



# SEND Annual Information Report – March 2023

(To be read in conjunction with the SEND policy)

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School Local Offer link: <https://www.fishbourneprimary.co.uk/page/?title=SEND&pid=96>

## **Whole School Approach to Teaching and Learning:**

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, adapted and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- For further information refer to our Teaching and Learning Policy on our website: <https://www.fishbourneprimary.co.uk/page/?title=School+Policies&pid=45>

## **Our Graduated Response for Learners:**

We have a clear graduated response in the format of an assess, plan, do, review cycle for learners in monitoring their progress and putting additional support into place. For further information on how the graduated response is carried out please refer to Appendix 1 and our SEND policy. For examples of provision made for children/young people on our SEND register this academic year see Appendix 2.

## **How we listened to the views of children/young people and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	All pupils	Daily
Learning review meetings /Reports	All pupils	Termly
Home-School Communication Book	Individual children	Daily
Annual review meetings	Pupils with EHCP	Annually
Team Around the Child/Family Meetings	Individual pupils	As and when required
Thinking circles, book worms, worship committee, sport leaders	Representatives from all Class	Half termly
Questionnaires	All pupils and parents	Annually

Headteacher Meetings	All parents	As and when required
General SEND Meetings	All parents	As and when required

NB: Parents have a choice of a face to face, virtual or telephone consultation.

### **SEND Data**

During the 2021/2022 academic year, we had 33 child/young people receiving SEND Support and 9 child/young people with Education, Health and Care Plans.

This academic year 2022/2023, we have 35 child/young people receiving SEND Support and 5 child/young people with Education, Health and Care Plans.

The national percentage for children at SEN Support for the academic year 2021-2022: 12.6%

The national percentage of children with EHCPs for the academic year 2021-2022: 4%

Our school percentage of pupils at SEN Support for the academic year 2020-2021: 16.6%

Our school percentage of pupils with EHCPs for the academic year 2020-2021: 2.3%

### **Support Staff Deployment:**

Support staff were deployed in a number of roles: Support in Classroom, small group, 1:1 Provision, Small group intervention, Playground support, Lunchtime support, First Aid, Support for medical needs

### **Distribution of Funds for SEND:**

SEND funding was allocated in the following ways: Support staff, External Services (See School Offer), Teaching and Learning resources, Well-Being Provision – ELSA support and Staff training

### **Continuing Development of Staff Skills:**

Each staff member undergoes a program of continual professional development. This includes in-service training days, performance management reviews, lesson observation, book looks and staff meetings. In addition, training to meet specific responsibilities and individual needs is offered as appropriate.

Training this year has included: safeguarding for all staff, designated safeguarding, managing medicines in school, paediatric first aid, Ks1/Ks2 moderation, new to Y6 start assessing support, sendco development programme, single central record training and EY transition programme.

We monitor the impact of this training by looking at the impact in classrooms through observations, learning walks, book looks and staff appraisals.

### **Partnerships with other schools and how we manage transitions:**

We have worked with a number of schools in the area in the following ways: Network meetings, moderation events, training sessions, transition meetings, Head teacher briefings

This year 6 child/young people requiring SEN Support and 0 children/young people with Education, Health and Care Plans joined us from other schools.

9 children/young people on our SEND register in 2021-2022 made a successful move to other schools for academic year 2022-2023. This included 7 pupils moving onto their secondary education.

We supported the transition from local nurseries into our Reception class by visiting the setting, meeting with key workers, setting up different transition activities before children started school and meeting with parents.

The transition from year 6 to secondary school has been supported through transition meetings between teachers and transition day visits.

For children/young people with SEND, we also set up additional transition visits, meetings with secondary schools to speak with key leaders.

Parents were included in this process through being involved in formal transition meetings, sharing additional visits and time to speak with new schools.

### **Ongoing development:**

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan. This can be found at:

<https://www.fishbourneprimary.co.uk/page/?title=School%26%23160%3BDevelopment+Plan&pid=44>

### **Our Action Plan for SEND this year has involved:**

- Safeguarding audits
- Transition planning
- Continuing professional development by attending SENDCo Development training.
- Looking at best practice and adaptations for the classroom based on the Ordinarily Available Practise.
- A focus on timely support for all SEND pupils and ensuring progress against their outcomes is being made through observations, book looks and assessments.
- Termly SEND meetings to identify pupils who need further support.
- Building on parental communication.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should in the first instance talk to the class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCo and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may raise their concerns with the school's governor responsible for SEND. For further information regarding complaints please refer to the SEND policy.

This year we received 0 formal complaints with regard to SEND support and provision.

### **Other relevant information and documents:**

The Designated Safeguarding Leads in our school is Naomi Day – Headteacher, Emily Harris – Assistant Headteacher and Catherine Williams – Assistant Headteacher

The Designated Children in Care person in our school is Naomi Day – Headteacher

The West Sussex Local Authority's Offer can be found at: <https://westsussex.local-offer.org/>

Our Accessibility Plan can be found on our website:

<https://www.fishbourneprimary.co.uk/page/?title=School+Policies&pid=45>

The School Development plan can be found on our website:

<https://www.fishbourneprimary.co.uk/page/?title=School%26%23160%3BDevelopment+Plan&pid=44>

Our SEND Policy and School Local Offer (our contribution to the Local Offer) can be accessed via the links on our website: <https://www.fishbourneprimary.co.uk/page/?title=SEND&pid=96>

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website:

<https://www.fishbourneprimary.co.uk/page/?title=Classes&pid=55>

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website:

<https://www.fishbourneprimary.co.uk/page/?title=School+Policies&pid=45>

Our SEND Policy, School Local Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report: Spring 2023

## **Appendix 1: Our Graduated Response for Learners:**

### Identified Concerns

- If a teacher is concerned about an aspect of a child's progress, behaviour or well-being, they will decide what strategies to take within the normal daily classroom routine and record observations and progress through the school monitoring process
- When a teacher has gathered evidence about a child's learning, progress or attainment they will share their concerns with the SENDCo to discuss further strategies or interventions that could be implemented
- If necessary, the teacher and SENDCo will invite the parents/carers of the child into school to discuss the concerns

### **Intervention and Strategy Plans - Closing the Gap**

When it is established that a child is not making expected progress, the class teacher will create a pencil portrait of the pupil and identify their barriers to learning. This will be shared with the SENDCo to discuss the interventions and strategies to target the pupils' barriers. This is additional to that provided as part of the school's usual personalised curriculum. This will be recorded on the Closing the Gap paperwork.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may contact them if the parents/carers agree. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents/carers will always be consulted and kept informed.

### **Nature of Intervention**

The SENDCo and the child's class teacher alongside parents/ carers will decide on the action needed to help the child to progress. This may include...

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to outside agencies for advice on strategies or interventions

### **Managing pupils needs on the SEND register**

#### **SEND Support**

Where progress continues to be less than expected the class teacher, working with the SENDCo, should assess the child's needs. Evidence is gathered including the views of the pupil and their parents /carers alongside class assessments and formative and SEND assessments, where appropriate. The pupil's response to such assessment can highlight their particular needs so they are more effectively targeted.

Pupils requiring SEND support will often benefit from the advice of external agencies who may advise and/or undertake specialist assessments to inform the planning and the measurement of a pupil's progress, and in some cases provide support or equipment for particular needs.

The triggers for *SEND Support* will be that, despite receiving targeted support through class based strategies and interventions, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to have difficulty in developing literacy and mathematics skills

- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

When school seeks the help of external agencies, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment.

### **Individual Learning Plans**

The resulting personal learning plans for the child will set out fresh strategies for supporting the child's progress. These will be implemented via targeted support in the normal classroom setting and sometimes through out of class intervention groups. Details of specific barriers to learning and the associated strategies employed to remove these barriers and enable the child to progress will be agreed in collaboration with the parents/carers, class teacher and SENDCo. The agreed targets will be recorded within an Individual Learning Plan which will include information about:

- The child and the areas they have identified as important
- The strengths and skills they have recently achieved
- A set of short-term targets which detail specific outcomes to be achieved
- The support to be provided, by whom and when
- The next steps
- A running record detailing how the pupil responds to the support
- Review of progress towards the intended outcomes including parent views

Targeted support is provided by Learning Support Assistants to provide the support and intervention necessary for the pupil to access the curriculum fully.

### **Request for Statutory Assessment**

If the child continues to make very little or no progress, the school, through the Headteacher and SENDCo or the parents / carers, may request that the LA consider carrying out a statutory assessment of the child's SEND. If the LA agrees, it will collect information from all the people who have been involved with the child. From this the LA decides whether the child would benefit from an Education Health and Care Plan (EHCP) or whether their needs can be met with SEND support.

### **An EHCP**

An EHCP is a legally binding document which sets out the provision the child must receive to meet his/her SEND. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provision, target setting and reviewing are put into place as soon as the child starts school. Children with physical or medical needs also require a care plan and, if appropriate a moving and handling plan, drawn up by the school and specialist health professionals.

### **Criteria for exiting the SEND register / record**

The progress of all pupils is recorded and monitored each half term. Pupils requiring SEND support will have an individual learning plan that is reviewed and updated each term. If this monitoring and planning update indicates that the pupil has made rapid progress and their attainment is no longer significantly below that of their peers, removal from the SEND register will be considered. This review will be completed in collaboration with the pupil, parents, teaching and support staff and the school SENDCo.

#### **Working in partnership with parents / carers**

Parents/carers of children with SEND are kept fully informed of the provision that is being made for their children. ILPs are shared with the parents and discussed at Learning Review Meetings. The school will always ask permission of parents/carers before approaching other professionals and outside agencies for information about their child.

#### **How we identify children/young people that need additional or different provision:**

Pupil progress is assessed and monitored by class teachers, the senior leadership team and the SENDCo. Information is collected using various tools including assessing early learning goals, assessing pupil progress through KPIs (Key Performance Indicators), Pre-key stage standards and standard attainment tests. For some identified SEND children, specific assessment adjustments, are actioned to ensure all children have the chance of success. Individual Learning Plans are reviewed and new targets set each term. The quality of provision is monitored through a programme of lesson observations, intervention observations and work scrutiny. The progress and attainment of all pupils in the school is recorded and analysed each half term through 'Closing the Gap' as well as termly SEND Clinics.

Class teacher raises concern with SENDCo in termly SEND Clinics. Class observation of pupil to take place, this can trigger further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our Local School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

## **Appendix 2: 2022/2023: Provision made for children/young people on our SEND register has been:**

- Communication and Interaction – Modelling language, repeating back, use of songs/ rhymes, visual prompts, key vocabulary shared as well as pre-teaching, processing time given, use of names to engage learner, visual timetables, now/ next board, role play, social stories, use of literal language where possible, awareness of environmental barrier to learning (noise, acoustics, voice, temperature, lighting, using simple phrases to communicate instructions, flexible approach to daily transitions, aware of the need for sensory breaks, use of alternative methods to communication (Makaton, ICT communication books, picture communication) encouraging paired and group work, small group or 1:1 individual language sessions. Support from SALT teams allowed us to support individuals in the last academic year through following intervention plans which are reviewed in a timely manner as well as small groups through intervention groups supporting by SALT team.
- Cognition and Learning – use of open ended questions, starting learning experiences with a hook and real-life experience, trips, clear simple instructions given, visual timetables, time to respond to questions, sharing next steps with regular feedback both verbal and written, differentiated work and resources, process praise, building self-esteem through recognition of achievements, assessment timetable including baselining to measure progress, use of concrete resources, target seating, paired/ group work opportunities, use of ICT to support learning (e.g Clicker, Nessy, Doodle, TTRs, individual laptops/ i-pads) opportunities for over-learning, pre-teaching new learning, learning built from given starting points, use of memory aids (alphabet strips, number squares, post its, key word lists), how work is presented (colour, font, size, layout). Support from LBAT team allowed us to support individuals in the last academic year through following intervention plans which are reviewed in a timely manner as well as small groups through intervention groups supporting by LBAT team.
- Social, Emotional and Mental Health – in class observations, ELSA support, explicit behaviour expectations, individual risk assessments, friendship groups, mentoring programme, giving job responsibilities, use of ABC charts to track triggers, parent conversations, time set aside to unpick behaviours and analyse what the behaviour is communicating, consistent but flexible approach, monitoring learning needs being met, target seating, being aware of environmental factors affecting individuals, offering choices, emotional regulation work, transition supports, use of games/ activities to reduce stress, proactive rather than reactive to situations, designated calm areas in classes, restorative practices and positive language patterns, use of comic strip cartoons to support talking/ thinking about incidents, offering time to reflect. Support from ASCT team and CAMHS team allowed us to support individuals in the last academic year through following intervention plans which are reviewed in a timely manner as well as small groups through intervention groups supporting by ASCT team and CAMHS team.
- Sensory and/or Physical Needs –use of appropriate seating and visual resources, instructions given clearly and at an appropriate volume, checking learners have understood, repeat phrases, ensure face to face interaction occur, visual reinforcements, visual timetables, encourage good listening behaviours, target seating, checking of distractions in environments, regular breaks given, use of Makaton, staff training on HI and VI, concrete resources to support learning (wobble cushions, ear defenders, pencil grips, writing slopes, hearing aids), targeted interventions, use of ICT to support learning (speech/ text software, talking tins) individual accessibility plans as and where needed. Support from OT team and Physiotherapy team allowed us to support individuals in the last academic year through following intervention plans which are reviewed in a timely manner as well as small groups



through intervention groups supporting by OT and physiotherapy teams. Support from the sensory team and visual team from West Sussex with regularly meetings, input and sessions from the team to best support our pupils with hearing and vision impairments.