

Barton St Lawrence 2022 - 2023

SEND INFORMATION REPORT TO GOVERNORS

SEND Register

	April 2022	September 2022	January 2023	March 2023
Educational Health Care Plan (EHCP)	1	2	2	2
SEND SUPPORT	9	9	14	17
Total	10	11	16	19

Groupings of children on the current SEND register (March 2023)

Pupil Premium	2
LAC	1
Cultural heritage	
EAL	1
Female	10
Male	9

Attendance: September 2022 – February 2023

Whole school average	SEND
95.7%	96%

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

	April 2022	September 2022	January 2023	March 2023
CAF / EHA	1	1	2	2

Current Assessment Data for those with SEND

Year Group	Reading			Writing			Maths		
	Below	Expected	Expected plus	Below	Expected	Expected plus	Below	Expected	Expected plus
Reception	1			1			1		
1	3	1		3	1		3	1	
2	1			1			1		
3	2			1	1		1	1	
4	2			2			2		
5		3		1	2			3	
6	1	3	2	2	3	1	1	4	1
Total	10	7	2	11	7	1	9	9	1

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

SAS counselling support
Child Adolescent Mental Health Services (CAMHS)
Child and Family Wellbeing Service
Speech and Language Therapy (SaLT)
Child Action North West (CANW)
Occupational Therapy
Inclusion Solutions – Autism Specialist Teacher / Dyslexia Specialist Teacher
Reachout ASC – Autism Specialist Teacher

Changes to SEND leadership and approach to SEND provision

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. Harriet Pilling has completed a year-long 'New to SENDCO' course provided by ILOP Northwest. Support is still being provided by Rachel Thompson, Inclusion Manager at St Thomas' Primary. Harriet has been learning how to open an Early Help Assessment (EHA) and learn how to transition children to specialist provision.

The new Teaching and Learning Policy has been written by Rachel Sharp in conjunction with the teaching staff and SENDCo. This policy is founded on the fundamental principles of the Quality First Teaching Document and that of 'Low Entry, High Ceiling' and it promotes accessibility for all learners, regardless of need. The new teaching and learning sequence is being implemented in all foundation subjects 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,

Harriet Pilling has recently met with the SEND Governor. They met with a 'Pupil Panel' including children with SEND to find out how well they feel they are supported in school.

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 receiving 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 2023	No. of children	How Often	Person responsible
Nessy	35	Daily in class and home (90 minutes per week)	Class teacher and child (completed independently)

Reading Plus	35	Daily in class and at home	Class teacher and child (completed independently)
ELSA	2	1 per week	AP
Lego Therapy	7	1 times per week	AP
Bounce Back Phonics	13	3 times per week (20 mins)	HP KH
Fast Track Phonics	12	3 times per week (20 mins)	HP KH
Nessy Fingers (touch typing intervention)	1	Daily in class and at home (90 minutes per week)	Child (completed independently)
Sentence Construction	6 (Year 1)	2/3 times per week	KR
Reading	Lowest attaining 20% of each year group	3 times per week	Class teachers / TAs

CPD

Course	Staff Member	Duration
Ongoing 1:1 SENCo support	HP	3 hrs per half term
DG6 Inclusion Hub – training support inclusivity	HP	6 hours completed Spring term 2023
LAC course	HP	3 hrs Autumn Term
Inclusion Networking	HP	4 hours Summer Term
Preston Mental Health Team	HP	1 hour Spring Term
Autism in the Early Years – Reachout ASC	HL	6 hours Spring Term
Speech and Language Workshop for the Early Years	HL	2 hours Autumn Term
EBSA training	TMK and AP	1 hour virtual training

Case Study

Strengths and Needs: Child A (A) arrived at our school in April 2022 from a different school. A had clear visual strengths in Art and had a keen interest in Science. A was motivated to work in practical situations.

Class teacher immediately noticed significant cognitive and learning needs in most areas. A struggled to make friends and communicate effectively with peers. On transition to the next year group, A became very anxious and began to avoid school and began to show signs of Emotionally Based School Avoidance (EBSA). A continued to struggle with friendships.

Provision:

Child A immediately started support for reading and spelling through Nessy. A received 1:1 input for targets on the IEP 3 times per week. A Specialist Teacher was engaged to assess Child A's learning profile and Dyslexia was diagnosed. On transition to Year 4, Lego Therapy commenced to support A with social communication and friendships. A plan for entering school in the mornings was introduced, in which A would go to a 'safe space' and complete welcoming activities such as board games or Lego with the school Emotional Literacy Support Assistant (ELSA). The ELSA would also go through a visual timetable with A so that A knew what to expect in the day ahead. Child A was taken to an EP consultation for more strategies that could be used to support A with anxieties. An EHA was opened with the family of A. From this, a referral to CAMHS was made to start A on the Neuro Developmental Pathway (NDP) for ASD. A referral was also made to Child Action North West (CANW) / Child and Family Wellbeing (CFW) in order to support A with strategies to manage anxiety. A referral to SaLT was also made in order to support A with Receptive Language Development in the hope that this would support A with building friendships and effective communications with peers.

Impact:

The Family Radar used as part of the EHA / TAF process shows that A has made good progress in all areas of need since opening the EHA.

Areas of family life		1. Stuck	2. Ready for Change	3. Exploring Options	4. Taking Action	5. Achieving	6. Maintaining Change
Feeling Safe	Last Review	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Current position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Being Well (Body and Mind)	Last Review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Current position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Home and Money	Last Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Current position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Friends, Relationship and Support	Last Review	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Current position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work, Education and Learning	Last Review	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Current position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals and Ambitions	Last Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Current position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Feelings, Behaviours and Choices	Last Review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Current position	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Lego Therapy has allowed A to form close bonds with two members of the class. A now uses these friendships as mental support and for reassurance. A now has the confidence to join extra-curricular activities with these children and other peers.

A is now happy to come to school. The sessions with the school ELSA in the morning have enabled A to come into school happily and A is now ready to learn. This has resulted in A having more motivation to learn.

The recommendations from the report of the specialist teacher for dyslexia were interwoven into A's IEP targets / Pupil Passport. Teacher reports that these strategies are working well and that A is making very good progress in times tables, spellings and decoding.

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.