



Downs Infant School – SEND in a Nutshell 26-27

Number on roll: 266
 Number of SEN: 49 (18.42%)
 Number of EHCPs: 14 (5.26%)
 EHCPs including EHCNA/APDR in progress: 1 (0.38%)

Area of Need	Number	% of all	% of SEN
Cognition and Learning	1	0.38%	2.04%
Communication and Interaction	32	12.03%	65.31%
Social, Emotional and Mental Health	12	4.51%	24.49%
Sensory and/or Physical	4	1.5%	8.16%

SEND Developments

- Joined the Internal Inclusion Space (IIS) programme – increased access to experts at hand, increased funding. IIS changed from The Hive to Seahorse Class and provision moved from PM to AM, headed up by a qualified teacher.
- Collaboration with SEND Link Governor – termly/ half termly meetings
- Development of Next Steps Framework implementation – refinement in expectations per year group and support from Outreach to implement/embed.
- Key staff trained in the following areas (in 25-26): Just Right, Double Empathy, Building Trust with School – Anxious Students, Executive Functioning, Working with Autistic Strengths, ADHD, Makaton, Next Steps Framework, Primary Communication Champions, Regulating Challenging Behaviour, Attachment, SALT, Developing Social Understanding and Communication for Pupils with SLCN and / or Autistic Pupils, Trauma; The Impact Adversity has on Young People and Behaviour, Lego Intervention Groups for Autistic Pupils and those with DLD/Language Disorder, Supporting Autistic Young People Experiencing Anxiety in School, Oliver McGowan Learning Disability and Autism Training
- Development of Pupil Passports for key pupils – joined up with DJS for consistency and continuity.
- Deputy Designated Safeguarding Lead specifically for Inclusion embedded as part of Safeguarding Leadership model
- SEND cohort has shifted – majority of EHCP pupils now have SLCN need, SEMH & regulation needs and Sensory Processing differences.
- Due to this, deployment of support staff has been reconsidered, to focus on delivering specific interventions.
- One key member of SEN Support Staff has taken a SEMH/behaviour support role, with The Hive as an SEMH/Regulation space.

High Quality Teaching for All

Cognition and Learning	Communication and Interaction
• Phase through of Little Wandle Phonics (incl. keep up interventions and SEN program) – YR&Y1 25-26 • Reading Army • Better Reading Partnership • Standardised assessments for those who are repeatedly not meeting ARE in Pupil Progress Meetings • Talk4Writing – visual and practical learning	• School Start interventions • SALT interventions (1:1) • Talking partners and oracy project • Speech Link/Language Link assessments and interventions • Social skills interventions during COOL time • Continuous Provision approach lends itself to development of both receptive and expressive language learning opportunities
Social, Emotional and Mental Health	Sensory and/or Physical
• Just Right • Emotion Coaching • Playground Buddies • SEMH base (The Hive) • SEMH/behaviour support adult allocated • School's Mental Health Service • Boxall Profiles/Strengths and Difficulties Questionnaires (SDQ) • Relationships are a primary focus for all pupils	• Sensory circuits • Movement breaks • Sensory rooms • Regulation spaces in all classrooms • Sports Coach interventions • Just Right • Sensory questionnaires to create individual profiles/sensory diets • Access to wobble cushions, fidgets, ear defenders as standard

Absence (25-26)

Fixed Term Exclusions (up to 5 days): 11

Permanent Exclusions: 0

% of SEN exclusions: 100%

BAP: 2

% of SEN BAP: 100%

Reduced Timetables: 1 x Stat. School Aged

% of SEN Reduced Timetables: 100%

Outcomes (25-26)

	<u>YR SEN Sup.</u>	<u>YR EHCP</u>	<u>Y1 SEN Sup.</u>	<u>Y1 EHCP</u>	<u>Y2 SEN Sup.</u>	<u>Y2 EHCP</u>
EYFS Good Level of Dev. (GLD)	4/8 met GLD overall	0/7 met GLD overall				
Phonics Screening Check			11/14 passed	2/5 passed	21/21 passed	8/10 passed
Reading	5/8 met ARE	1/7 met ARE	9/14 met ARE	1/5 met ARE	14/21 met ARE	3/10 met ARE
Writing	4/8 met ARE	1/7 met ARE	5/14 met ARE	1/5 met ARE	11/21 met ARE	0/10 met ARE
Maths	6/8 met ARE	2/7 met ARE	9/14 met ARE	1/5 met ARE	16/21 met ARE	3/10 met ARE

Strengths and Areas for Development

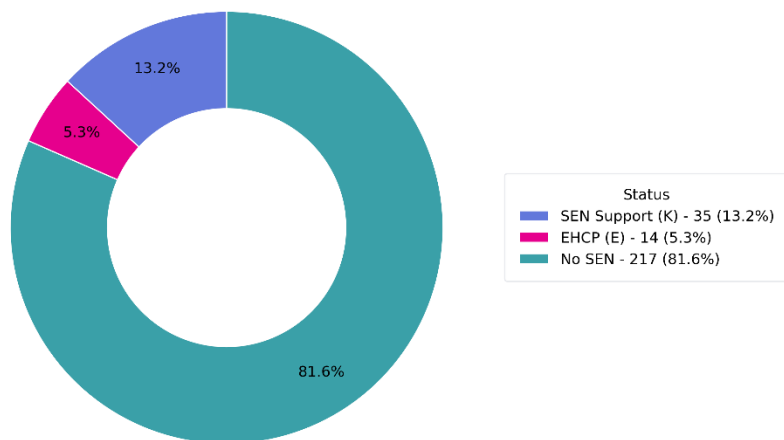
Our key strengths in SEND:

- Knowledgeable, warm, compassionate, professional and patient staff
- Communication with all stakeholders. Regular phone call and email updates to parents to inform them of changes to behaviour, attainment, groupings, staffing, referrals, assessments, provision and strategies.
- Support for parents/pupils – parent/carers workshops, signposted to relevant training materials and books, links made with mental health practitioners and family support workers.
- Supporting parents whilst on the SEND assessment pathways and signposting to support services including AMAZE, mASCot, PaCC etc.
- Coffee mornings and encouragement of parental support groups.
- Supporting parents through EHCNA process including evidencing and navigating mediation, appeals and tribunals.
- Identification of needs, via Graduated Approach. Internal process for referrals discussed in weekly meetings with SLT to discuss children and emerging needs. Liaison meetings held with outside agencies and swift appointments booked. As an impact of the above, all EHCNA requests in the past academic year have been agreed and implemented or are underway.
- Positive relationships with, and feedback from parents and parents/carers during Annual Reviews and TAF meetings.
- Flexible and responsive approach to meeting children where they are to support progress and development.

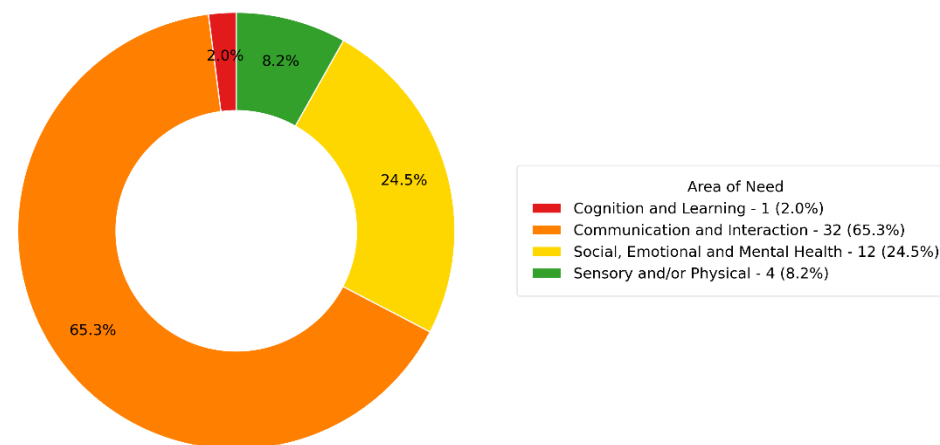
To improve SEND our key areas for development are:

- Continue to raise standards of academic attainment for pupils on SEN Support (K) – development of interventions for this pupil group to be a key focus for 26-27
- To ensure that Pupil Profiles are useful documents that are used by all, including SMART targets to support measuring progress – development of Pupil Passport template in joint planning with DJS, BHSS and Educational Psychologist
- Training for teachers on accurately assessing those with complex needs – NSF training scheduled with Hill Park Outreach Lead.
- Input from all stakeholders to further develop a robust and inclusive behaviour policy.

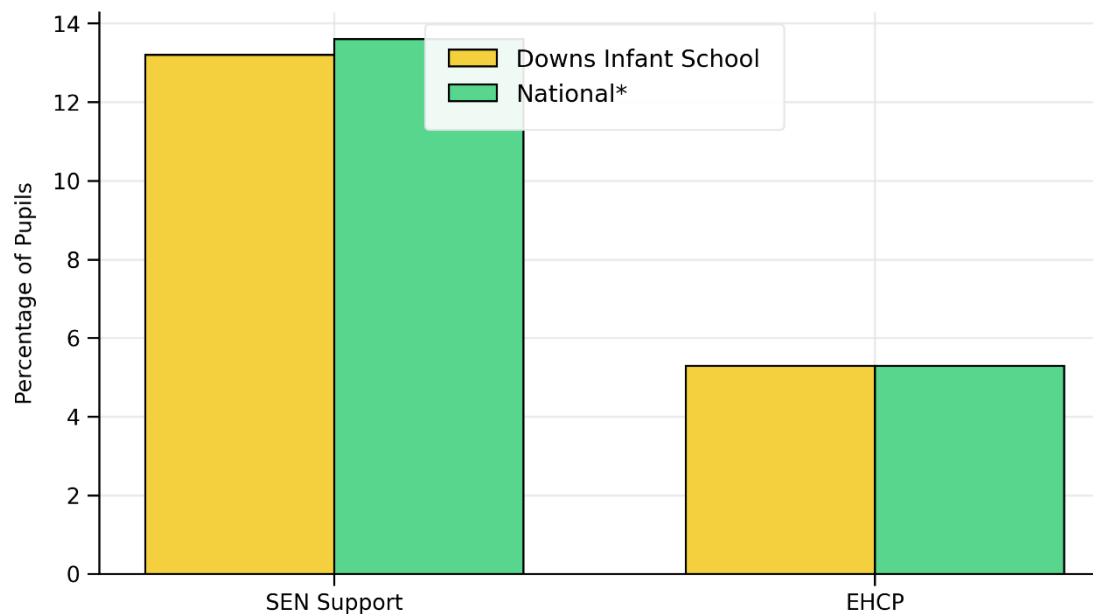
SEN Support Status



Broad Area of Need



Downs Infant School vs National SEN Profile



* National figures are for primary schools and are not specific to infant schools.