



End of Year SEND Information Report 2022-23

What types of SEND did we provide for?

In this academic year, there were 21 pupils on our Special Educational Needs (SEND) register and an increase to 17 children with an EHCP (Education and Health Care Plan). This meant that just over 12% of the school had some form of special educational need (SEN) in 2022-3. A further 36 children were on our 'Monitoring and Concerns' list. 72% of those identified with SEN were boys. Over 50 children also received wellbeing support during the course of the year.

We supported children with the following needs this year: Speech and Language, Autism, ADHD, hearing impairment, working memory issues, dyslexia, sensory processing difficulties and medical needs. Children with social, emotional and mental health issues were supported by our Wellbeing lead.

How did we admit pupils with SEND?

We admitted pupils with SEND either as part of the normal admission arrangements or following consultation with the Local Authority SEN team if a pupil has already held an EHCP.

How did we identify and assess pupils with SEND?

We identified and assessed pupils with SEND through:

- On-going observations and assessments by school staff in class and through-out the school day.
- Conversations with parents and outside agencies and other professionals.
- Information passed on by nurseries and previous schools
- Tracking of data through formal /informal assessments e.g.
- Teacher assessment- data collated termly
- Phonics screening test / school phonics assessments
- KS1 and KS2 statutory assessments
- A range of standardised assessments such as the PIRA and PUMA tests

Slow progress and low attainment did not automatically mean a pupil was recorded as having SEND. We looked at the progress of children to see if it:

- Was significantly slower than that of their peers starting from their baseline
- Failed to match or better the child's previous rate of progress
- Failed to close the attainment gap between them and their peers

Who were the key contacts for pupils with SEND?

Mrs Alison Tomsett was our SEN leader in the academic year 2022-2023. She held a non-class-based post and worked Tuesdays and Wednesdays. From September 2023, our new SEN leader will be Mrs Emma Blakeley. She will work three days a week. She can be contacted (from September) by email on:

admin@aldryngton.wokingham.sch.uk

Mrs Lyn Boba was our Wellbeing Lead and will remain in post, she can be contacted by email on:

lboba@aldryngton.wokingham.sch.uk

Mrs Julia Marshall was the SEND Governor and will remain in post, she can be contacted via email on:

jmarshall@aldgov.com

How did we work with parents of pupils with SEND and involve them in their child's education?

Children on the SEN register had an Individual Education Plan (IEP) written and reviewed termly. Parents were invited to share their views on both the review and proposed new targets and also to comment on progress at home. On-going

teacher assessments were shared with parents by the class teacher. For those with an EHCP, Annual Review meetings were held with parents and the school and external professionals invited where appropriate. Parents were also kept up to date on progress of their child through regular parents' evenings and could contact the class teacher and/or SEN leader to share any concerns, discuss any issues. Both the SEN leader and Wellbeing lead were available on bespoke days in the playground in the mornings at school drop off.

How did we consult pupils with SEN and involved them in their education?

We recognised that pupil voice is important and we listened to the children's' views whenever possible. Where appropriate the IEP outcomes /provision were discussed with the child. Parents were encouraged to share the IEP's at home with their child. Pupils with an EHCP completed an annual questionnaire alongside a trusted adult in preparation for their review and where appropriate invited to the review.

How did we assess and review pupils' progress towards their outcomes?

We followed the graduated approach and the four-part cycle of Assess, Plan, Do, Review. All staff working with a child were aware of the needs, outcomes, teaching strategies or approaches required.

Staff used discussion and assessments to help identify gaps in learning in order to set achievable outcomes. We used formative assessments and standardised tests to track progress over time.

The IEP's were reviewed on a termly basis by teachers to see how children progressed with their short-term outcomes. Professionals such as the Speech and Language service, Occupational Therapists, Educational Psychologists, Learning Support Service and Foundry College were also invited to set outcomes where appropriate for pupils; which fed into the IEP's. Parents were sent the review and suggested targets at the end of each term and actively encouraged to give feedback via a Microsoft form. The SEN leader monitored and responded to this feedback and the IEP amended as appropriate. In the Autumn term over 70% of parents responded using the form. 69% were happy with the proposed targets and 31% asked for minor amendments. In the Spring term over 50% responded and 78% were happy with targets, with just 12% requesting changes. Final IEP reviews were sent out at the end of the Summer term. The SEN leader held regular email and or phone contact with parents and was available in the playground weekly for informal discussions.

For children with an EHCP, progress was reviewed annually against outcomes set out in the Plan and short-term outcomes taken from the plan to inform the IEP.

How did we support pupils moving between different phases of education?

The transition arrangements we offered were:

- Nursery/setting visits arranged by the Foundation Stage staff and the SEN leader
- Consultation meetings/phone conversations held with the current Nursery/setting
- Extra transition visits to school in place for new pupils
- Meetings with new parents/outside professionals.
- Opportunities for new staff to meet the children
- Opportunities for current/receiving teacher to discuss child's progress/provision/needs etc.
- Additional transition visits to new classroom/teacher for those transitioning within the school between Key Stages or to a new class
- Other provision provided- photo books / social stories
- Y6 Transition projects with feeder school
- Foundry College advice given to support specific children with transition
- Vulnerable children visits arranged by the Secondary schools

- Secondary colleagues invited to school to meet child/be part of Annual review meeting to answer parent/child questions

What was our approach to teaching pupils with SEND?

We aim for all our pupils to be fully included within class lessons and differentiate our curriculum according to ability and need; however, we also recognize that some children required provision which is additional to their peers. In 2022-23, this included adapted timetables, additional provision in the classroom and targeted interventions with the aim of closing the gap.

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step when responding to pupils who have SEND. In 2022-23 some SEN pupils required highly differentiated lessons or a bespoke teaching area. Pupils were supported by TAs and in some cases SEN TAs.

How did we adapt the curriculum and learning environment?

The curriculum was differentiated based on each individual's needs, taking into account teacher assessment, information from school staff, advice from external professionals, the need for small group or 1:1 teaching or specific targeted interventions and resources available to the school at the

time.

We adapted our resources and staffing as required. We used recommended aids such as talking tins, coloured overlays, coloured backgrounds, visual timetables, Now and Next boards, large fonts, sit and wobble cushions, therabands, fiddle toys etc. We gave longer processing time, provided pre-teaching opportunities, read instructions aloud etc. Staff were given training when needed to support a specific need or learning style.

What additional support for learning was available for SEND pupils?

We have many experienced TA's who provide support for pupils across the school. Teaching Assistants provided support to enable pupils to access whole class learning and also supported pupils in small groups when delivering interventions. Some TAs supported pupils on a 1:1 basis if they held an EHCP or required additional support to access the curriculum.

What expertise and training was offered to staff to enable them to support pupils with SEND?

Training is offered to staff as required. This may be for larger groups or individuals as needs arise. This year the Lower school and Foundation team have undertaken further training in Speech and Language techniques for SEN and

attended Autism awareness courses. Staff have undertaken epilepsy and other relevant medical training. Some staff have attended courses in Mental health and young people. This year, the SEN leader and has sat in on SEN LA forums and has attended courses run by NASEN on ASD and total communication. Our Wellbeing lead Mrs Lyn Boba has again undertaken extensive training in mental health this year, including Mental health champion, Mental health and young people, Therapeutic thinking, Nurture Assistant course and Emotionally based school avoidance

The SEN leader also had access to the Learning Support team, Educational Psychologist surgeries, Foundry and SALT team for advice.

How did we secure equipment and facilities to support pupils with SEND?

Following discussions with school staff and external professionals it may be necessary to purchase equipment to support a child's needs. When budgeted for and affordable the school purchased this from their SEND budget. This academic year, we opened Rowan room as a bespoke wellbeing room. We purchased additional sensory resources and developmentally appropriate toys for the SEN room, headphones, wobble cushions and therabands to support regulation for some of our SEN pupils. We have also bought dyslexia friendly books, a range of writing tools to support literacy.

Some parents of children with an Education, Health and Care

received a personal budget in negotiation with the local authority.

How did we evaluate the effectiveness of our SEND provision?

Teacher assessment data and standardised test scores were monitored by class teachers and senior leaders. We looked at start and end points of interventions to gauge impact. We reviewed the IEP's termly, sharing progress with parents, and children as appropriate.

We held annual reviews for pupils with EHCPs.

SEND was monitored and discussed at governing body meetings e.g. curriculum. The SEND governor held termly regular meetings with the SEN leader.

How were pupils with SEND enabled to engage in activities available with those in the school who do not have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including before and after school club.

All pupils were encouraged to attend residential trips and adaptations made where required to enable full participation. All pupils were encouraged and where necessary supported to participate in sports days and school plays. Pupils are not excluded from taking part in the above activities because of their SEN or disability, however, additional planning and provision may be required to enable a pupil to participate. We

make suitable preparation for pupils joining the school with SEND to ensure that their opportunities and provision are the best they can be. We review the facilities required by SEND pupils as new needs arise. We make reasonable adjustments as necessary to the curriculum and environment as per the Disability Equality Scheme and Accessibility Plan. In this academic year, we were able to fully include our SEN pupils in off-site trips and activities in consultation with parents, by adding additional support and making adaptations.

How did we support pupils with SEND to improve their emotional and social development?

We are dedicated to improving our SEND pupils' emotional wellbeing needs. We have a zero-tolerance approach to bullying. In 2022-23 we continued to support our pupils in the following ways (this support was available to **all** pupils if required):

- Screening tool twice a year to assess mental health
- Discussions with parents and class teachers to flag and concerns/actions needed
- 1:1 support and weekly drop ins for vulnerable pupils
- Bespoke wellbeing room
- Support for parents through our Wellbeing Lead and SEN leader.
- Carefully structured wellbeing and social skills groups

- Staff monitoring of the emotional well-being of all pupils
- Referrals to Early Help hub, CAMHS and Foundry
- Requesting input from social services where needed.

How did we engage external professionals?

The SEN leader referred children to a range of professionals who provided advice to school staff and parents. Some professionals, such as the SALT team had direct input with pupils:

In 2022-23:

- the SEN leader continued to meet termly with the SALT therapist to set targets for bespoke pupils. Some pupils were given therapy plans.
- Foundry College (Behaviour Outreach Team) were engaged via online referral usually leading to consultation and observation; and target setting <https://foundry.wokingham.sch.uk/>
- The Occupational therapy team held online training sessions for some parents of pupils with an EHCP with attendance by staff
- The Sensory Consortium (For pupils with hearing, visual and multi-sensory impairments) continued to support bespoke pupils in school
- <https://berkshirescs.btck.co.uk/LocaltoYou/Wokingham> CAMHS referrals were made to request assessments for ASD and ADHD leading to assessment and advice for some pupils. Others remain on the waiting lists.

<https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-adolescent-mental-health-services-camhs/>

- Advice was sought from Social services
- Referrals were made to Early help
- Frequent contact was made with the Local Authority to arrange EHCP assessments and Annual reviews.

How did we handle complaints from parents of children with SEND about provision made at the school?

Our approach in 2022-23 remained as follows:

An annual survey offered to all parents to offer feedback in general terms. The school continued to invite open dialogue and parents welcomed to speak to us in person, by phone or by e- mail for this purpose.

Procedures for complaints are outlined within the school's Complaints Policy which is available via the school office or on the school website.

In 2022-23, we continued to aspire to maintain good relationships with our parents.

What support services were available to parents?

Signposting to voluntary agencies and community projects is available on the school's website. Our Wellbeing lead and SEN leader have literature and knowledge of many local agencies and supported parents in accessing their services.

Parents and carers were signposted to information, workshops, courses, events or local services. In this academic year, we signposted parents to local services and local/national voluntary agencies across the cluster. We held coffee mornings termly for our SEN parents and sent SEN updates and details of courses via Parentmail

Who can pupils and parents contact if they have concerns?

If parents and pupils have concerns in the first instance they should contact the class teacher.

Where can the LA local offer be found?

The school's Local Offer and Wokingham's Local Offer can be found on the school website under SEND. The school's Local Offer was reviewed in February 2022. The Accessibility Plan 2021-25, SEND policy, Safeguarding, Child Protection and promoting the Welfare of Children and Public Sector Equality Duty Statement and associated action plan can all be found on our website and should be read alongside this report.