

Special Educational Needs and Disability Annual Report to Governors



Academic Year 2022-2023

Annual SEND Report to Governors 2022/2023

SEND Governor: Laura Jeffs

SENDCo: Laura Taylor

RESOURCE BASE Leader: Louise Hamilton

SEND Record for last 12 months

Mainstream-

- At the start of the academic year there were 24 pupils on the SEND Record. 1 EHCP, 4 SEND intervention funding
- Throughout the year 2 further pupils have been identified as requiring the support of being placed on the SEND Record, compared to 10 the previous year. This is due to 7 pupils being identified in pre-school and placed on the SEND record when they started EYFS.
 - By the end of the academic year there were 26 pupils on the SEND Record, 9.9% of all mainstream pupils. In the previous academic year there were 24 pupils on the SEND Record (9.2% of mainstream pupils at Westfield Infant School)
 - The Resource base consisted of 24 pupils throughout the year. 6 mainstream pupils moved into the Resource Base for September 2023, compared to 4 last year, 5 with LA placed spaces, 1 whilst under assessment. 1 pupil moved to another specialist placement from mainstream. 1 pupil moved to Year 2 whilst under statutory assessment.

When concerns raised, referral to SENDCo and if 'additional to/different from' needed ICC started. All processes remain as last year- Westfield support plan and Individual behaviour plan improved. Parents/carers informed and concerns documented. 'Additional to and different from' provision recorded and monitored as part of graduated response. Pupil and parent/carer views recorded at all stages/reviews.

Quality of the SEND Provision at Westfield Infant School for the last 12 months

Effectiveness of leadership and management

The Leadership and Management Team lead the teaching staff rigorously reviewing attainment and progress of pupils with SEND and all groups to close the gap. Pupils who were not on track to reach their attainment targets were identified. All classes continue to be taught in their mixed ability cohorts. After the success of separate SEND reviews and parents evenings SEND reviews were timetabled again this year and held separately to parents' evenings. This then gave sufficient time to share the pupils' WSPs/IBPs or ICCs with parents. SEND reviews were then planned for the end of each term to share outcomes with parents as well as new targets. ICCs were also then to be shared at this time. This enabled teachers and the SENDCo to have clear timelines for the graduated response. By the end of each term each pupil on ICC will be moved from ICC to WSP or removed from ICC as previously pupils would remain on ICC for a year or more. This ensures provision is moved on swiftly.

ICC and WSP/IBP restructured to be more prescriptive, consistent and less time consuming; training given to all staff.

One page profiles became embedded for those whose needs required additional adult understanding and consistency such as selective mutism or behaviours before an IBP is needed.

Quality of teaching, learning and assessment of all pupils including pupils with SEND

During 2022/23 learning walks were carried out on all teaching staff (who are all teachers of pupils with SEND) by the Headteacher and members of the management team. The SENDCo also completed learning walks on all teachers with a focus on SEND pupils access to the curriculum. SENDCo trained all staff in SEND throughout the year. All staff received training in Autism for Autism outreach (level 2) and ADHD from ADHD solutions. LSA's received updated training on colourful semantics as well as new teachers. WSPs continued to become more of a working document with targets becoming smarter and therefore revised constantly. A WSP tracking sheet was embedded. WSP folders and documents were monitored and evaluated and outcomes shared.

Outcomes for Interventions

The SENDCo continued to use and develop an Excel spreadsheet to record all the SEND monitoring. This includes the SEND record/register, Initial concerns tracker, CPD log, outside agency involvement log, SEND referral and specialist assessment tracker, data analysis/monitoring and WSP impact tracker. A costings sheet is now in development due to the change in EHCP and SEND IF application now including costing evidence. This has enabled all information regarding SEND pupils to be accessed together and easily.

Provision mapping was discussed with Kate Browning, school improvement for SEND, and she scrutinised the whole school map as well as the WSP/IBPs, etc. It was decided the school had moved from whole school mapping to individual and that tracking individually has more positive outcomes.

SENDCo checks all trackers/WSP outcomes frequently and at each review to constantly ensure positive outcomes. Where concerns arise further assessment/ support or referrals are completed.

SALT Intervention

Co-ordination of SALT is now lead by the SENDCo with class teachers leading the interventions and LSA/teacher running the support.

18 pupils were under SALT last year.

The pupils made good progress with their speech and language which is recognised in the SALT reports. However SALT have communicated they are over capacity so working as a team rather than one named therapist for the school. Referrals were taking up to a year to be seen as were reviews. Due to this the school has tried to take on target work. Two pupils have been identified as severe SAL needs. A Lunn has supported the LSA's to work with these pupils weekly.

SALT plans are kept in the class SEND folder and monitored alongside SEND pupils. Pupils are identified and recorded with SEND children on the front context sheet and in the SENDCo's provision map.

Trackers were introduced to monitor SALT support. These are now on the wall of each classroom with SEND trackers.

Mrs Lunn and Mrs Taylor also provided ideas to support the child and information about resources. Class teacher share the plans with the LSAs. By having a clear awareness of the pupil's targets, it ensures that all staff are able to support the pupils throughout the school day additional to their SALT sessions.

EYFS Social Communication Intervention

6 pupils accessed a Social Communication Group/phonics/sensory sessions with C Burrows daily. These sessions helped with basic communication skills, turn taking and reiteration of key vocabulary and the Golden Rules. Increased confidence in all pupil's demeanour was observed, this impacted on their ability to begin to contribute to whole class discussions and

participate in class situations and activities. This was observed by outside agencies such as the Educational Psychologist and the Inclusion team and noted to be outstanding. Social communication groups and SALT/EAL sessions running for each class 3 times per week.

Breakfast club

Breakfast Club is available for highlighted pupils to give them a calm start to their school day run by designated LSAs. They have the opportunity to talk to an adult or the other children and share any news they have. Therefore, if the pupils come into school feeling stressed/sad/cross for any reason this gives them space to clear their thoughts of earlier baggage, so they are better prepared to start the school day.

Luncheon club

Run in each year group for those needing additional support at eating time. Compartment plates implemented for some pupils with a positive impact.

Identified pupils and Class 7 resource base pupils placed in a Luncheon Club in the Autumn Term. In EYFS initially these pupils were very anxious about trying unfamiliar food and would become distressed. Familiar food was provided to start with, and this was gradually weaned away as the pupils became more confident. Luncheon Club pupils were taken into the hall 5 minutes before other pupils. Some pupils were helped to select food and sit with their peers, other pupils sat at a supervised table and supported.

Emotional support and interventions

Miss Knight has led ELSA in school since January 2018 which has continued to support pupils with emotional needs. These sessions have been particularly successful for several pupils who struggled with confidence, resilience, and self-esteem. Miss Knight worked on these areas and also got the families of these children to reinforce this at home by liaising with parents about the strategies that she was teaching the children. Each time the child showed these either in school or at home the same reward and praise was given making a uniform approach. The results were that these children were confident to put their hands up and have a go in class. They were also confident to ask for help or what they needed. This also had a positive impact on out of school activities with a child being able to attend competitions that previously they wouldn't do.

Evidence of these sessions having a positive effect for SEND pupils include that children were able to play with friends and turn take. They learnt how to initiate asking children to play and how both they and their friends felt when they won or lost at a game.

All information that needs to be shared with relevant staff concerning the pupils who attend ELSA is done so through CPOMs and also the new electronic ELSA referral and progress forms.

There has been an increase in severity of anxiety in pupils and emotional support has been needed more than previously. Miss Knight and the SENDCo work closely.

Mental Health Practitioner

Pupils have been referred and have participated in the full program this year. Miss Knight is now monitoring and referring.

Drawing and talking therapy

Drawing and Talking is a child-centred one to one 12-week intervention focusing on supporting the social and emotional wellbeing of children. It is a safe and gentle therapeutic approach which provides an effective approach for children to process emotional pain or trauma. Miss Knight has been delivering this intervention since January 2019. All children that have taken part reported that they felt happier and better after this intervention.

Relax Kids

Miss Knight has run Relax Kids sessions in healthy school week for year 1. Which in seven steps which takes children from high energy to a relaxed state. This is done through movement and games gradually bringing the children down with yoga inspired stretches, self and peer massage, diaphragmatic breathing, positive affirmations and ending with guided visualisations which improves focus and concentration, reduces anxiety and helps to regulate emotions and improved connection.

Miss Knight has worked with individual parents and their children in tailor-made sessions to help improve parent/child relationship, or to reduce anger or anxiety in their children or even for calm bedtimes.

Therapy dog

Studies show that keeping a pet increases your chance of happiness during childhood particularly if it is a dog. Studies also highlight other benefits to owning a pet particularly a dog or cat or having a dog in school both academically and emotionally/socially.

Jett the dog visits Year 1 and 2 with his owner Mrs Cosnett to work using the Read 2 Dog philosophy and the other afternoon he is in school Jett and Mrs Cosnett are based in the Rainbow Room with Miss Knight and he supports the Emotional Literacy Support Assistant (ELSA) sessions.

Academic interventions

Precision teaching

Precision teaching continued to be run for the third year in Year 1 and 2, each identified pupil has at least 2 weekly 1:1 sessions for 15 minutes. LSAs were trained by the SENDCo who had received her training from an Educational Psychologist. Unfortunately time constraints meant this year it was run less than previously. Some teachers used it more than others. Those who did found it beneficial.

The LSAs had weekly meeting with the teachers to monitor the intervention. The LSAs also had regular contact with the SENDCo. Precision teaching was used for a range of gaps or low progress areas, for example, letter/number reversal, phonics, common frequency words and number bonds.

Impact monitored by class teacher.

Arrangements for early identification and assessment of SEND pupils

End of year 2022/2023 showed 26/261= 9.9% in mainstream on the SEND register and 50/285 = 17.5% including the Resource Base. Compared to 13% nationally. 9.82% of pupils had an EHC Plan compared to 4.3% nationally as we have a Resource Base.

It is worth noting our percent of SEND/EHCP varies significantly from September to July due to the identified pupils leaving in Year 2 and generally 0 identified entering in EYFS. As well as we meet need through QFT and therefore additional to/different from is less needed.

New systems continued this year and became more embedded, staff continue to have a form to request support from the SENDCo either for their CPD or with pupils of concern to ensure consistency and early identification. After a referral to the SENDCo and the SENDCo has, for example, observed or assessed the pupil, the teacher and SENDCo will decide next steps, for example, putting the pupil on ICC and/or referrals to outside agency referrals. ICC is to be started immediately (assess, plan, do, review cycle documented). The pupil will then join the SEND review cycle in line with the end of each term and at the next review it can be decided to continue ICC, discontinue or move to SEND record (WSP). ICC's will now only last one full SEND review cycle. In this way both teachers and the SENDCo can keep track more easily of pupils with concerns.

Teachers received training in adaptive teaching- differentiation/scaffolding and support at the three levels (equality of access).

Mrs Taylor has had training to undertake Single Word Spelling/Reading, BPVS 111, DRA assessments and the Boxall Profile and has continued to use these to assess and support pupils this year. However as teachers and SENDCo's experience grows these have been needed less and needs identified through QFT.

These assessments have been used to contribute to the graduated response and are recorded on the ICC or WSP. Observations have been undertaken by the SENDCo for a number of reasons

- To support members of staff to provide recommendations of strategies/resources to support SEND or potential SEND pupils
- To provide ways recommendations of strategies/resources to support individual SEND or potential SEND pupils

The SEND folders have been updated for the new academic year 22/23 and shared with each class teacher. Each class has a folder containing all paperwork for pupils within the class on the SEND Record, pupils with Initial Concerns and any relevant paperwork for other pupils. This folder is available for all staff working with the pupils to have access to.

The SENDCo has regularly liaised with Year Group leaders throughout the year to monitor pupils who through data and teacher judgement have been highlighted as not making expected progress with their academic learning or are a cause for concern in other areas such as Communication and Interaction or Social, Emotional and Mental Health. This has ensured that pupils who require support are identified, the correct provision is put in place and they are placed on the SEND Record earlier to ensure maximum support to meet their needs as soon as possible.

Through liaison with the Junior School no further children were added to the SEND Record following transfer.

WASP Analysis 2019 (before new systems started)

Main area of need	Autumn Term				Notes	Spring Term				Notes	Summer Term			
	Target 1	Target 2	Target 3	Target 4		Target 1	Target 2	Target 3	Target 4		Target 1	Target 2	Target 3	Target 4
Cog and L	N/A	N/A	N/A	N/A										
	N/A	N/A	N/A	N/A							TBC	TBC	TBC	
Com and L	N/A	N/A	N/A	N/A										
Cog and L	N/A	N/A	N/A	N/A										

Main area of need	Autumn Term				Notes	Spring Term				Notes	Summer Term			
	Target 1	Target 2	Target 3	Target 4		Target 1	Target 2	Target 3	Target 4		Target 1	Target 2	Target 3	Target 4
Cog and L	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A
Cog and L	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A					
Cog and L														
Cog and L	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A					
Cog and L					Referred to EP and SALT Services									
Cog and L														

Main area of need	Autumn Term				Notes	Spring Term				Notes	Summer Term			
	Target 1	Target 2	Target 3	Target 4		Target 1	Target 2	Target 3	Target 4		Target 1	Target 2	Target 3	Target 4
Cog and L	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A					
Cog and L					Year 1 PAMs: Numeracy targets not					SENCo to complete further assessments				
SEMH	N/A	N/A	N/A	N/A						EP involvement, Home issues				
Cog and L	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A					
Cog and L					Catch Up Numeracy					Catch Up Numeracy				
Cog and L										SENCo to support staff writing W&SP				
Cog and L										SENCo to support staff				
Cog and L														
Cog and L														
Cog and L	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A					
Cog and L	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A					
SEMH										EP involvement, Home issues				
Cog and L	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A					
SEMH	N/A	N/A	N/A	N/A						EP involvement, Home issues				

Autumn 18 =12 /35 green 34.29% spring 19 =26/60 green 43.3% summer 19= 25/76 green 32.9%

WASP analysis 2021 (two years of new send procedures however both years with COVID lockdowns)

Target 1	Target 2	Target 3	Target 4		Target 1	Target 2	Target 3	Target 4		Target 1	Target 2	Target 3	Target 4	
[Red bar]					EHCP applied for					[Green bar]				
N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A		[Yellow bar]	[Green bar]	[Green bar]	[Green bar]	
N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A						
N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A		[Yellow bar]	[Yellow bar]	[Yellow bar]	[Red bar]	
N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A		[Green bar]				
N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A						IBP
N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A						IBP
N/A	N/A	N/A	N/A	IBP										targets
N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A		[Green bar]				
N/A	N/A	N/A	N/A		[Green bar]	[Yellow bar]	[Green bar]	[Green bar]		[Green bar]				
[Green bar]					[Green bar]	[Yellow bar]	[Red bar]	[Green bar]		[Green bar]				
[Green bar]					[Green bar]					[Green bar]				
[Green bar]					[Green bar]					[Green bar]				
N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A		[Green bar]				
N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A		[Green bar]				
N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A		[Green bar]	[Yellow bar]	[Green bar]	[Green bar]	

Autumn 20= 44/49= 89%

Spring 21= 44/49 = 89%

summer 21= 49/58 =84%

The following analysis was all green due to the implementation of frequent target reviews at the end of each week by the class teacher.

Update on Accessibility Arrangements

Westfield Infant School has adopted the Accessibility Plan (see school website) in line with the school’s SEND Policy with the aim of ensuring that the school is socially and academically inclusive. All pupils should have access to a full curriculum that provides opportunities to reach their potential.

Westfield Infant School SEND Information Report (Local Offer) outlines the provision that school has in place to support pupils with Special Educational Needs and Disabilities (SEND). The school’s publication of equality information and objectives explains how we ensure equal opportunities for all our pupils. Increased access to the curriculum, physical access to the school and access to information are particular to pupils with SEND. The three-year Equality and Accessibility Plan and annual targets provide details of how the school will manage this part of the SEND provision.

Outcomes of school priorities for SEND

Position Statement from Curriculum Development Action Plan March 2023

In September the SEND policy was reviewed and the school local offer (SEND Information Report) was updated and linked directly to the LA’s Local Offer. This is available for parents/carers on the website. The SEND section of the school website has been continually updated to include a section for signposting SEND parents/carers to access information on local and national support and events. A leaflet is also produced for parents whose children had been identified as an initial concern and placed on the SEND graduated response cycle.

The shared small steps trackers from TELA are being used to show progress in reading, writing and maths where needed and to support target writing for emerging children where appropriate however their use needs embedding and widening. The Leicestershire small steps SEND early years tracker is used for those pupils whose need presents as below the EYFS curriculum. The engagement model is also now being used when appropriate.

The SEND class folders, new referral forms, new ICCs, new WSPs and Equality of Access chart are being used successfully. The new target trackers are now also embedded as well as for SALT.

The new WSPs have been rolled out over 2 cycles and are working well. They are proving to be easily linked to EHCPs.

We currently have 3 EHCPs in mainstream school.

The new cycle of SEND reviews where the parent meetings are separate to parents evening and the SENDCo could also meet parents went very well for the last four years. Targets are SMART. The SENDCo supported the review and writing of WSPs. Teachers are moving targets on frequently and all parties have a clear understanding of which stage a pupil is on. Parents receive a sticker in the home communication books when targets move on between reviews. The extra meeting has meant the WSPs have been given more consideration and parents are more involved. Parents were given an evening and time to choose. If they didn't respond two further letters were sent then the reviews were sent home to be read and signed. Parents were given copies for their records. Parents gave very positive feedback to the provision in place. The SENDCo attended most of the reviews with the class teacher.

Precision Teaching has not been running this year after 3 years of success due to staffing. The individual pupils had had great success in the programme.

All teaching and support staff attended ADHD and ASD training by outside agencies as well as SEND training and colourful semantics training by the SENDCo this is now embedded in EYFS and WSP work across the school. Precision teaching training was given to an LSA in each year group.

SENDCo has attended TELA SENDCO meetings and SENDCo and Head of the MLD Unit continue to attend termly SENCONet meetings to keep up to date with new materials and advice regarding SEND practice.

Summer Term 2022 the SENDCo met with the SENCo at Westfield Junior School to share information regarding pupils moving into Year 3 to ensure a smooth transition and share new paperwork. Feedback in October from the Junior SENDCo was very positive, no extra children identified. All children for whom SEND IF or EHCPs were applied for received this support for year 3. Liaisons in Spring 23 were conducted to discuss the next years applications.

Pupils are being successfully identified early by teachers, referred to SENDco and support given. SENDCo is observing, meeting parents, carrying out specific assessments, giving teachers and parents strategies, referring to outside agencies and applying for funding. All action is recorded on the SENDCos provision map or individual WSPs. To date 6 EHCPs have been applied for this year. 6 SEND IF applied for.

SEND questionnaire will be sent out to parents and teachers in Summer term.

Preschool transitions have improved and SEND children identified and support in progress however county wide SENA backlog, early years county team issues and lack of special school places has had an impact. Liaisons were conducted in Autumn 22 and Spring 23 regarding the needs of the new intake expected in September 23.

SENDCO has been liaising with preschools, SENA and parents for resource base placements in September 23 due to a massive over subscription. Consultations have quadrupled since last year for mainstream and the resource base.

SEND Budget Allocation / SEND Staffing Resources for last 12 months

Total devolved budget 2022-23: £1,403,624
High Needs Funding : £265,718 (spent= 117%)

Complaints relating to SEND in last 12 months

No complaints have been made in the last 12 months.

SEND school CPD arrangements in last 12 months

Resource Base Leader, Miss Hamilton, and SENDCo, Mrs Taylor, attended termly SENCoNet meetings to keep up to date with national and local developments in SEND; to be aware of training available to staff; and to liaise with SENDCos from other schools in the area. Any relevant information was shared with staff so they were fully informed of changes. All staff (including LSAs) trained on SEND by SENDCo, ADHD and ASD, colourful semantics.

The SENDCo attended the TELA SEND network meetings and workshops.

SEND Parent Partnership activities in last 12 months

The SENDCo has contacted parents of pupils with SEND due to start EYFS and visited the pupils at their preschool/nursery. The SENDCo attended the introduction sessions for EYFS parents and pupils and parents received the new SEND information leaflet. The SENDCo has continued to develop a parent/carer friendly version of the SEND Information Report and devised a way for SEND information to be more accessible on the website. This was shared with parent/carers at every opportunity. The SEND section of the website was further developed with resources/information/support regularly added. A member of the teaching staff (class teacher or SENDCo) planned to meet with the parents/carers three times during the year to review their children's progress towards their targets on their Westfield Support Plan, additional to parent progress evenings. Any relevant activities/resources were provided for parents/carers to support their child's targets at home. The SENDCo was available for meetings on parents evening and leaflets made to provide information and invite parents/carers to contact the SENDCo with concerns.

Parents/Carers have been supported with behaviour issues at home. Notes are kept on CPOMs so all relevant staff are kept informed on any issues at home that may have an impact on pupil's school life.

Impact of partnerships with external agencies and other schools to improve the quality of SEN provision in the last 12 months

The SENCo and the Resource Base Lead teacher attended termly SENCoNet meetings to enable school to keep up to date with local and national changes in SEND. Both regularly liaise with SALT, SENA, community paediatrics, Educational Psychologists, AOT, Oakfield Short Stay School, Early help, Early years teams and social care.