



SEND Information Report

Inclusion Manager Report for the 2017-18 Academic Year

INCLUSION MANAGER: Miss C Rollinson
 SEND Governor: Mrs Alison Harwood

Contact: senco@thameside.reading.sch.uk

Local Offer Contribution:
[Click here for link to local offer](#)

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Pupils who have special educational needs or disability achieve well. Those who speak English as an additional language make good progress from their starting points.

The school's work to support pupils' personal development and welfare is outstanding. The headteacher has established an environment where every child, parent and member of staff is valued and their needs considered carefully.

The school makes everyone feel valued and equality of opportunity is clearly in the culture which is intrinsic to the school.

School staff work highly effectively with external agencies to support pupils and their families.

Pupils who have special educational needs or disability benefit from good teaching and achieve well. Teachers work closely with teaching assistants to make sure that these pupils benefit from all the activities provided for them which are specifically adapted to their needs when appropriate.

In foundation stage, children who have special educational needs or disability and disadvantaged children are included fully. They are well supported in their learning and so they do well.

Wave 2 to EHCP (197 chn):
 SEMHD = 62 chn = 31%
 SPN = 13 chn = 7%
 C&L = 60 chn =30%
 SICN = 62 chn =31%

Number of pupils with SEN

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Current
Wave 2 (not SEND)	35	21	24	46	73	93	91
Wave 2+ (SEND support)	New for 2016-17				25	16	5
Wave 3 (SEND support)	15	37	40	38	46	57	58
Statemented/EHCP	2	5	6	9	11	11	17
TOTAL	52	63	70	93	155	177	171

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).

At the time of the release of the *Provisional 2018 Reading Primary School Profile*, the total number of children with SEND at Thameside represented 21.3% of the school population which is an increase on last year and is greater than other schools in the local authority (14.6%). Likewise, nationally, we are in the top quintile (top 20%) for our number of children identified as requiring SEND support or having an EHCP (see below).

School context 2018

Special Educational Needs

- The school was in the top 20% of all schools for the proportion of SEN with EHC/statement (2.4%).
- The school was in the top 20% of all schools for the proportion of SEN support (18.6%).
- The percentage of SEN in year 2 (28%) was higher than all other year groups.

Prior Attainment

- Pupil prior attainment was well above the national comparator for the following: Reading (year 6), Mathematics (year 6)

Source – ASP 2018

Trends over 5 years

The number of pupils with Education Health and Care Plans (EHCP) within the school has steadily increased over the last 5 years and we expect this to continue to grow in 2018-19. The number of pupils receiving early intervention through Wave 2 support is continuing to rapidly increase, which has prevented some children from needing Wave 3 support and thus being classified as SEND. The number of children at Wave 2+ / Wave 3 more than doubled in the academic year 2013-14 and then stabilised before increasing again. This can be explained, in part, by the fact that some children have moved from Wave 3 to Wave 2 and that our methods of SEND identification have improved. Since 2012-13, the number of EHCPs has dramatically increased and the school has allocated provision accordingly, including that for children with significant physical disabilities. The needs of these children with EHCPs have also become increasingly complex, with children requiring support in multiple areas of need. The school currently has a number of further applications for EHCPs in progress so expects this figure to increase further next year. The figures above were taken before a number of additional EHCPs were finalised and the school now has around 5% EHCPs which is more than two times the national average.

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



Policy

Our SEND and Inclusion Policy is currently in the process of being updated by Miss C Rollinson and is in keeping with the Code of Practice which came into effect in September 2014, having last been updated in October 2016. 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:

parents, policies), and a copy of the new policy will be in the same location once it has been approved by all relevant parties.

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 (Source: ASP 2018)

Reading		SCHOOL									
		Overall cohort number		KS1 APS for current KS2 pupils	Avg Scaled Score	% Expected Standard	% Higher Standard	Progress Measure (Using provisional National figure)			
SEN	Yes	10	17%	13.1	98.3	30%		10%		0.5	
	No	50	83%	17.7	107.7	88%		42%		0.7	

Writing		SCHOOL								
		Overall cohort number		KS1 APS for current KS2 pupils	% Expected Standard	% Higher Standard	Progress Measure (Using provisional National figure)			
SEN	Yes	10	17%	13.1	30%		0%		-1.4	
	No	50	83%	17.7	86%		24%		-0.4	

Mathematics		SCHOOL									
		Overall cohort number		KS1 APS for current KS2 pupils	Avg Scaled Score	% Expected Standard	% Higher Standard	Progress Measure (Using provisional National figure)			
SEN	Yes	10	17%	13.1	93.2	20%		10%		-5.2	
	No	50	83%	17.7	105.7	72%		32%		-1.4	

In 2017-18, children with SEND made the most progress in reading and made similar progress to their peers. However, children with SEND made less progress in maths by the end of KS2 in comparison to their peers.

Attendance

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Diff +/-
SEN	94.4%	94.6%	95.1%	93.5%	92.5%	94.9%	94%	- 0.9%
Non-SEN	95.4%	95.4%	96.6%	96.6%	96.3%	96.2%	96.2%	=
Gap	-1.0%	-0.8%	-1.5%	-3.1	-3.8	-1.3%	-2.2%	-0.9%

There is a gap between SEND and non-SEND children which has slightly widened this year, due to the increase in the number of our children with complex needs who require a number of medical appointments.

Exclusions

There were 4 fixed term exclusions involving two pupils, which is an increase from the previous year. This is lower than the LA average.

Budget Allocation

SEND funding (from a notional budget) was used to ensure that an additional teaching assistant is employed to support the youngest pupils in school; to provide the correct provision for pupils with an EHCP (as detailed in their plans); to release the inclusion manager and teachers for review meetings; specialist resources; the release of a teaching assistant to run an Emotional Literacy intervention group; equipment to support sensory circuits; physical resources to support children with SEND (e.g. specialist seating, keyboard stickers for visually impaired pupils, a Da Vinci computer for one pupil); art therapy; play therapy; a full time speech therapist; staff training; a Symwriter licence for the whole school site and increased medical equipment and training to meet the needs of our increasingly complex SEND pupils. Reading Play have also been providing support for children with behavioural difficulties at lunchtimes at particular times of the day / year.

Staff Development

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

- Medical support including catheters and splints
- Physiotherapy training for teaching assistants
- SEND consistency at Thameside
- Supporting children with visual and/or hearing impairments
- ASC training
- PECS support from the inclusion manager and SALT
- Symwriter training
- Identifying and supporting children with SEND
- Supporting SEND in core subjects
- Mental health training delivered by school EP, PMHW and inclusion manager
- Mental health drop-in surgeries, run by school EP, PMHW and inclusion manager
- Sensory circuits training from the Occupational Therapist

Specialist CPD

Miss Rollinson (Inclusion manager)

- Mental health link project with Reading Borough Council
- Outreach support from Brookfields School
- Outreach and shared working with Rachel Tetchner, Resource Manager at Christ the King Primary

Miss Chan (School SALT)

- CPD meetings and conferences attended
- Parent Child Interaction Intervention for children with speech disfluency

Mrs Jennings (ELSA):

- ELSA network meetings attended
- Attended mental health link project drop ins with school EP and PMHW

Mrs Harwood (1:1):

- Sensory training (including sensory diet) from Occupational Therapy service

Miss Clark

- SaLT intervention training from school and NHS SaLT
- Social skills training from Miss Rollinson

Looking forward 2018-19

The school will continue to be involved in a mental health project which includes training and support for all staff. We are currently using one of the classrooms to support a small group of children who require additional support in English and maths lessons. This has a high ratio of adults to children.

The SEND review process has been updated to reflect the growing needs of the school, with teachers taking more responsibility for those at Wave 2.

The inclusion manager will be applying for a number of statutory assessments (for EHCPs) following children joining Thameside with significant undiagnosed need.

The school will be involved with local authority research to investigate the provision offered to children at nursery, both maintained and private.

A third member of school staff will be applying to undertake the SENDCO accreditation to further support the needs of the whole school. Miss Rollinson has been taking part in specific training on supporting children with communication difficulties with regards to PSHE and safeguarding. There have also been visits arranged to other schools to look at their SEND provision.

Thameside will also be taking part in a therapeutic behaviour project in the Spring Term.

A new assessment tool has been purchased in order to track the small steps of progress made by the children with the highest levels of need.

Approach to teaching children with SEN

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
- bilingual support/access to materials in translation
- further differentiation of resources
- study buddies/cross age tutors
- homework/learning support club. (*Source: Thameside SEN & Inclusion Policy*)

Adaptations to the learning environment

Some examples include:

- Workstations in low stimulus areas
- Sense-ational break boxes 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 stools
- Visual timetables
- Chair bands to support a good writing posture (as advised by the occupational therapist)

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, Foundation Stage Intervention Teacher and Inclusion manager
- Art therapy
- Play therapy
- Advice and support from the Primary Mental Health Worker
- ELSA
- Lunchtime key worker support system (lunchtime passport)
- Drawing and talking therapy (run by Mrs Jacobs)

Whole school approach

Thameside Primary School has a number of staff working parties, one of which has developed our own curriculum for PSHE lessons. This includes aspects of Jigsaw PSHE and SMSC, alongside lessons appropriate to the local community (e.g. safety around the river). The inclusion manager has been involved with this working party group to write a term's planning which can be used by class staff. Feedback so far has been positive, and this is currently being extended to support the children with more complex learning needs.

Evaluating the effectiveness of provision made for children with SEND

In 2017-18, intervention reviews continued to be used to monitor their impact. The reviews were monitored by the team leaders.

SDQs (strength and difficulties questionnaires) are used by the ELSA as a baseline for her support.

Our Art Therapist, Mr Bryant, also uses SDQs alongside interviews with teachers and families to form the baseline of his work and to allow impact to be measurable. So does our play therapist, Mrs Floodgate.

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.

External Agencies

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

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Art Therapist

- Sensory Consortium (both hearing and visual)
- CAMHS
- Primary Mental Health Worker (PMHW)
- Assistant Head of The Avenue Special Needs Academy
- Brookfields Outreach Support
- Christ the King Outreach Support

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 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 been working 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.

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 (LPs)
- 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 their annual reviews (if they have an EHCP)

- Involvement in the writing of our whole school provision map (the children took photos of all the things in school that help them to learn)
- 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 and SALT are also available for 'drop ins' during parent evenings.

Children in receipt of Wave 3 support have a Learning Plan. To offer families the opportunity to be involved in the process, the Inclusion manager sends home copies of the latest Learning Plan before a review for them to comment on. This is also the case for children in receipt of Wave 2+ support who have a one page profile plus. 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 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](#).

SEN and disability forum

Sadly, support for the SEN and disability parent's coffee mornings had decreased over previous years and became unviable. In the Summer Term this was re-visited through a community café and this will continue to meet during the current year.

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>

**C Rollinson
Inclusion manager**