

Barton St Lawrence 2023 - 2024

SEND INFORMATION REPORT TO GOVERNORS

SEND Register

	April 2023	September 2023	January 2024	March 2024
Educational Health Care Plan (EHCP)	1	1	1	1
SEND SUPPORT	17	14	15	16
Total	18	15	16	17

Groupings of children on the current SEND register (March 2024)

Pupil Premium	5
LAC	0 (3 previously LAC)
Cultural heritage	1 black British, 1 Indian, 1 British Indian / Pakistani
EAL	0
Female	9
Male	8

Absence rate:

	Whole school average	SEND
Absence rate	4%	4%
Persistent absence rate	14%	12%

Common Assessment Framework (CAF) / Early Help Assessment (EHA)

	April 2023	September 2023	January 2024	March 2024
CAF / EHA	2	2	3	3

Assessment Data for those with SEND (March 2024)

Year Group	Reading			Writing			Maths		
	Below	Expected	Expected plus	Below	Expected	Expected plus	Below	Expected	Expected plus
Reception*									
1	2			2			2		
2	3	1		4			2	2	
3	2			2			1	1	
4	3			2	1		2	1	
5	2			2			2		
6		3			3			3	
Total	12	4		12	4		9	7	

* We are currently unable to assess a child in EYFS with SEND due to communication difficulties.

This table shows that the provision that we put into place to support the needs of children with SEND is having a positive impact upon academic outcomes.

Support from External Agencies

Sensory Solutions (OT)
Child Adolescent Mental Health Services (CAMHS)
Speech and Language Therapy (SaLT)
Occupational Therapy

Changes to SEND leadership

Kate Rogerson has been appointed to be the new SENDCO. Kate will take up office in September 2024 due to her taking an extended maternity leave. This will be within the three years legal limit for a person to be in post without having the NASENCo qualification. A gradual approach to handover will take place, with Kate Rogerson shadowing Harriet Pilling for at least a term in order to facilitate a smooth transition.

Approach to SEND provision and monitoring of changes

The Teaching and Learning Policy that is founded on the fundamental principles of the Quality First Teaching Document and that of 'Low Entry, High Ceiling'. These principles continue to promote accessibility for all learners, regardless of need. Teachers are using adaptive teaching to teach the same lesson to all children and by doing so, are 'teaching the top' while providing scaffolds to those who need additional support or input in order that all children access the same ambitious curriculum and meet our high expectations. Crucially, this method allows teachers to reduce scaffolding over time to allow all students, including those with SEND, to become more independent. The teaching and learning sequence is being implemented in all foundation subjects and starts with the pre-teaching of vocabulary. It then moves on to teaching sequentially, in small steps. Opportunities for speaking and listening are now built into every foundation subject. All of these changes are proven to be fundamentally important to children with SEND. Monitoring shows that:

- The school has high level of ambition for all pupils, including those with SEND
- The school has a highly ambitious curriculum that enables children with SEND to be extremely successful.
- The school is successful in adaptive teaching and enabling children with SEND to access the curriculum
- The school has effective processes in place to identify the additional needs of pupils with SEND.
- By the end of Year 6, pupils, including those with SEND, have an exceptional level of knowledge

Provision

Needs of all children, including those with SEND are primarily met through Quality First Teaching in class and group intervention where necessary. This is the responsibility of the class teacher and is completed on a cycle of assess, plan, do, review.

Through the graduated response, some children are in receipt of Individual Education Plans. Teachers plan for two or more 1:1 sessions with the child per week to work on specific, child and family centred targets. These sessions are led either by the teaching assistant or by the teacher.

Current Group Provision March 2024	No. of children	How Often	Person responsible
Nessy	50	Daily in class and home (90 minutes per week)	Class teacher and child (completed independently)
Reading Plus	Currently all children in Year 6 (soon to be used as an intervention for bottom 20% of readers in Y4, 5, 6)	Daily in class and at home	Class teacher and child (completed independently)
ELSA	6	1 per week	AP and EM
Lego Therapy	2	1 per week	AP
Bounce Back Phonics (Phase 5 phonics)	37 (mixed age)	3 times per week (20 mins)	HP EG
Fast Track Phonics (Phase 3 and 4 phonics)	10 (mixed age)	4 times per week (20 mins)	KH EM
Nessy Fingers (touch typing intervention)	2	Daily in class and at home (90 minutes per week)	Child (completed independently)
Fine motor development	3	3 times a week (20 mins)	KH
Daily reading	Lowest attaining 20% of each year group	4-5 times per week	Class teachers / TAs

Case study: Child A

Strengths: Child A is a very happy child in our current EYFS who is often smiling. Child A understands simple instructions and can communicate simple needs through pointing, simple makaton and now whispering. Child A will speak in a louder voice to some adult members of staff and will speak in sentences to family members.

Difficulties: Child A transitioned from nursery September 2023. A was already receiving support from SaLT due to A's reluctance to speak outside of the family home.

Advice given by SaLT

SaLT were very happy with the provision we had already put in place for Child A. It was also recommended that the EYFS TA began taking the Child A out of class for 10 minutes a day to play, without pressure to talk. Whilst working 1:1 with Child A, the TA was advised to pretend that she couldn't remember things and indirectly encourage Child A to fill in the gaps. After a few days of using this strategy, the teacher was advised to walk past, walk through, forget something etc. This was with the intention of Child A carrying on the task without stopping.

Strategies used in class:

Strategy	Impact
Makaton used with all children for manners.	Child A uses Makaton for please and thank you in the dining room.
Child A is encouraged to participate in small group activities. Children taught to be inclusive, regardless of response or lack of.	Child A will sit with groups but still plays alone for the majority of the time.
TA takes Child A out daily. She does games, follows his interests. E.g. bug hunting, dinosaur play, pond dipping.	Child A began to respond to dinosaur puppets with noises which turned into whispers after several days. Child A also began to make noises at other adults in school and children. However, Child A is not currently vocalising sounds to the class teacher.
Picture cards were introduced on a lanyard. Two sets – one for school and one for home so Child A could practice using them.	Child A wore the cards for a few days but was reluctant to use them to communicate needs.
Child A spoken to without expectation. If he nods or gives an indication of an answer then we voice that for him.	Child A is beckoning all adults to go and see things he has done or wants to show us. Sometimes with whispers in the classroom.

1:1 example of intervention:

Date:	Activity: (who, what, when, duration)	Impact:
24.9.23	Child A with TA, sensory room, playing with dinosaur puppets, 10 minutes	Child A began to whisper quietly
6.10.23	TA took Child A with the ipad and encouraged him to use the camera and watch himself. (Dinosaur puppets.)	Child A spoke to TA.
Oct 23	TA sitting with Child A during carpet learning time and give the opportunity to whisper answers, and ideas.	Child A began to use sounds and whispers in the classroom.
18.10.23	Small group activity – Phonics hunt round school.	Child A identified sounds and said them in front of others and corrected them.
30.10.23	Child A brought some pictures from home (and a letter from Mum) showing what he'd done over half term. Teacher took him out to talk through them.	Child A spoke to Teacher in a whisper and giggled whilst pointing at things in the pictures.
6.11.23	Child A to do individual reading. Asked to point to things in the pictures etc.	On the third time Child A whispered the sounds and some of the words in the book to another adult. He smiles and willingly goes to have some one to one reading time.

Letter from parents of Child A dated 17.10.23:

Good evening Mrs Goodwin

I just wanted to send an email to say a huge thank you to school for making [REDACTED] first half term in Reception such a positive and happy experience for him. He has done so well in transitioning across from nursery and we are so proud of him however we also know that this is largely due to the wonderful work that [REDACTED] have been doing with him. We really appreciate the support and time they have given to [REDACTED] and us as parents, keeping us informed of his progress through quick chats and updates. I know how incredibly busy the first half term in Reception is but the staff have gone above and beyond and we really do appreciate it.

I spoke with [REDACTED] speech therapist on the phone last week and she is pleased with his progress and spoke very highly of the school and staff and the support being offered.

Whilst we know [REDACTED] still has a way to go as we await his paediatrician appointment and continue to support his social development, we couldn't have asked for a better start to school life for him. We feel very lucky to have both him and [REDACTED] at such a fabulous school and the fact they are both so happy and eager to come every day speaks volumes to us as parents.

Wishing you all a good last week of term and a very well deserved half term break.

Kind regards

Barriers to positive outcomes for children with SEND

This year, the greatest barrier to positive outcomes for children with SEND has been the current waiting time for involvement with external services. Children have been waiting months, and in some cases, more than a year to access support from services such as OT and SaLT. This further impacts positive outcomes, as the reports provided by these professionals, support teachers with creating individualised targets supported by strategies based on evidence that are meaningful and have a positive impact. Private companies are also struggling to accept new referrals.

The very tight school budget is also limiting the provision that we are able to put into place for children with SEND. As a school, we are having to prioritise children with the greatest need. This can mean that other children are not able to receive beneficial support.

Governing Body

Harriet Pilling communicates with the appointed governor for SEND on a regular basis. The governor receives a termly development plan that highlights areas for development and progress with relation to provision for those with SEND. The governor is also invited to monitor how the school meets the needs of those with SEND. This has been through a walk-through and a pupil discussion.