

Governors Annual Report to Parents on Special Educational Needs and Disabilities (SEND)

Busbridge Infant School has a duty to report annually to all parents on the provision for Special Educational Needs and Disability (SEND).

Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need additional or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code of Practice describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step, support at SEND Support (Wave Two and Wave Three) can be put in place to help overcome the difficulties a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in an Educational Health Care Plan (EHCP) being issued to the child.

Busbridge Infants School's SEND policy was last reviewed in September 2020 and is due to be reviewed again in September 2021. It is a thorough policy in line with Government guidelines and in accordance with good practice. Mrs Melland is our SEND co-ordinator (SENCo) and Mrs Jones is the monitoring SEND Governor. The SEND school policy, like all our other policies, is available at the school for parents to read and on the school website, in both the SEND and policies sections. Mrs Melland has successfully completed the National SENCO qualification and she in turn delivers training to the rest of the staff on a termly basis.

We currently have twelve children on the SEND Register, with a range of complex needs including: physical and sensory, speech and language and social and communication needs. Currently we have: five children with an EHCP one of which child with a physical disability, one child on Wave Three, and six children on Wave Two. At present four of the children on the SEND register have registered disabilities.

A close eye is kept on the progress of all SEND learners over the last twelve-month period which has proved extremely challenging with the ongoing impact of the coronavirus and the subsequent restrictions. Due to government guidelines, the majority of the external professionals who support our SEND learners have been unable to come into school for nearly four and a half terms. This has had an effect on the children's progress as many of them because of their age or need have found accessing the virtual support offered impossible. In its place SEND staff were able to discuss these learners remotely and implement recommended strategies with services beginning to return to normal late in the summer term.

The disruption to school 'normal' life greatly impacted all the SEND learners but significantly those with Autistic Spectrum Disorders who have presented behaviours linked to extreme anxiety over the last sixteen months which in turn has affected them both socially and academically. During the lockdown period at the start of the Spring Term, we continued to support all our SEND learners either as part of the Critical Workers Bubble or through adapted sessions the children could access remotely at home. Our SEND learners are supported by a team of dedicated and experienced learning support assistants (LSA) who have gone above and beyond to support each and every learner not just academically but holistically as the whole child. Over the last year and a half, I have never been prouder to be SENCo at our school as my team nurture and support the learners to meet their full potential no matter the barriers they encounter on a daily basis. It is down to their continual thinking outside the box and personal drive that has enabled so many of our learners to make the progress towards their individual targets. However, more importantly they have return happily to school with a positive approach to their learning and themselves as a successful learner.

The learners on the SEND Register have all made good to very good progress on their individual targets linked to either their EHCP or those set by external professionals such as Speech and Language therapists with the exception of our ASD for reasons outlined previously.

Literacy:

For many of the SEND learners this is one of their primary need whether it is developing their phonic awareness or enabling them to record their ideas. In both reading and writing four learners meet the End of Year Expectations with two learners meeting this level in both areas. Of the remaining learners seven were working within their age expectations for either reading

or writing. Where the learners were not meeting, age expected outcomes they have narrowed the gap academically through a range of intensive interventions and strategies implemented on the advice of external professionals.

Maths:

Half of the learners on the SEND Register met or exceed the End of Year Expectations for their year group in this area of the curriculum. Of the remaining learners four were working within their age expectations and only two working at a level a year below their chronological age. Similar, to literacy these learners have had targeted interventions such as 'SNAP onto Maths' aimed at securing key concepts to allow the children to develop their mathematical skills.

Every term each child is involved in the creation of their One-Page-Profiles which form a part of their SEND Support Arrangements. These along with their child's Individual Education Plan, (IEP) are shared with the parents to enable an open dialogue of how the adults around the child are supporting them. Parents are also able to make appointments at any time during the term to meet with the SENCO, to discuss their child's targets and progress.

Four of the learners with an EHCP have the 1:1 support for thirty-two and a half hours a week, allowing them to have adult support from the whole school day. The fifth learner with an EHCP has 1:1 for nineteen hours a week educational support. In addition, learning support assistants and class teachers work with small groups, including SEND pupils. The SENCO supports the SEN LSA's to deliver an individualised programme of activities designed to work towards the SEND children's IEP targets and advice from external professionals such as Literacy and Learning Support and Freemantles Outreach Services. One of our SEN LSA's runs the school's Social Group and has successfully completed ELSA training (Emotional Literacy Support Assistant), whilst another has completed their Elkan training, enabling them to support children with speech and language needs. We liaise with outside agencies such as Behaviour Support, Learning and Literacy Support, Speech and Language Services, Physical and Sensory Support when required.

We continue to maintain close links with Busbridge Junior School and other local junior schools. We ensure they receive all the relevant paper work from us on each of our SEND children in advance of them starting at their next school. The children also visit their new school for at least one transition visit before they leave Busbridge Infant School to meet staff and become familiar with the surroundings. In the summer term the SENCO arranges meetings with the schools and nurseries of the SEND children leaving and joining our school to enable a smooth transition process between educational settings.

With reference to accessibility at Busbridge Infants School, our plan was reviewed in 2020 and is available via the school website and is next due to be reviewed in 2023. Also, on the school's website is our 'Local Offer' where the school has responded to fourteen questions posed by the Government regarding our provision for children with SEND. Alongside this is additional information regarding our provision for all children (Wave One or Quality First Teaching) and resources and interventions for children requiring additional support (Wave Two and Wave Three).

We receive extra funds for children with an EHCP which this year has been £28,650 and £12,070 for Pupil Premium children. This money is used for resources including SENCO release time, funding our Home School Link Worker, funding the school's Social Group and targeted SEND support and training. On our website, we have shared how we have spent our Pupil Premium funding generated by children who are eligible for Free School Meals outside of the Universal Free School Meal Scheme. We seek to encourage any eligible parent to complete the Free School Meal Eligibility form as this attracts significant funds to the school.

The SENCO shares current SEND practice and data with the Children and Learning Committee and Full Governing Body meeting every term. The Governors comment on this and question the support and progress made by SEND children.

Mrs Melland and Mrs Jones
SENCO and SEND Governor
September 2021