



SEND Information Report

Inclusion Manager Report for the 2022-23 Academic Year

INCLUSION MANAGER: Mrs C Harkins
ASSISTANT SENDCo: Mrs R Thomas
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CURRENT SEND Governor: Mrs Lata Parbhoo

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Local Offer Contribution:

[Click here for a link to our local offer](#)

OFSTED 2019

Every pupil is important in this school. Pupils are cared for and feel safe and happy. Staff want all pupils to do well. They expect pupils to work hard and try their very best in all that they do.

This is a highly inclusive school. Pupils with special educational needs and/or disabilities (SEND) are supported incredibly well.

Pupils with SEND really do well in this school. They are happy and fully involved in the day-to-day life of school. Pupils with SEND are supported effectively by the well-planned curriculum as well as by sensitive help. Leaders take extra steps to make sure that the curriculum for pupils with SEND helps them to thrive and develop their independence. For example, a well-resourced classroom, called the 'Rainbow Room', has recently been installed to support pupils with SEND. Here they receive individual and group teaching that is fully aligned with their needs and covers the same learning as their classmates.

Pupils have many opportunities to learn how to look after their own personal welfare and development. For example, the curriculum is very well considered to help them learn about their own and others' mental health and wellbeing.

Number of pupils with SEN

Wave 2 to EHCP (193 chn):
 SEMHD = 70chn = 36%
 SPN = 18chn = 9%
 C&L = 28chn = 15%
 SICN = 77chn = 40%

Academic Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Current
Wave 2 (not SEND)	73	93	101	96	93	75	77	99
Wave 2+ (SEND support)	5	5	7	4	4	3	3	4
Wave 3 (SEND support)	46	57	58	55	57	68	78	53
EHCP	11	11	20	16	31	34	37	37
TOTAL	135	166	186	171	185	180	195	193

Four areas of need: Social, Emotional & Mental Health Difficulties **SEMHD**; Sensory & Physical **SPN**; Cognition and Learning **C&L**; Social Interaction & Communication **SICN** (including ASD/Asperger's).

In the table above, pupils at Wave 2 are not SEND but receive additional support within school, e.g. through ELSA (Emotional Literacy Support Assistant) provision or through a school Nessy login, above that offered to all children. Pupils at wave 2+ have a diagnosis of a Special Educational Need or Disability, but only require the provisions offered at wave 2 to support them within school. Pupils at wave 3 usually receive additional support for SEND through an external professional, such as speech therapy, or are awaiting assessments for a possible diagnosis.

During the academic year 2022-23, 25% of the school population were receiving support for SEND compared to 13% of pupils nationally. In addition, 10% of the school in December 2023 had an EHCP in place, compared to 4.3% of all school pupils nationally. This is significantly above the national averages.

Trends over 5 years

The number of pupils with Education Health and Care Plans (EHCP) within the school has stabilised a little, with several new EHCPs over the past year replacing children with EHCPs that have left Year 6. School staff are also currently gathering evidence to apply for a further 5 needs assessments. The number of pupils receiving early intervention through Wave 2 has risen sharply. This is mainly due to expansion of existing interventions and being able to target and support more pupils. The number of pupils receiving SEND support has decreased. We continue to have a number of families of children with SEND choosing to educate their children at Thameside, throughout the year groups from across the local area and outside of the usual school catchment. The school continues to make a high number of requests for needs assessments, all of which have been successful. Thameside have continued to support children with a very wide range of needs, including very complex needs and we have a number of children awaiting placements within specialist provisions.

Underpinning ALL our provision in school is the graduated approach cycle of:



Policy

Our SEND and Inclusion Policy was last updated in December 2022 by Mrs Harkins, and is in keeping with the Code of Practice which came into effect in September 2014. It will be due for review in December 2024. All teachers are responsible for every child in their care, including those with special educational needs. You may download this policy from our school website (location: community, policies, section E).

Whole school Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach including our whole school provision map which can be found on the school website. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations (dreams) with ALL our learners.

Progress of pupils with SEND:

Key stage 2 reading by pupil group												
Breakdown	Reading progress						Reading attainment					
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
SEN EHCP ?	5	-7.29	N/A	-7.29	N/A	5	20	N/A	0	N/A	92.0	N/A
SEN support ?	7	0.43	N/A	0.43	N/A	8	50	N/A	0	N/A	98.3	N/A
No SEN ?	36	0.21	0.41	0.21	0.40	39	87	81	38	34	107.7	106.3

Key stage 2 writing by pupil group												
Breakdown	Writing progress						Writing attainment					
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard		Achieved a greater depth			
		School	National	School	National		School %	National %	School %	National %	School %	National %
SEN EHCP ?	5	-8.15	N/A	-8.15	N/A	5	0	N/A	0	N/A	0	N/A
SEN support ?	7	1.09	N/A	1.09	N/A	8	38	N/A	0	N/A	0	N/A
No SEN ?	36	-0.57	0.62	-0.57	0.60	39	79	79	82	18	18	16

Key stage 2 maths by pupil group													
Breakdown	Maths progress						Maths attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score		
		School	National	School	National		School %	National %	School %	National %	School	National	
SEN EHCP ?	5	-9.20	N/A	-9.20	N/A	5	0	N/A	0	N/A	89.0	N/A	
SEN support ?	7	-4.83	N/A	-4.83	N/A	8	25	N/A	0	N/A	94.0	N/A	
No SEN ?	36	-3.26	0.45	-3.31	0.43	39	64	64	82	33	28	103.3	105.6

The progress that children with EHCPs made in reading, writing and maths is below national averages, however, in this cohort there were only 5 children with an EHCP so affects a small number of children. Of these children, all EHCPs were for significant SEMH needs, and all went on to attend specialist

secondary placements when leaving Thameside. Pupils with SEND support in reading made better progress than their peers without SEND – this was also the case in writing. Pupils with SEND support made slightly less progress in maths than their peers without SEND so this is a target area of support for this academic year.

Attendance

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SEND	94.9%	94%	96.4%	95.1%	92.8%	93.8%	93.3%
Non-SEND	96.2%	96.2%	96.8%	96.7%	95.9%	95.7%	95.1%
Gap	-1.3%	-2.2%	-0.4%	-1.6%	-3.1%	-1.9%	-1.8%

The gap in attendance between SEND and non-SEND children across the school has remained stable this year, following a previous rise in years affected by the pandemic. This is partly due to the impact of our Emotional, Behaviour, Wellbeing and Welfare Officer who is continuing to support families across the school. It is also due to the increased mental health support in place across the school and support for children with Emotional Based School Avoidance (EBSA). However, due to the complex medical needs of several of our children with SEND, we are aware that their attendance continues to be impacted by illness and appointments and support families with these.

Exclusions

There were 11.5 days of fixed term exclusions within the last academic year, a slight reduction from the previous year. These were all very short fixed term exclusions to give staff the chance to put further support in place and to contact external professionals for advice. Some of these exclusions were for the same children, and all except one of these children have now moved on to specialist placements within the local area. The remaining pupil is waiting for specialist placement to better meet their complex needs. Extensive support has been put in place from external professionals following difficult decisions to exclude these children from school.

Budget Allocation

SEND funding (from a notional budget) was used to ensure that the highest need children in the school who access the Rainbow Room provision have a teacher to deliver a bespoke, individualised curriculum, alongside 5 teaching assistants. In addition, the school have The Nest provision which supports children in Years 3-6 who require high levels of SEMH support, staffed by 4 adults. The school continues to employ an additional teaching assistant to provide interventions for pupils on all waves of support, including ELSA, social skills and SaLT work. Therapies offered at Thameside have been continued so that as of September 2023 we continue to offer play and drawing and talking therapy on a 1:1 basis for pupils referred by their class teachers. We have continued to use Reading Play / Primary STARS / FACE to provide support for children with behavioural difficulties at lunchtimes or particular times of the day / year.

Ongoing Impact of Covid-19

The coronavirus pandemic and resulting school closures and lockdowns have continued to have a significant impact on the community of learners with SEND, and those supporting them, at Thameside. External professionals, such as CAMHS, have a waiting list of 24-30 months, leaving many children, families and the school waiting for results of referrals and assessments. The school are also increasingly supporting children with mental health difficulties, many of whom have found it very difficult to return to school following school closures or are not attending due to Emotion Based School Avoidance (EBSA).

Staff Development

Teachers and teaching assistants have attended continued professional development in the following areas:-

- Medical support for individual conditions
- Physiotherapy training for teaching assistants
- Occupational therapy training for teaching assistants
- SEND consistency at Thameside
- Supporting children with visual and/or hearing impairments
- ASC training from Inclusion manager and Jenna Redmond (families ASD advisor)
- PECS and communication book support from the inclusion manager and speech therapist
- Colourful semantics training from the Inclusion Manager and Assistant SENDCo
- Identifying and supporting children with SEND
- Supporting SEND in core subjects
- Mental health drop-in surgeries, run by school EP, PMHW and inclusion manager
- Supporting pupils with severe epilepsy and related processing difficulties
- Pupil's health and wellbeing training upon return to school

Specialist CPD

Mrs Harkins (Assistant Head for Inclusion)

- Mental health link project with Reading Borough Council
- Therapeutic Thinking 3 day training
- Ongoing support from Alice Boon and Jackie Bloyce
- Ongoing CPD from Cranbury College outreach
- Virtual NASEN training
- Ongoing projects with Reading University

Mrs Thomas and Mrs Muldoon (Assistant SENDCos)

- Speech and Language training
- Mental health link project with Reading Borough Council
- Therapeutic thinking 3 day course
- National SENDCo accreditation training through the University of Middlesex (Mrs Muldoon)
- Visits to local specialist provisions

Looking forward 2023-24

The school are continuing to use one classroom for our Rainbow Room informal provision unit all day, with a SEND specialist teacher (mornings only) and 5 teaching assistants supporting 10 places. We are also now running a Garden Room informal provision unit for mornings only, with the same teacher and 2 teaching assistants supporting 7 places. We are also using one classroom for 'The Nest' provision, which is for up to 8 pupils with SEMHD primary needs, supported by their 1:1 adults who can access this room as a safe and quiet space throughout the day as needed.

To support staffing and provision across the school, we continue to have 1 full time Assistant Head for Inclusion and 2 part time Assistant SENDCos. The school family hub is also supporting families of children with SEND across the school, including running a number of parent workshops. We have also begun developing a small playground to become an inclusive learning and play area for SEND pupils and have applied for funding to further increase this play space over the next year.

The main objective with regards to SEND support over the coming academic year remains the management of increasing budgetary restrictions with the significant increase in the number of pupils with SEND and EHCPs in particular. The school is working closely alongside the local authority SEND department to review the funding band of pupils with the highest levels of need, and to match this to the provision offered and required. It is also a key priority to increase support for pupils with SEND support following analysis of the above data. The school is also working with the local authority around

the possibility of becoming Area Resourced Provisions (ARPs) for both Rainbow and Garden Rooms which would better fund the support for these pupils with complex learning needs.

Following parental feedback, the school now has increased SENDCo capacity so more opportunities for parental meetings and discussions. Within this increased capacity, SEND staff will be running staff training as well as supporting transition meetings for teachers in the summer term to support with the handover over information.

Approach to teaching children with SEND

Quality first teaching is paramount. However, where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
 - Wave 2 or 3 interventions (please refer to our whole school provision map for more information)
 - other small group withdrawal
 - individual class support / individual withdrawal
 - access to materials in translation
 - further differentiation of resources
 - study buddies/cross age tutors
- (Source: Thameside SEND & Inclusion Policy)*

Adaptations to the learning environment

Some examples include:

- Workstations in low stimulus areas
- Sense-ational bags in all classrooms
- Visual prompts (Thameside uses Symwriter to implement its own visual language)
- Pushing spots
- Writing/reading slopes
- The use of ear defenders
- Hokki / wobble stools
- Visual timetables
- Chair bands to support a good writing posture (as advised by the occupational therapist)
- Calming spaces / areas around the school
- Reduced visuals in some environments including displays
- Movement break menu for children to select from a range of suitable activities

Adaptations to the curriculum

Our recognised routes to differentiation:

By input	<i>Perhaps different Learning Objective? One size does not always fit all.</i>
By task	<i>Same L.obj, alternative method</i>
By outcome	<i>Same task but <u>PLANNED</u> different outcomes – consider what outcomes look like at different year group Bands/Steps.</i>
By support	<i>Staff, peers, use of a scribe, reader, writing frames, visual prompts, key vocabulary etc</i>
By organisation	<i>Roles assigned within a group, pairs etc</i>
By resources/ICT	<i>Lap tops, iPads, clicker 6, Symwriter etc</i>

Support for improving emotional and social development

Where applicable, our provision includes access to:

- Social skills groups, SEND teaching assistant support and Inclusion manager
- Play therapy
- Advice and support from the Primary Mental Health Worker
- ELSA
- Lunchtime key worker support system (lunchtime passport)
- Drawing and talking therapy Small group support and activities through external providers e.g. FACE, Reading Play, Primary Stars

Whole school approach

Thameside Primary School has a number of staff working parties, one of which is currently the SEND working party. Objectives for this academic year include:

- To improve provision and rates of progress for SEND pupils across the school.
- To investigate the possibility of becoming an official ARP in conjunction with SLT, governors and the Local Authority.
- To implement the expansion of Rainbow Room to include Garden Room provision (regardless of ARP status) and to ensure all pupils are making best possible progress.
- To provide individualised planning for children across the school who are not able to access differentiated year group planning (including both individual children, and those accessing Rainbow Room, Garden Room or the Nest).
- To support communication across the school through consistent implementation of symbol use, and through introduction of communication boards in key areas.

Evaluating the effectiveness of provision made for children with SEND

In 2022-23, intervention reviews continued to be used to monitor their impact. The reviews were monitored by the team leaders. Pupil progress meetings and SEND reviews work alongside each other to identify children in need of additional support, to implement the required support and to review this at the next data point. The school have now switched to the use of an online service for this, called 'Provision Map', which allows families and professionals to share information and targets in a more secure way.

SDQs (strength and difficulties questionnaires) are used where appropriate by the ELSA as a baseline for her support. Social skills assessments continue to monitor the progress of children taking part in this intervention group.

Our play therapist, Mrs Yasmeen Floodgate, and drawing and talking therapist, Mrs Sarah Vugler, also use SDQs alongside interviews with teachers and families to form the baseline of their work and to allow impact to be measurable.

Children taking part in social skills groups undertake an informal assessment with their class teacher or teaching assistant, prior to, and when finishing the group. Children who may be in need of Speech and Language support complete articulation screeners with trained staff as required.

External Agencies

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

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Play therapist
- Drawing and Talking therapist (both school and private clients)

- Sensory Consortium (both hearing and visual)
- Physiotherapy service
- Occupational therapy service
- CAMHS
- Primary Mental Health Worker (PMHW)
- Cranbury College Outreach Support
- ASD families advisor
- Reading IASS
- Reading Borough Council Therapeutic Thinking Leads

Transition

Some children with SEND find the transition between year groups a problematic and anxious time as they struggle to cope with the unexpected nature of change. To support children during this time, we ensure that we use the knowledge and advice of experts (e.g. EP, SaLT) when planning the transition for such children.

All children in the school have a One-Page Profile (OPP). This enables their new teacher to get to know what is important to and for the child very quickly. Children write their OPP with the support of their families so that parents/carers can also have some input into the process. Every child also receives a OPP from their teacher to take home over the summer.

Amongst others, we have also found these techniques to be particularly beneficial: new year group passports; pen portraits; running errands for their new teacher; passing up/down teacher and TA conferences; working with their new 1:1 support; having the prospective new teacher reading stories to their new class at the end of the day; showing good work to their new teacher; class assemblies with their new year group teachers; going to read to their new teacher; PSHE lessons on change/transition; ELSA support groups; writing letters to their new teacher; social stories; social skills groups; taking photos of their new classroom and peg to take home with them over the summer to increase familiarity of their new learning environment; and team building games.

Many of these activities or transition techniques take place at least a few weeks before the children even learn who their new teacher is going to be. We believe that putting such actions into place – as early as possible - aids a smoother transition.

Some children, however, find transition more difficult and will have a personalised transition plan which is compiled by the pupil, their family and the school.

Over the last year we have also continued to work with parents of some children who required more specialist provision in the longer term, and are supporting the transition of these pupils as well.

Liaison with Secondary School Partners

Strong links exist with all our partner secondary schools. Close liaison took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector. Separate transition arrangements and induction visits were set up for SEND pupils where required. This year this included virtual visits and collaborative meetings via Teams as well as in person. The use of online Provision Map software has aided the transition to secondary as it is also used by many local secondary schools and information can be shared virtually within minutes.

Pupil involvement in their education

Ways in which we include children in their learning include:

- The creation of their OPP
- Involvement in writing their Learning Plans
- Pupil voice opportunities
- Asking pupils which resource/method works best for them before purchasing new equipment
- Trials of new electronic equipment through loans from other schools
- Generation of the success criteria
- We involve pupils (as much as possible) in meetings that concern them
- Child help to plan and attend their annual reviews (if they have an EHCP)
- All pupils contribute to reviews through questionnaires and where appropriate, discussions with their teacher about targets and progress
- Curriculum targets are written in child friendly vocabulary.

Parents and Carers involvement

Parents and carers of children on the Inclusion register are kept informed about their child's targets and progress through an annual report and both formal and informal meetings with the class teacher.

Parents and carers are offered the chance to support their children in the writing of their OPPs.

The Inclusion manager, DHT, AHT and Assistant SENDCos are also available for 'drop ins' during parent evenings. We have a family engagement worker who can offer additional support to families and run parenting courses.

Children with SEND all have a learning plan in place through 'Provision Map' software, which parents can contribute to, both when writing and when reviewing plans. Documents, such as therapy plans, can also be securely shared using this system. Parents of children with an EHCP are invited to attend person centred review meetings and are formally asked for their views. Parents and carers also have a chance to meet with external partners. Parents are asked to provide written permission for certain interventions and support from external professionals.

Parents and carers can also be kept up-to-date and involved with inclusion matters through visiting our informative website. Click here for Thameside Primary School website. <https://www.thamesideprimary.co.uk/>

SEN and disability forum

Sadly, support for the SEN and disability parent's coffee mornings had decreased over previous years and became unviable. Our new family hub worker is creating opportunities for coffee mornings and workshops with visiting professionals targeted at families of children with particular needs.

Complaints

Our complaints procedure can be found on our school website in the 'Parents' section under policies.

Parent voice

We both welcome and value your opinion. Please take the time to follow the link below to complete a short questionnaire on SEN provision at our school:

<https://www.surveymonkey.co.uk/r/RCX7YM9>

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