

SEN Information report for 2020-2021 – Lethbridge Primary School

Context

Schools must publish an annual report for parents and governors on the provision for Special Educational Needs and Disability (SEND) in the school.

SENDCO: Emma Corp senco@lethbridgeprimary.co.uk

SEN Governor: Irene Fernow

Local offer: <https://localoffer.swindon.gov.uk/home/>

Number of pupils with SEN:

	September 2020	July 2021
SEN support	55 pupils including 1 pupil accessing High Needs Short term funding from the Local Authority	61 pupils
EHCP	11	12 2 additional EHCPs were applied for during 2020-21 and one was refused in July 2019 due to covid 19 affecting evidence of graduated response; the other was awaiting response as at end of academic year.

The SEN policy should be read in conjunction with the SEN information report, both of which can be found on the school website. In addition please see the Positive Handling policy.

The admission arrangements for pupils with special educational needs are found under the school's admission arrangements.

There is no specialist resourced provision within the school although the school does meet the special educational needs of a wide range of children, including:

- SPLD – specific learning difficulties, including dyslexia and dyspraxia
- Visual impairment
- Hearing impairment
- Down's Syndrome
- ASC – Autistic Spectrum Condition
- Speech and language difficulties
- SEMH (social emotional & mental health)
- ADHD
- Attachment difficulties
- Epilepsy

The SEN Code of practice is a statutory document:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf It recognises SEND as: *A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.*

This means that children who have SEN all find learning harder in some way than other pupils of the same age.

There are four main areas of need:

1. Communication and interaction
2. Cognition and Learning
3. Social emotional and mental health difficulties
4. Sensory and/or physical needs

The Code of Practice describes a Graduated Approach to SEN where all pupils who are identified as having SEN will receive support through 'SEN Support'. The approach means that the needs of the child will be addressed through a four part cycle: *assess, plan, do, review*.

At Lethbridge Primary we use a Provision Mapping system where data from the school's main assessment systems is used alongside teacher judgements to identify any pupils who may benefit from additional intervention to support their learning across all four areas of need, not just for cognition and learning.

Where concerns about progress continue despite interventions, the provision will be reviewed and further support sought where appropriate. The classteacher will use the Swindon Core Standards quick checker to review all areas of learning and development for the pupil. This will then be shared with the SENDCO to plan appropriate next steps and the Core Standards areas of need checklists will be used to identify possible additional support for the pupil. The Core Standards are used at Lethbridge as a useful and effective tool for reviewing a pupil's needs and to support teachers to make reasonable adjustments by highlighting areas of provision that can be used to support the child's needs. These can then be documented as part of the '*assess, plan, do review*' approach.

Alongside this the SENDCO will often undertake further assessment through observations, discussions, class monitoring, book scrutiny, meetings with parents or specific standardised tests. The assessment information is used to plan a programme of support individualised to meet a pupil's specific needs, this is then recorded in the Year Group Provision map where clear entry and exit data are highlighted to ensure any interventions are monitored for effectiveness. This system allows pupils to be tracked across the school and needs to be identified, planned for and met efficiently. Where appropriate an individual Core Standards SEN support

plan will be used to record the needs identified and the actions taken to support them.

Interventions used in Lethbridge this year include the following:

- Toe by toe
- Plus one
- Precision teaching
- Phonics support – teacher led
- Phonics boosters – teaching assistant led
- SPARK and SPARKEY (occupational therapy programme)
- ELSA programmes
- TAMHS individual support programmes
- Daily Reading
- Reading Comprehension group
- Sentence writing group
- Cued spelling
- Fine motor and handwriting – including write from the start programme and handwriting rescue programme
- Speech & language programmes

This year the interventions have been highly impacted due to covid 19 restrictions affecting flexibility ie children and staff have been grouped in strict limited number 'bubbles' meaning that children between different bubbles were not able to mix for intervention support, nor were staff able to mix across bubbles to lead any interventions. As a result much of the work to support individual learning needs has been done directly in class by the classroom staff – teacher or teaching assistant.

The lockdown in term 3 where school was closed except for keyworker and vulnerable children also had a significant impact on intervention support. As a result the usual 3 times a year provision map system had to be adjusted and ran as two sessions – one for the autumn term and one for the latter terms of the school year. For the latter terms this also included catch up support which ran across the school from Years EYFS - 6. In Years 5 & 6 children accessed online tuition either individually or in small groups of 2-3 pupils in 15 week cycles of support. 25 Y6 pupils and 24 Y5 pupils benefitted. One pupil with high needs also accessed a further 8 sessions of weekly support.

In Years 4, 12 children benefitted from weekly teacher led targeted sessions for catch up in maths. All 12 children achieved the outcome of working within the age related expectations for maths with 8 of these children becoming secure with age related expectations.

In Year 3, 15 children benefitted from weekly teacher led targeted sessions for catch up in maths. All 15 children made progress and achieved the outcome of working

within the age related expectations for maths with 3 children becoming secure with age related expectations. In addition 8 children benefitted from weekly teacher led targeted sessions for catch up in reading. 7 of these children made more than a year's progress during the academic year to either catch up to age expected or to narrow the gap between them and their peers.

In Year 2 the children benefitted from teacher led targeted sessions for catch up either individually or in small groups. 16 children had teacher led catch up reading intervention and 12 children met the outcome criteria to progress 2 or more full benchmark colour reading bands, with 11 of the children progressing by 3 or more bands, 9 of whom progressed by 4 or more bands. 2 pupils left the school during the intervention period so no data is available for those pupils. 22 children had teacher led catch up intervention for writing and 18 children met the intervention outcome and 13 pupils are now working within the expected assessment levels for their year group for writing. Three pupils left the school so no data is available for them. Overall 25 children in Year 2 benefitted from teacher led weekly catch up tuition.

In Year 1 the children benefitted from teacher led targeted sessions for catch up in small groups. 20 children had teacher led catch up phonics and all made significant progress – 14 met the expected level that would be needed for a Year 1 phonics screening assessment, 5 children fell just below this and so will continue to have additional phonics intervention support in Term 1 of Year 2. 1 pupil left the school during the intervention period so no data available. In addition 14 Year 1 children had teacher led fine motor catch up sessions and 11 children made significant progress and met the outcome criteria. All three other children made progress and two are also supported by Occupational therapy or paediatrics for high needs which impact on their fine and gross motor skills. Overall 33 children in Year 1 benefitted from teacher led weekly catch up tuition.

During the lockdown teachers used the seesaw interactive provision to ensure that lessons were accessible by all pupils, including those with SEND. Where appropriate support and information was sought from the SENCO on an individual basis for provision appropriate to each pupil's learning needs. For some children and families the home learning provision was significantly adjusted and personalised printed paper learning packs were provided. For some families these were delivered to their homes by school staff in order to ensure the children were able to continue to access learning. Where appropriate equipment was loaned to pupils – this included stationery for some pupils. Laptops and ipads were loaned to 18 families for use to support online home learning. Children with EHCPs or high needs were offered places to attend school as appropriate to their individual needs and family preferences. Parents were liaised with individually by the SENCO directly and individual pupil plans were drawn up for 14 pupils. Additional individual pupil arrangements were made as needed during the lockdown period. 26 families took up the offer of a place to attend school for vulnerable pupils, these places were flexible around individual needs so could be part time or full time. The places and

arrangements were reviewed weekly throughout the lockdown period and places made available as and when needed for families based on individual need and circumstances.

A further aspect of support which can be actioned for a pupil is an Early Help Record. The Early Help process is used across the Borough to support and evidence provision for children with SEND and/or health or social care needs as part of a TAC (Team Around Child) or TAF (team Around Family) process. It can be used to support a child and their family as appropriate as part of a holistic approach with possible multi-agency working. During this academic year Lethbridge used the early help process to support 17 children and their families.

Both Early Help and Core Standards are used so that provision and interventions can be monitored more closely. Part of the process may be to identify outside agencies who can be requested to become involved. Referrals can be made at any part of the process based on each agencies specific referral criteria. Parents are fully involved throughout this process through meetings with the classteacher.

The SENDCO is also available and meets regularly with parents throughout the year where further discussion is needed. Meetings mainly occur through a termly drop in clinic where parents are able to sign up for half hour appointments with the SENDCO and classteacher together to discuss progress and address any concerns through future planning. This year meetings were held mainly virtually via TEAMS for covid 19 reasons. The demand for meetings was often higher than capacity so additional sessions were added whereby drop in clinics ran monthly through most of the year and 40 meetings were held in total serving parents of pupils across the school from EYFS through to Y6. These were in addition to further separate early help TAC or TAF meetings or meetings with outside agency involvement. Core standards documents can be shared and discussed at these meetings. A parent may choose to book an appointment at any drop in or may be invited to attend where a need is identified by the classteacher or SENDCO.

At Lethbridge we work readily with a wide variety of outside agencies and seek specialist support whenever appropriate. We also look to our in-house expertise and share good practice through meetings, training etc. There is a transition system set up with all local pre-school feeders and we work closely with them to ensure smooth transitions for pupils with SEN. In addition there are structured systems for transition with the main Secondary Schools that our pupils move on to. The SENDCO and other staff are invited to and attend additional meetings and liaison with parents as appropriate to individual need. This year we supported one pupil to transition in-year to a bespoke package of alternative provision as part of a gradual transition to a specialist setting in the Borough. We have also supported one pupil to transition to Year 7 at a specialist setting. Although Covid 19 restrictions have impacted on meetings, training and transition packages, we have used virtual and online resources wherever possible to continue our good practice. Meetings have been

held virtually using TEAMS and staff have accessed training in a highly flexible way through online training in areas such as:

bereavement, autism, dyscalculia; promoting emotional regulation in children with autism; autism & eating disorders; sensory processing; behaviour through a developmental lens; sleep and teens; self-harm; global developmental delay; boosting the literacy of Looked After Children; Practical Ideas for Supporting Children who are Reluctant to Return to School; Functional developmental disabilities; how to support anxious learners online; Help Anxious Children Feel Calm & in Control; level 2 course in Understanding Autism; Supporting Children with Friendship Issues; Spot and Support Dyspraxia; Spot and Support Attachment Disorder; Support Your Worried Child; Stay Mentally Well at Work; Helping your autistic child to help themselves; how to be your school's autistic champion; supporting children with friendship issues; using stories to support anxiety; Level 2 understanding behaviour that challenges.

Additional transition arrangements at the end of each school year are also made for pupils with high needs within the school. Transition meetings are offered in July after shuffle up day (where pupils have visited their classteacher and classroom for the following year). The meetings are available for parents of pupils with high needs where the SENDCO, current classteacher, next classteacher and Teaching assistant (if appropriate) attend to ensure smooth transition. These meetings took place virtually this year for those parents who requested a meeting.

At Lethbridge Primary School we value each child as an individual. Whatever their difficulties we are committed to developing and extending their academic, social and physical capabilities, to enable them to have a sense of achievement and become productive members of the school and the wider community in which they live.

We aim to do this by:

- ◆ Meeting all children's needs
- ◆ Identifying children's needs as soon as possible
- ◆ Creating an atmosphere of encouragement, self-confidence and motivation
- ◆ Providing full access to a broad, balanced and relevant curriculum including Early Years Foundation Stage and the National Curriculum
- ◆ Making provision for all children to receive the support best suited to their needs within the constraints of the available resources
- ◆ Using a person centred approach whereby pupil views are sought and taken into account

- ◆ The pupil is at the centre of our work and we actively seek to work in partnership with parents or carers and take into account their views in respect of their child's particular need
- ◆ Reviewing interventions three times annually to assess their impact and monitor the child's progress
- ◆ Working closely with all agencies concerned to achieve a multi-disciplinary approach to the resolution of issues

External agencies

Throughout the school year the following external agencies have supported pupils with SEND in the school:

- Educational Psychologist
- Speech and Language team
- School nurse
- Occupational therapist
- Assistive Technologies Service
- SEMH Team
- Swindon SPLD service (dyslexia) – *now renamed CLASS*
- TaMHs
- CAMHS
- Social Communications and Interaction Difficulties Advisory Teacher
- Hearing Impairment Advisory Teacher
- Visual Impairment Advisory Teacher
- Parent support adviser
- Play therapy Student
- Thames Valley Adoption Permanence Support
- Swindon Domestic Abuse Support Service Outreach
- Crowdys School Outreach
- Attachment focussed therapist

Resources are allocated to support any programme that has been planned. These may be in the form of additional adult support, specific intervention programmes, specific physical resources, or training for staff. In the Code of Practice the focus of decisions regarding resource allocation needs to be on achieving desired outcomes.

SEMH provision

This year a new staff member has been able to fully establish their role as ELSA and PSA (parent support adviser). ELSA is a nationally recognised educational psychology led intervention which is designed to build the capacity of schools to support the emotional needs of their pupils. Over recent years there has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. ELSA recognises that children learn better and are happier in school if their emotional needs are also addressed.

The role began at a very challenging time during the lockdown period last year but their role has developed fully this year. Throughout the year the support offered to pupils has been limited and impacted by covid 19 restrictions as children between bubbles could not be mixed, nor could the ELSA work with children across bubbles in subsequent sessions. Despite this across the year 120 children have benefitted from ELSA support, both in individual and small group sessions. The work is tailored to every individual pupil and responsive to their emotional and behavioural needs in individualised programmes. It has covered areas such as anger, anxiety, social skills, self-esteem, making mistakes is OK, bereavement and loss, emotional regulation, self-confidence, transition support, friendship groups, nurture support. In addition 16 families have been given direct support through the Parent support adviser role – this again is flexible and individualised so can range from a regular text, phonecalls, virtual or face to face meetings, sharing of resources, signposting to other agencies, lead professional on TAC/TAF. Feedback is welcomed from families so that the role can continue to evolve to best support children and families' needs.

Play therapy provision has continued to be offered to 4 different pupils through fully supervised placement of a training play therapist.

This year we have been able to provide TAMHS support for pupils in school and 8 pupils have benefitted from individual targeted therapeutic work. Unfortunately it was again impacted by Covid 19 as in-person direct work had to be paused during the lockdown.

Next year we look forward to the beginning of our journey as a school with the Barnardo's Swindon Trailblazer Project for supporting children's mental health. We will be welcomed to the project as a wave 3 school and anticipate our mental health worker joining us at Lethbridge by Easter 2022. We have already been able to refer children to take part in the summer holiday fully funded Trailblazer football camp with STFC.

How do we know we are meeting our objectives?

The effectiveness of our provision for children with SEN is judged by the governing body in a number of ways including a range of data to show the progress made by this group of children. This year the published data was not available due to the cancellation of statutory testing because of school closures. This is the only data that is moderated and standardised to be reported on formally.

For those pupils with EHCPs their progress is measured through both short (12 month) and long (key stage) outcomes. All pupils with an EHCP had their progress reviewed through the annual review process, including during the school closures period. All of these children had achieved the majority or all of their short term

outcomes and as a result they had made good progress towards achieving their longer term outcomes.

Y6 leavers – 4 pupils with EHCPs transitioned successfully to Secondary provision, 3 to mainstream and one to specialist provision.