. We are waiting to hear back about whether or not we have been allocated spaces for this.
- Members of staff requested training to support pupils with challenging behaviours in class. We have allocated funding for this to take place this academic year.
- I am accessing training regarding the new Identification of Needs Descriptors in Educational Settings (INDES) and Inclusion and Provision SEF (IPSEF) audit.
- STEPS training is being carried out in school.

As any new needs arise, where appropriate and funding allocated, any training or intervention will be arranged in order to support pupils with SEND.

I, the SENCo usually attend termly Essential Network and SEND Forum meetings focussed on national news including changes to assessments, applications and referrals. These meetings and/or minutes are currently being shared online and via emails.

Next Steps

Continued monitoring of red books through book scrutiny and learning walks. A new timetable for learning walks to be distributed to staff at the start of the Spring term.

I have been compiling a new inclusion log which will be a record of all medical, speech and language, English as an Additional language and Special Educational Needs. This will be updated every half term to show the support each child has access to. A list of interventions and which children are attending will be compiled and tracked to ensure they are effective. Including using Pupil asset to do this where possible.

Monitoring and review of ELSA and building block therapy processes to ensure these are working effectively. This includes tweaking the referral and selection processes as needed, accessing resources and organising groups for the next half term.

We are looking into a catch up programme called 'Reading Unlocked' which has been developed by the same people who make Dyslexia Gold. This is to support children who have not made expected progress during the Lockdown. We are currently looking into the benefits of using this programme with the hopes of getting it up and running by the spring term.

Quotes about SEND at Drayton Community Infant School

"The children, parents and teaching team in my class love PAT. It is a short, snappy and high impact daily intervention that makes a real difference in children's reading ability meaning they move reading bands more frequently and improve on their phonics screening check."

"The ELSA's are very kind and caring. It helps the children feel really comfortable and confident to talk about their feelings. This means that the ELSA's can help teachers put the support in place that the children need. It has helped children to become much more confident."

Signed: Mrs Catherine Loveridge

Date: 12/11/20