

**Mundeford Community Infants School**  
**Special Educational Needs Annual report to Parents**  
**2015/16**

Inclusion Leader: Mrs Helen Georges

Inclusion Governor: Mr John Churchill

During 2015-16 the following took place:

- The Active Listening Scheme was introduced as a result of whole school training from the May 2015 Speech and Language INSET day. It aims to develop all children's Attention and Listening Skills
- Mundeford Infants 'Local Offer' (part of the Dorset for You Website's 'Guide of support for children and young people with SEN or disabilities') on the Family Directory website, outlining our ethos, graduated response, links with Outside Agencies, current resources & training and how we work closely with parents, was reviewed; with the school community consulted to ensure it represented what they experienced at our school.
- All children on the school's SEN register are now categorised as 'SEN Support' in place of School Action and School Action Plus and had Individual provision maps and SEN Support Plans.
- The child with a Statement had a Transfer 'child-centred' review meeting to switch to an Educational Health Care Plan.
- The school was successful in applying for an Education Health Care plan for a child with ASD needs and for a Statutory Needs Assessment to go ahead.

### **SEND Register**

The total number of pupils with SEN in July 2016 was 19, with the predominant need being Speech, Language and Communication Difficulties. Other needs included: Autistic Spectrum Disorders, Physical, Social, Emotional and Mental Health needs and a Specific Learning Difficulty. This level of SEN (10.6% of the school population) is a drop of 5% from a level of 15% since June 2011 – due to the school ensuring the children placed on the register have a recognised difficulty which causes a significant hurdle to learning, Early Intervention and First Quality Teaching.

Level of Provision	Reception	Year One	Year Two
SEN Support	2	7	9
Education Health Care Plan	0	0	1

Those children who were not on the SEN register, but caused concern with regard, for example, to their achievement or progress made, were placed on class provision records to ensure their needs were met.

The following screenings were carried out during 2015-16, which in some cases contributed to children been identified as having a barrier to learning and as a result, placed on the SEND Register:

- In-house Speech Sound assessment,
- In-house Speech and Language Expressive, Receptive and Processing skills assessment,
- Salford Reading assessment,
- Phonological Assessment Battery
- ABC checklist (Part of the Learn to Move Programme).
- ELSA assessments
- Boxall Profile
- Working Memory assessment

In other cases it informed our decision to provide interventions or adjust existing ones.

At all stages parents were informed and given advice how to support their child at home and some signposted to other agencies. For example: as a result of observations from PhAB assessment a parent was signposted to opticians and child was prescribed with glasses.

Parents of children on the SEN register met their class teachers at least termly to discuss their child's targets and sign a copy of their child's Provision Map and SEN Support Plan - outlining targets, resources and long term Desired Outcomes. Pupil Profiles were drawn up for some children with more complex needs – outlining their interests, strengths, things they find 'tricky' and strategies and resources that support them.

Attendance of all children at Mudeford Infants is monitored and any issues were managed by the Head Teacher.

## **Progress**

In year R the vulnerable groups, including SEN Support, Ethnic minority, PP, EAL all progressed well. The SEN Support children did not achieve GLD.

In Year 1, compared to the Non-SEN, the Y1 SEN children have made more average progress and more average progress than last year's Yr1 SEN children. Vulnerable group children in Year 1 made more progress than last year and, in Writing, progress improved in all vulnerable groups. The number of SEN Support children achieving/exceeding Expected levels in Reading (77.8%), Writing (66.7%) and Maths (77.8%) shows that First Quality Teaching and interventions are effective.

In Year 2, all vulnerable groups achieved good progress in all areas. The number of SEN Support children achieving Expected levels in Reading (30%), Writing (20%) and Maths (30%) were either in line with or exceeded those in Dorset. 10% achieved Greater Depth in Writing. The child with an EHCP achieved Expected level in Reading.

Those children who did not make expected progress had their provision altered or further advice was sought from Outside Agencies, where appropriate meetings took place with the

Head Teacher, Inclusion leader and parent of those children causing concern in order that home and school could work together to close the gap for these children.

## **Exclusions**

During the academic year 2015-16 there were no exclusions.

## **SEN Funding**

The SEN block funding was used to pay for the running of SEN interventions, 1:1 teaching assistant support and part funded the role of the Inclusion leader.

Also the funding was used to purchase resources including:

- Cross-guard Pencil grips
- Bean Bag
- PhAB Record Forms
- 2 laptops for use by children with Social Communication/ASD and Physical needs

The school applied and received funding for 2 higher needs applications which funded additional support programmes for 2 children with complex needs.

## **Provision**

Class room Teaching Assistants continually supported their class teacher to provide Quality First Teaching tailored to meet the needs of all the children and in addition provided additional support within the class. During 2015-16 this has included ensuring children who find it difficult to focus are sat near the teacher, given carpet square/lumpy cushion/fiddle toy, giving opportunities for children with processing difficulties time to repeat instructions or break tasks down, additional handwriting support; including provision of resources – finger grips, non-slip sheets etc and time to talk & positive behaviour reward systems for children who need emotional support.

Teaching Assistants, the Inclusion Leader & the Head Teacher also provided 1 to 1 and group provisions including:

- 1 to 1 support for children with ASD needs
- Emotional/communication support before/after playtimes
- Emotional Literacy Support (ELSA) for individuals and groups
- Fine motor/handwriting support
- Learn to Move Programme
- Narrative group
- Numeracy booster work (group & individual)
- Physio

- Reading Booster group
- Read Write Inc 1 to 1 work
- Speech and Language Programmes
- Time to Talk group
- Writing Booster group
- Lunch-time support group (Wacky Racers)
- Family SEAL (for parent & child)

The interventions were outlined in Mudeford Infant's School Provision Map for 2015-16.

### **External Agencies**

The Speech and Language Therapy Services provided a Speech and Language therapist to give 6 week block sessions for children with Speech and Language needs.

The Children's Therapy Services visited for review meetings with a Teaching Assistant to support them to provide Physio programmes.

A child attended Play therapy sessions provided by CAMHS.

Mudeford Infants also sent referrals to, received reports from and sought the advice from the following agencies:

- Behaviour Support Services
- Community Paediatrician
- Consultant Paediatrician
- Early Bird ASD Practitioners at Beaucroft
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Primary Mental health worker from CAMHS
- School Nurse
- SENSS (Special Educational Needs Support Services)
- Speech and Language service.

## **Transfer arrangements.**

Mudeford Infants continued working closely with Mudeford Junior School to help all the Year 2 children transfer to their new school in Year 3 smoothly. All Year 2 children had 2 visits to the Juniors in the Summer Term and some children were selected to have additional pre-visits with a Teaching Assistant to have extra familiarisation sessions, opportunities to meet support adults and to take photos. An outside agency meeting was arranged by the Juniors in the Summer Term to aid the smooth transition of a child with Physical needs.

Class teachers and the Inclusion Leaders had information exchange meetings and passed on provisions and strategies used, assessments, logs, and Outside Agency reports for all children. The SENCO from the Juniors also came to meet the children and speak with support staff to ensure provision continued in their new setting.

A member of staff from a Special School met with Infant staff, prior to a child's pre-visits to the school, to ensure a smooth transition.

This year the Early Years Foundation Leader and the Inclusion Leader visited 6 pre-schools to collate information about the new intake of children for September 2016. Additional meetings were arranged with parents, pre-school staff and outside agencies to ensure the smooth transition of children with additional needs.

Teachers and teaching assistants attended the following courses:

- Active Listening Scheme training for all staff (in-house)
- ASD (Autistic Spectrum Disorder) courses for 1 to 1 Teaching Assistants
- Children's Therapy Services Training (Physio & Occupational Therapy) to 1 to 1 Teaching Assistants
- ELSA Support
- Grieving training (ELSA)
- Inclusion Briefings meetings (Inclusion leader)
- SENCO Pyramid meetings (Inclusion leader)
- Transfer Review Process training (Inclusion Leader)
- Transfer to EHCPlan (Inclusion Leader)

## **Signposting**

The school has continued to support parents by providing a welcoming environment where they can relay their concerns and ask for support. Parents have been signposted to:

School Nurse

GP

Opticians

Incredible Years programme

Rose Road Association – Independent Support Programme

## **Monitoring of SEND provision**

The following monitoring took place by the Inclusion Leader during 2015-16:

- Effectiveness of Early Intervention groups on outcomes for Year R children

- Effectiveness of Active Listening Scheme
- Progress in Writing of Children who received additional Active Listening provision through Time to Talk/Narrative groups
- A sample of SEN register children were interviewed to collate their views on provision and their enjoyment of the school day and new curriculum

The SEND Governor did a SEN Walk & reported on findings.

### **Children with Disabilities and Medical Needs 2015/16**

The Inclusion leader monitored the engagement in and enjoyment of school life of a cross-section of children with SEND and/or medical needs. They took a full part in all aspects of school life.

Children with additional medical needs had health care plans completed with the head teacher, school nurse and parent. Pictures of pupils who need urgent medical treatment are posted (with parental permission) on the first aid boards and in the staffroom.