



Downs Infant School – SEND in a Nutshell 25-26

Number on roll: 290
 Number of SEN: 66 (22.76%)
 Number of EHCPs: 16 (5.17%)
 EHCPs including EHCNA/APDR in progress: 21 (7.24%)

Area of Need	Number	% of all	% of SEN
Cognition and Learning	3	1%	4.5%
Communication and Interaction	35	12%	53%
Social, Emotional and Mental Health	24	8%	36%
Sensory and/or Physical	4	1%	6%

SEND Developments

- The Hive – Internal Inclusion Space
- SEND review meetings – termly with SENCO and class teachers
- Collaboration with Governors
- Development of appropriate planning differentiation (Next Steps Framework)
- Multi-disciplinary meetings used as a format for professional discussion and possible interventions/provision – TAF meetings
- Collaboration with BHISS, SALT, SMHS
- SEND/Inclusion training 25-26: De-escalation and safer holding, Makaton, When behaviour challenges: practical strategies, Introduction to Autism
- Additional training in specific areas for key staff/staff teams
- Parent workshops and coffee mornings to promote peer support, information sharing, home/school communication and raising awareness
- IEPs shared with all relevant staff – HLTAs have individual folders
- Development of Pupil Passports for key pupils
- Leaders are collaborative in their approach to leading SEND – weekly SENCO/HT meeting
- Deputy Designated Safeguarding Lead specifically for Inclusion
- Timely and thorough responses to parental enquiries – strong relationships built between families and school
- Inclusive, supportive and caring culture

High Quality Teaching for All

Cognition and Learning	Communication and Interaction
• Streamed phonics groups • Introduction of Little Wandle in Reception • Reading Army • Better Reading Partnership • Standardised assessments e.g. WESFORD screenings, Raven's progressive matrices, PhAB2 • Talk4Writing – visual and practical learning • Adaptive teaching INSET • Development of DIS '5 A Day'	• School start interventions • SALT interventions • Talking partners explicitly taught • Speech Link/Language Link assessments and interventions • Lunch time clubs • Social skills interventions • 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 • Bridging adults • Social skills interventions • Play-based learning • SMHS/BHISS referrals • Boxall Profiles/Strengths and Difficulties Questionnaires • Relationships are a primary focus for all pupils	• Sensory circuits • Movement breaks • Sensory room x2 • Zen Dens in all classrooms • Workout Wednesday (Rec.) • Sports Coach interventions • Just Right staff training and development of writing JR sensory regulation profiles

Absence (24-25)**Fixed Term Exclusions (up to 5 days): 7****Permanent Exclusions: 0****% of SEN exclusions: 100%****BAP: 0****% of SEN BAP:****Reduced Timetables: 1 x Stat. School Aged****% of SEN Reduced Timetables: 100%****Outcomes (24-25)**

	<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)	7/17 met GLD overall	0/1 met GLD overall				
Phonics Screening Check			20/23 passed	3/7 passed	6/7 passed	6/9 passed
Reading	8/17 met ARE	0/1 met ARE	17/23 met ARE	2/7 met ARE	2/7 met ARE	3/9 met ARE
Writing	7/17 met ARE	0/1 met ARE	11/23 met ARE	0/7 met ARE	3/7 met ARE	2/9 met ARE
Maths	9/17 met ARE	0/1 met ARE	17/23 met ARE	2/7 met ARE	4/7 met ARE	2/9 met ARE

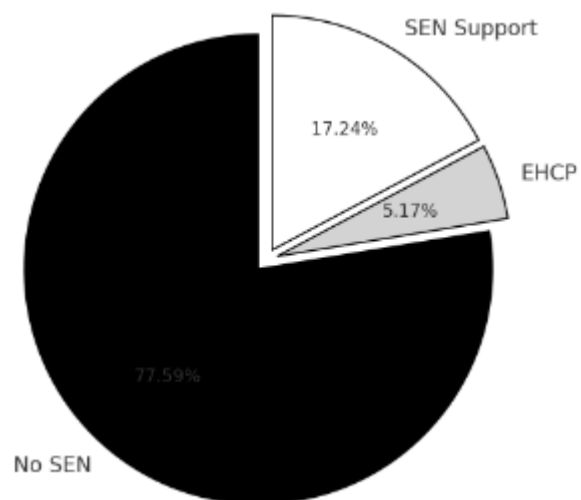
Strengths and Areas for Development**Our key strengths in SEND:**

- Knowledgeable, warm, compassionate, 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/carer 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.
- Engagement in PINS project
- 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, many EHCP's have been agreed and implemented or are underway.
- Progress in SEND provisions – The Hive, interventions, carefully matched staff to support in 1:1 TA roles etc. which have a positive impact on learning – feedback from parents and parents/ carers during Annual Reviews and more frequent informal conversations.

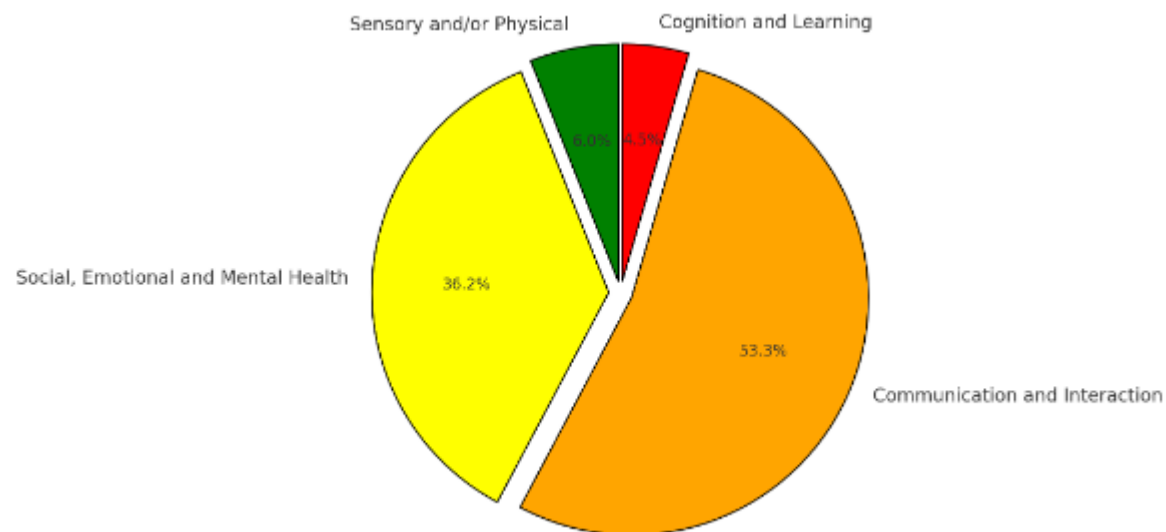
To improve SEND our key areas for development are:

- Continue to ensure that we raise standards to academic attainment for pupils on SEN Support – development of interventions for this pupil group to be a key focus for Spring term
- To ensure that IEPs are useful documents that are used by all, including SMART targets to support measuring progress
- Assessment – to ensure that Next Steps Framework targets are incorporated into the daily/ weekly planning and assessment of those SEND pupils with high needs
- Whole school training on the management of behaviour that challenges (with an aim to reduce significant behavioural incidents stemming from dysregulation)

SEN Support Status - DIS



Broad Area of Need - DIS



SEN Support Compared to National

**National figures are through primary (years 1-6) not infants*

