

**Annual report to Parents on the Implementation of the Special Educational needs (SEND)/  
Inclusion Policy for the academic year 2021-22**

Schools have a duty to report annually to all parents on the provision for Special Educational Needs and Disability (SEND) and implementation of their disability equality scheme. Children with special educational needs 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 extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice sets out the processes and procedures that all organisations should follow to meet the needs of children. At Christchurch Infants the SEN/Inclusion policy is in line with the current code of practice to ensure a graduated approach that recognises that children learn in different ways and can have different kinds of Special Needs.

In consultation with parents' children with Special Educational Needs and Disability have been placed on the SEND register. Children are identified as SEND when they have an identified barrier to learning or are falling significantly behind their peers despite early intervention. Screenings have been carried out in school by trained members of staff to identify difficulties in speech and language, phonological awareness and coordination (gross and fine).

Some children receive additional support in class or attend intervention groups with planned programmes. This can also include support for speech and language or behavioural and emotional difficulties. When further advice is needed referrals are made to outside agencies such as the Speech and Language service or Educational Psychologist. Children who have been placed on the SEND register come under the category of SEN Support.

The member of staff responsible for Special needs/Inclusion is Mrs Darch who is the named Inclusion Leader. The governor with responsibility for SEND is Mrs G. Kemp

**Policy**

The SEN policy was last reviewed March 2022. This continues to reflect the changes in the New Code of Practice which were introduced in 2015. The website is being updated to reflect changes in the way schools show their school's local offer. The following shows the number of pupils with SEND for the academic year 2021-22 (based on May 2022 census)

| Level of Provision            | Foundation | Year One | Year Two | Total |
|-------------------------------|------------|----------|----------|-------|
| SEN Support                   | 11         | 9        | 8        | 28    |
| Educational Health Care plans | 1          | 1        | 0        | 2     |
|                               |            |          |          | 30    |

Some children have also been placed on a monitoring process known as concern. These are pupils who are not making expected progress despite intervention being in place. Children who are being monitored may have additional assessments to help identify any possible barriers to learning.

## **Type of SEN**

The main need for pupils during the year 2021-22 was speech and language (63% of SEND pupils). Other barriers to learning included Autism, global learning difficulties, hearing, sensory needs and traits associated with Dyslexia and ADHD. Memory skills both visual and auditory have also been identified as a barrier to learning as well as difficulties with concentration and attention.

Annual reviews have taken place for pupils on an Educational Health Care plan on a yearly basis. Children contribute to annual reviews using a child friendly format. The inclusion leader has continued to deliver Personal Centred reviews. These have sometimes taken place virtually to allow other professionals to attend. 2 pupils have been part of this process this year. Attendance is monitored on a regular basis and links have been made with the local locality team and the Pastoral Support worker when further support is needed for SEND pupils with emotional needs.

## **Progress and Attainment**

EYFS pupils at the end of July 2022 achieved better than national expectations in maths, reading and writing. At the end of the key stage (Year Two) July 2022 SEND pupils also achieved better than national expectations in maths, reading and writing.

## **Exclusions**

During the academic year 2021-22 there have been no exclusions for children with SEND.

## **Budget Allocation**

The deployment of staff is reviewed continually to ensure the right intervention and provision is provided for pupils to have the greatest impact on progress. Currently 4 SEND teaching assistants have been employed to support the SEN children in the following ways over the academic year.

- Leading intervention groups in writing, phonics and mathematics (e.g. Words First)
- Supporting pupils in class in literacy and mathematics.
- One to one provision for learning and behaviour needs for SEND support pupils and pupils with Educational Health Care plans.
- Phonic Booster groups
- Supporting pupils at play times who have communication difficulties
- Delivering speech and language programmes under the guidance of the speech and language therapy team.
- Learn to Move
- Additional play time and lunch time support

Effective use of interventions, of the right duration and targeted at the relevant need, have had a significant impact on pupils' progress. Examples of this include pupils who have received support for Speech and language difficulties and Attachment.

SEND Teaching assistants do not solely support SEND children. The school no longer has a teacher assistant responsible for delivering speech and language programmes. Speech and language activities have instead been delivered by individual class TA's following reports from the speech therapist. This has been challenging for the majority of staff as the majority of pupils are only issued with reports rather than programmes which has required some planning. Staff have been supported through modelled planning from the Inclusion Leader, extra staff meeting time and observing the speech therapist during block therapy. The majority of sessions are now taking place face to face.

Further training opportunities were organised for less experienced staff through Boost funded courses run by specialist professionals.

### **External Agencies**

During the school year the following external agencies have supported SEND pupils within the school

- Speech and language service.
- Educational Psychologist.
- School Nurse
- Community Paediatrician.
- Locality
- School Pastoral Support worker
- Teacher for virtual school for Looked After Children
- Outreach Specialist teachers
- CAHMs

The following referrals were made during the year.

0 request for EHCP's

1 referral to the Educational Psychologist

5 referrals to the Community Paediatrician

0 referrals to the Speech and Language service

2 referrals to CAHMs

6 referrals to outreach

0 referrals to SENNS

The school is also supported by Jo Simpson as the Attachment lead for the South West. Team around the School meetings took place in the Autumn term to discuss pupils with outside professionals. This was attended by the Educational Psychologist, Specialist teachers from Linwood and the early help team.

### **Transfer arrangements.**

As a school we continue to liaise closely with Christchurch Junior School to ensure a smooth transition for all our year 2 children. The Inclusion Leader from the Junior School has also visited pupils in class to understand support needs for Year three. Transition meetings are organised for high needs pupils who are transferring to new schools in September. More detailed information regarding these arrangements are contained with the SEND information report 2022-23.

### **Staff development**

The Inclusion leader, teachers and teaching assistants have attended continued professional development in the following. The majority of sessions were attended virtually.

- SENCO network meetings
- Medical training for Epipen administration and Symptoms of Epilepsy.
- ADHD
- Gaining pupil voice for the PEP process

- CAHMS training
- Annual review training
- Thrive training (whole school)
- LAC training
- Learning from Autistic girls

Future planned training is being offered for whole school training of ADHD and Sensory integration. The majority of training is accessed through Boost funding.

Parents of children on the SEN register have been kept informed of targets and progress through Support Plan meetings at least once a term. Further information on how support is monitored within the school can be found within the SEND information report 2022-23.

### **Children with Disabilities and Medical Needs 2021/22**

All children with SEN, disabilities and medical needs take a full part in the academic and pastoral life of the school.

8 children with additional medical needs have had health care plans initiated by the hospital addressing their needs. Staff have been trained in the supervision and administering of medication for these children. Additional training this year has included the use of Epipens and emergency procedures for children with epilepsy. Pictures of pupils who need urgent medical treatment are posted (with parental permission) on the first aid boards and staffroom.

Details of our Accessibility Plan and intimate Care policy are also available on the school website or from the school office.