

## Annual SEND Report to Governors

2022-2023

Name of School: Kenmore Park Infant & Nursery School

Inclusion Manager: J Snowden

Date of report: September 2023

### The Inclusion Quality Mark (IQM) Assessment



In June 2023, the school received its annual IQM assessment visit, the outcome was the fifth year of the school being judged a 'Flagship School.'

The following are quotes from the report:

- **The school is facing significant national and local challenges** at the present time. There is a shortage of specialist placements nationally and the numbers of children with complex special needs are increasing. In particular, the number of children with an autism diagnosis has risen.
- Mobility is high with families being placed in temporary accommodation locally and then being moved on to other properties. This impacts on the use of resources and makes it hard for the school to show impact as children often move away after a few months. A fall in pupil numbers also equates to a fall in funding and means that there are less staff to deploy
- Despite these very significant challenges, **school staff continue to put all children at the heart of everything they do**
- **Despite the challenges the school is facing, the senior leaders and staff continue to put the needs of the children at the forefront of all they do.** It is a mark of their commitment to inclusion that they are preparing a bespoke model for those children with very complex SEN in order to meet their needs as effectively as possible whilst they are in mainstream education
- Every child is held in mind as an individual and the school does its best to identify and meet the needs of every pupil that attends
- **Relationships within the school remain strong, the children clearly see staff as a source of encouragement and support, and teachers and support staff work hard to model a calm and respectful community**
- Attention to detail is evident, for example in Nursery a set of child sized footprints with the Numicon shapes on lead from the door to support the children's counting and number recognition as they come in
- The curriculum is designed to be relevant and meaningful for the children. A clear phonics strategy supports children to build their reading ability, with a focus on prosody and comprehension as well as decoding
- Access to practical resources supports children in developing their thinking and supports the push on oracy throughout the school
- The children I met with were confident communicators despite their additional needs and were able to express their views well
- Another intervention being used to develop children's vocabulary skills is Box Clever, a series of play based sessions focussed on different small world scenarios such as a playground or a zoo with a different scenario each week
- The school works effectively to maximise the support of external professionals and has thought carefully about the most efficient use of time and resources
- The school is well supported by the Governor for Special Educational Needs.

### Outcomes of SEND pupils

- From low on-entry starting points, the large majority of children who receive interventions make good progress.
- Typically, children with SEN make good progress – some make highly accelerated progress. However, often the starting point of the children on entry to the school, in spite of accelerated progress, the children do not meet

year group age-related expectation by the end of the academic year or key stage. **The large majority make at least expected progress and a significant number make greater-than-expected point progress over the year (3 steps per academic year and/or more than 6 steps from the start to the end of Key Stage 1) thereby diminishing differences between them and their peers.**

- Children who do not make sufficient progress are rigorously monitored and may, if deemed appropriate, have referrals made to other professionals or requests for Education, Health and Care Plans.

### **Impact & Effectiveness of interventions**

- Evidence, through previous tracking data, demonstrates that the interventions we run have a positive impact. Furthermore, whole-class teaching is carefully differentiated – and this continues to be an area of focus for the school.

Our staff are motivated and have high-expectations for all the children regardless of their level of need – testament to this is the fact that the school maintained its designation as an Inclusion Quality Mark Flag Ship School confirmed following an annual virtual review in June by the Inclusion Quality Mark assessor.

### **SEND Profile (SEND register etc.) updated 13.04.23**

	Number in receipt of EHC Plan	Number on SEN register 'SEN Support'	Number being Monitor-ed/in receipt of Internal Intervention	Number of children who were in receipt of Speech & Language Therapy (SALT)	(Main) Area of Need (Chn on 'SEN Support/EHCP)			
					Communicat ion & Interaction	Sensory &/or Physical Needs	Cognition& Learning	Social, Emotional & Mental health
Nursery	[2] (One more expected by end of summer term)	[7]		[8]	[8]			
Reception	[3]	[11]		[12]	[12]	[1]		[1]
Y1	[2]	[5]		[6]	[6]	[1]		
Y2	[2]	[5]		[7]	[7]			
<b>Total</b>	9	28		33	33	2		1

### **Children with Education, Health & Care Plans (EHCPs)**

It is very difficult (and is only becoming increasingly so) to obtain an EHCP and these are reserved for children with very high levels of need. The number of children the school has typically supported with this level of need has tended to average around 5. However, by the end of **summer term 2023, the school had 9 children with EHCPs**- although one was late to be issued so 10 is a more accurate number. This number would have been even higher but 2 children with EHCPs moved out of the borough mid-year and one child whom we had applied for an EHCP in summer term 2022 did not return in autumn 2023. 10 is the highest number of children with EHCPs that we have ever had to accommodate and it is anticipated that next year the number will rise substantially again.

**Communication and Interaction** remains a significant area of special educational need amongst learners. The number of children requiring Speech and Language Therapy (SALT) input is consistently high - around 20 pupils - although this

changes as children move on and off the Therapist's caseload. **This year, 33 children in total received support from SALT – more than a 50% increase on what used to be the 'average' level of need.**

Governors should be aware that as a service the Speech and Language Therapy (SALT) Team in Harrow continues to experience higher-than-ever levels of demand and referrals. Consequently, children may not necessarily receive their full entitlement due to limited resources. **Governors, may, however, be interested to know the extent to which access to SALT sessions are reduced:**

Several categories of need are protected: children on the ASD pathway; children with EHCPs; children with high health needs and children in high risk/high priority communication needs or eating and drinking difficulties.

**Many of our children do not fall into these categories.** Children who are in receipt of SALT are designated a level of need e.g. s12, which indicates that the child is deemed to require 12 sessions of specialized support, i.e. that the child needs to be seen 12 times a year by a Speech and Language Therapist. 3 sessions are automatically reserved for preparation and planning by the SALT so the child should be seen 9 times a year – therefore 3 times a term or approximately once a month.

**However, instead, such children are being seen once a term – or once every 12 weeks.**

Since summer term 2021, Brent and Harrow Speech and Language Therapy departments were no longer working under the same NHS trust. The consequence of this is that if a child is not registered at a GP in the same borough as the child's school, they will **NOT** be able to access Speech and Language Therapy. This has led to several children missing out on professional support which it is vitally important they receive.

We have also been told that children entering the school from a different borough, who are already in receipt of SALT, need to be re-referred to Harrow SALT. Given our high-level of mobility, this is likely to impact upon an increasing number of children.

The school is working closely with our Speech and Language Therapist and we are trying to maximize her impact. One way we did this in 2022/23 was to ask our SALT to trial and run session with parents – demonstrating speech and language techniques and asking the parents to do follow-up work at home. This was very successful. Parental feedback was very positive. However, Harrow Speech & Language Therapy Services have since decided that running such sessions should count as 'contacts' between the SALT and the child. We feel this is unfair and so we are adapting our approach next year.

### **Challenges in 2022-2023:**

#### **Mental Health (MH)**

There has been a significant rise of parents presenting with serious mental health issues. This is often unknown to the school until safeguarding issues come to light. This year, there have been 3 families in which a parent is presenting with a significant Mental Health issue which is impacting on the children in the family in some way.

The school is exploring the possibility of having a Therapeutic Lead through the Harrow-Schools' Counselling Partnership who could be available to support the MH of parents and staff.

#### **Autistic Spectrum Disorder (ASD)**

The number of children who attend the setting with autism remains high. We currently have 5 children with a diagnosis of ASD and with several other children on the 'Communication assessment pathway.'

#### **Staff illness**

Autumn term 2022 saw unprecedented levels of staff absence, requiring staff to cover absences and thus reducing the amount of interventions which could be facilitated.

#### **Children whose needs are severe enough to require a special-school place but who have not acquired spaces**

The demand for spaces in special schools in Harrow is unprecedented. Usually, in any given academic year, perhaps one

*or two children from KPINS require a special school place. This year, we have 3 children whose needs are so severe as to warrant such a provision. However, none of the children have obtained a space due to the scarcity of places available. This is an enormous challenge for the school next year and one which we are evaluating creative ways of addressing.*

### **Mobility**

The historical culture of the school is one of significant levels of mobility but during this academic year we have been experiencing never-before-seen levels of mobility (63 (21%) new admissions across the school and 57 (19%) leavers in one academic year). This has resulted in increased workload for staff e.g. completing & collating documentations in order to submit applications for Education, Health & Care Plans for children who then leave the school/country. At times, this mobility absorbs some of the resources and interventions the school is able to provide, only for children who have received such intervention to leave. Last year, 6 children were supported in Y1 to improve their reading and writing skills with FFT. The majority of the children made good progress. However, 3 of the 6 children have subsequently left the school.

In addition, expectations are that schools will make invest resources to support the lowest 20% of readers. This is very difficult when the children who constitute the bottom 20% change frequently.

### **Rise in need and mobility leading to increased workload:**

Because the number of children requiring support continues to rise along with the mobility, the number of referrals to professional agencies that have been completed has also risen. Each child attending the school with significant needs is likely to need referral forms completing for 2-4 services. I try to keep a record of the number of referrals completed. This year, 60 referrals were completed. See a breakdown on p5 (range of services).

### **Behaviour**

Children with SEND remain disproportionately involved in behavior incidents. This is by no means unusual –the nature of the conditions the children are experiencing may experience significant frustrations. For example, children who have speech and language difficulties may find it difficult to express their emotions verbally and may resort to physical interactions. Behaviour risk assessments are completed for these learners and staff supporting them and we've facilitated training in positive handling.

The school continues to purchase support from the Harrow Schools' Counselling Support services in order to provide Play-based Therapy for 4 children at a time. The school has also worked closely with the Children & Adolescent Mental Health Service (CAMHS) for 2 children this year.

### **Availability of services:**

- Occupational Therapy continues to be in short supply in the borough. In some cases, even statutory support is not being delivered.
- As noted above, SALT services are reduced and the obstacles to procuring support are greater.
- Waiting lists for children to access a paediatrician seem longer than ever – more than a year in some cases
- Families are often waiting up to 12 weeks to be able to register at a local GP when moving into the area, resulting in yet further delays to accessing services.

*The services themselves seem to be creaking under the weight of need: the communication between different services seems to be poor. We sometimes receive reports from services stating that they are going to refer to another agency, only to find that the request/referrals were never made.*

*As Inclusion Lead, I have worked to challenge the state of services, writing a complaint letter to the Head of Harrow SENARS (Special Educational Needs and Review Service) and the Director of Education Services at Harrow Council.*

### Working in partnership with professionals

The school seeks to work closely with other professionals. We regularly liaise with Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Advisory Teachers for those with Hearing Impairment and Advisory Teachers for Autism. With limited resources, the school works hard to make these relationships effective.

This year, the SENDCo has also supported a SENDCo new to the borough. The following message was received via email on 18.05.23:

'Hi James, thank you for spending so much time with me today supporting me with understanding the EHC process and also sending me helpful materials.'

### Working with Parents

The school prides itself as a hub for the community and seeks to support parents and families. The following is quote from our IQM Flagship Assessment Report from June 2023:

Parents noted that the school works hard to communicate with them...They value the parent workshops that the school runs, including those around phonics and supporting children with speech and language, "it makes a big difference".

**One parent talked at length about how he now understands the importance of parents in their children's education. He talked about a triangle of support between the child, family, and school.** Parents who had attended the workshops were able to explain the impact it had had on their children and felt better equipped to support their children's learning.

### Referrals made to outside agencies:

**2022-23 continued to be a busy year in terms of needs of the children. The school continues to make prompt referrals to agencies. More referrals were made than ever before this year, beating the previous highest total (which was academic year 2021-22).**

Agency	Speech and Language Therapy(SALT)	Educational Psychology(EP)	Occupational Therapy(OT)	Pediatrician	SENARS – EHCP requests	Other	Total
Number of referrals 22-23	28 (+15)	8 (+1)	1 (-4)	4 (+2)	8 (+1)	11	60 (+26)
Number of referrals 21-22	13 (+6)	7(+2)	5 (0)	2 (0)	7 (+1)		34 (+9)

### **Progress of Children on the SEN register in receipt of support from external agencies (Speech and Language Therapy, Children's Sensory Team, etc.)**

The school uses its own **tracking system**. **Expected progress is judged to be 3 points/year**. Therefore, a child moving from a reading, writing or maths score of 16-19 would be judged to have made expected progress. Anything above this would be deemed good/outstanding. However, as a result of lockdown /school closures from March the last data submission was Spring 2, thus the expected progress points for the last academic year is 2 points. Anything above that would be good/outstanding progress.

### **Progress of Children on the SEN register: Y2**

	Child	Reading score at start of year/on entry	Writing score at start of year/on entry	Maths score at start of year/on entry	Reading score at end	Writing score at end	Maths score at end	R progress	W progress	M progress	Additional Factors:
								In Y2	In Y2	In Y2	
								Since EYFS	Since EYFS	Since EYFS	

Children in receipt of EHCP	A	12	12	12	16	16	17	4	4	5	Summative: R: Well below W: Well below M: Well below
								9	8	9	
	B	17	17	17	20	19	19	3	2	2	Summative: R: Below W: Below M: Below
								10	7	8	
Children in Receipt of SEN Support	C	18	18	17	22	21	22	4	3	5	Summative: R: Secure W: Developing M: Secure
								7	7	8	
	D	18	18	18	21	21	21	3	3	3	Summative: R: Developing W: Developing M: Developing
								7	6	6	
	E	18	18	18	21	21	21	3	3	3	Summative: R: Developing W: Developing M: Developing
								6	6	6	
	F	15	18	16	20	20	19	5	4	3	Summative: R: Entering W: Entering M: Below
								16	11	14	
	G	20*enter Y2 Spring	19*enter Y2 Spring	20*enter Y2 Spring	22	22	22	2	3	2	Summative: R: Secure W: Secure M: Secure
								No data	No data	No data	
	H	15	16	15	18	17	18	3	1	3	Summative: R: Well below W: Well below M: Well below
								9	8	9	

**Comments:**

- All children made expected/accelerated progress from their baselines at the start of Y1.
- Whilst children make good progress, they often finish Key Stage 1 working below or 'well-below' age-related expectations due to their low starting point and challenges faced.

**Progress of Children on the SEN register: Y1**

	Child	Reading score at start of year	Writing score at start of year	Maths score at start of year	Reading score at end	Writing score at end	Maths score at end	R progress	W progress	M progress	Additional Factors:
Children in receipt of an EHCP	I	9	0	10	14	12	13	5	12	3	Summative: R: Well below W: Well below M: Well below
	J	11	10	11	17	15	17	6	5	6	Summative: R: Entering W: Well below M: Entering
Children in receipt of SEN Support	K	15	17	16	16	18	18	1	1	2	Summative: R: Below W: Developing M: Developing
	L	0	0	0	9	9	9	9	9	9	Summative: R: Well below W: Well below M: Well below
	M	17	17	17	19	19	19	2	2	2	Summative: R: Secure W: Secure M: Secure



	N	13	14	13	18	17	17	5	3	4	Summative: R: Developing W: Entering M: Entering
	O	0	0	9	9	9	11	9	9	2	Summative: R: Well below W: Well below M: Well below
	P	12	12	13	17	15	17	5	3	4	Summative: R: Entering W: Well below M: Entering
	Q	0	0	13	14	14	14	14	14	1	Summative: R: Well below W: Well below M: Well below

**Comments:**

- Many children made exceptional progress. Often, the children making substantial progress began with very low starting points.
- One child, whose progress scores are particularly low, experiences communication difficulties (selective mute) which has meant she is unable to read in front of an adult. This has made it challenging to accurately assess areas of her learning more specifically reading. The school is working with her parents in order to find a way to address this e.g., asking them to provide video clips of her reading at home.
- The majority of children do not end the year at age-related expectations despite making good/better progress due to low starting points.

Progress of Children on the SEN register: Reception								
Progress of Children on the SEN register in receipt of support from external agencies (Speech and Language Therapy, ASD advisory teacher, etc.)								
The school uses its own tracking system. Expected progress is judged to be 6 points/year for children who’s on entry data is in line with age related expectations. Anything above this would be deemed good/outstanding.								
Maths								
	Name	Numbers baseline	Numbers, Summer 2	Progress in Numbers	Numerical Pattern	Numerical Pattern Sum 2	Progress in Numerical Pattern	Additional Factors:
Children in receipt of an EHCP	R	2dN	3dR	11	2dN	2dR	8	Diagnosis of ASD. Outstanding support from parents. Concerns would requires a special school place but is managing in mainstream.
	S	Below	Below	0	Below	Below	0	Non-verbal child with ASD diagnosis. Requires a special school place.
	T	Below	3sR	17	1eN	3dR	15	Health issues mean frequent time off. Despite this has made exceptional progress. Outstanding support from parents.
Children in receipt of SEN Support	U	1eR	3sR	8	1eR	3sR	8	
	V	2dN	3eR	10	1dN	3sR	15	
	W	1eR	2eR	11	3eN	1sR	4	
	X	2dN	3dR	11	2dN	3sR	12	
	Y	Below	2dR	13	Below	2dR	13	
	Z	1dN	3eR	13	1eN	3eR	15	
	AA	1eN	2dR	12	1eN	2eR	11	
	AB	2eN	2dN	1	2eN	2eN	0	Limited progress led to a request for an EHCP. This will be gained in Y1.
	AC	3dN	3sR	9	1eR	3sR	8	
	AD	1dN	1dR	8	1dN	1eR	7	
	AE	1dR	3sR	7	1sR	3sR	6	
	Outcomes: Progress in Maths							
	Numbers					Numerical Pattern		
	12/14 (86%) made good or better progress 2/14 (14%) made less than expected progress					10/14 (71 %) made good or better progress 1/14 (7%) made expected progress 3/14 made (21%) less than expected progress		
	Outcomes: Attainment in Maths							
	Numbers					Numerical Pattern		



	4/14 (29%) met age-related expectations 10/14 (71%) did not meet age-related expectation					5/14 (36%) met age-related expectations 9/14 (64%) did not meet age-related expectation		
	Literacy							
	Name	Word Reading baseline	Reading Sum 2	Progress in Reading	Writing baseline	Writing Sum 2	Progress in Writing	Additional Factors:
Children in receipt of an EHCP	R	2eN	3sR	13	2eN	3sR	13	Great support from parents. Initial concerns that the child would requires a special school place. Ended the year at age-related expectations in Literacy.
	S	Below	Below	0	Below	Below	0	Requires a place in a special school. Child in non-verbal.
	T	1dN	3dR	14	1dN	3sR	15	Health needs result in frequent time off school. Despite this, made excellent progress.
Children in receipt of SEN Support	U	1dR	3sR	7	1dR	3sR	7	
	V	2dN	2sR	9	2dN	2dR	8	
	W	1eR	2eR	11	2dN	2eR	7	
	X	2eN	3dR	12	2eN	3dR	12	
	Y	1eN	2eR	11	1eN	2dR	12	
	Z	1dN	3eR	13	2eN	3eR	11	
	AA	1eN	2dR	12	2dN	2sR	9	
	AB	2sN	2sN	0	1sN	3eN	4	Limited progress led to a request for an EHCP. This will be gained in Y1.
	AC	3dN	3sR	9	3eN	3sR	10	
	AD	2sN	1dR	4	2sN	1sR	5	Limited progress led to a request for an EHCP. This will be gained in Y1.
	AE	1sR	3sR	14	1sR	3sR	14	
	Outcomes: Progress in Literacy							
	Reading					Writing		
	11/14 (79%) made better than expected progress 3/14 (21%) made less than expected progress					11/14 (79%) made better than expected progress 3/14 (21%) made less than expected progress		
	Outcomes: Attainment in Literacy							
	Reading					Writing		
	4/14 (29%) met age-related expectations 10/14 (71%) did not meet age-related expectation					4/14 (29%) met age-related expectations 10/14 (71%) did not meet age-related expectation		
	Comments:							

	<ul style="list-style-type: none"> <li>Rates of progress were very good.</li> <li>The percentage of children meeting age-related expectations were higher than last year.</li> </ul>							
	<b>Progress of Children on the SEN register: Nursery</b>							
	<p><b>Progress of Children on the SEN register in receipt of support from external agencies (Speech and Language Therapy, Children's Sensory Team, ASD advisory teacher, etc.)</b></p> <p><b>The school uses its own tracking system. Expected progress is judged to be 6 points/year for children whose on entry data is in line with age related expectations. Anything above this would be deemed good/outstanding.</b></p>							
	<b>Communication &amp; Language (C&amp;L)</b>							
	Name	Listening Attention & Understanding Nursery Baseline	Listening Attention & Understanding Nursery Sum 2	Progress	Speaking Nursery Baseline	Speaking Nursery Summer 2	Progress	Additional Factors:
Chn in receipt of EHCP	AF	Below	B	0	Below	B	0	Child with substantial SEN; non-verbal. Requires a special school place. Chronologically, the child should be in Y1 but is not able to cope in the environment.
	AG	Below	B	0	Below	B	0	Child with substantial SEN; non-verbal. Requires a

Chn on SEN Support							special school place	
	AH	Below	B	0	Below	B	0	Joined in April; mother dissatisfied with previous school's understanding of needs. EHCP request supported by school. Will receive additional support next year.
	AI	Below	3dN	8	Below	3dN	8	Speech sounds issues
	AJ	Below	1sN	3	Below	1dN	2	EHCP requested due to limited progress. In receipt of CP plan due to parental Mental Health/Drug Abuse
	AK	Below	2sN	6	Below	1sN	3	SALT: 'severe difficulties with attention, listening and language.'
	AL	Below	1sN	3	Below	1sN	3	SALT: 'Severe expressive and receptive language difficulties and speech sound errors.'
	AM	Below	1sN	3	Below	2eN	4	SALT: 'Severely disordered language, social and play development.'
Outcomes in Communication & Language: Progress & Attainment								
Listening, Attention & Understanding					Speaking			
1/8 made expected progress					1/8 made expected progress			
Outcomes in C&L: Attainment								
Listening & Attention Understanding					Speaking			
1/8 made expected progress					1/8 made expected progress			
Reading & Writing								
Name	Reading Nursery Baseline	Reading Nursery Spring 2	Progress	Writing Nursery Baseline	Writing Nursery Spring 2	Progress		
AF	Below	Below	0	Below	Below	0		
AG	Below	Below	0	Below	Below	0		
AH	Below	Below	0	Below	Below	0		

AI	Below	3dN	8	Below	2sN	6	
AJ	Below	1sN	3	Below	1sN	3	
AK	Below	2eN	4	Below	1sN	3	
AL	Below	2dN	5	Below	2eN	4	
AM	Below	2dN	5	Below	2dN	5	
Outcomes in Reading and Writing							
1/8 made expected progress				1/8 made expected progress			
Conclusions:							
<p><i>This years' Nursery cohort presented with substantial needs:</i></p> <ul style="list-style-type: none"><li>• <i>2 children had Autism diagnoses, they were non-verbal and in nappies. Both require places in special schools and continue to be on waiting lists for spaces. In the meantime, as part of the school's accessibility plan, short-term adjustments to provision have been made to support their needs in the interim.</i></li><li>• <i>The school worked hard to procure EHCPs for these children. In total, 4 EHCP requests were made for children as they transitioned to Reception. All were accepted.</i></li><li>• <i>Speech and Language needs were very prevalent.</i></li></ul>							

## Interventions

### FFT – Fischer Family Trust – Wave 3 Reading & Writing Intervention

#### Description:

FFT is a wave 3 programme designed to be taught 1:1. Children receive 4 x 20min sessions a week. Following a suggestion from our School Improvement Partner (SIP), the school moved to delivery of the intervention in pairs in order to make more effective use of limited resources.

Number of Children on Intervention: 6

**Outcomes – Progress (Reading & writing)** The intervention was run in Y1 and Y2 from spring half term until June. The expectations for progress would ordinarily be one and a half steps progress. Good progress would be 2 steps and outstanding would be 3 or more.

Child	Reading score at end of intervention	Gain whilst on the intervention	Writing score at end of intervention	Gain whilst on the intervention	Additional Factors:
<b>Y1</b>					
(S.F)	18	2	17	1	On the SEN register. Writing progress to be monitored.
(S.F)	18	2		2	Was eventually found to have been living in a DV household.

(S.T)	18	3	17	3	
(S.T)	18	2	18	2	On the school's vulnerable children's list.
(S.T)	16	3	16	4	Received play-based therapy due to behavioural issues.
(S.T)	17	8	17	5	Outstanding progress from a very low starting point.
<b>Y2</b>					
(Jag)	18	2	17	1	Child may well require an EHCP. On SEN register and concerns continue re progress. Previous EHCP request was rejected.
(Cham)	19	3	18	2	On school's vulnerable children list.
(Cham)	21	2	21	2	
(Jag)	19	9	18	9	Very good progress from a very low start.
(Jag)	20	1	20	1	Issues with literacy noted. Needs further monitoring.

Reading	Writing
5/11 made outstanding progress in reading	4/11 made outstanding progress
5/11 made good progress	4/11 made good progress
1/11 made less than expected progress	3/11 made less-than-expected progress

Reading	Writing
0/11 children reached age-related expectations by the end of the year	0/11 children reached age-related expectations by the end of the year

**Comments:**

- All children were taught in groups of 2; previously this intervention had been 1:1 The amount of progress in reading was better than expected. This was primarily the focus.

**20 day-challenge – reading intervention for children**

**An intervention for children in receipt of Pupil Premium, involving reading with an adult for 20 continuous days.**

<b>Y1</b>			
Child	GPCs gained	Sight/Tricky words gained.	Additional Factors
	23	74	Exceptional gain in sight word reading
	13	15	
	Left school prior to end of intervention		

	19	41	Exceptional gain in sight word reading
	Separate additional phonics sessions		
	7	11	
	Separate additional phonics sessions		
	Separate additional phonics sessions		
	11	22	
	Separate additional phonics sessions		
	Separate additional phonics sessions		
	9	17	
	6	15	

## Y2

**Due to more limited resources of higher-level books, children were taught using books from a previous reading scheme.**

Child	Book band colour and level at start	Book band colour and level at the end	Comments
	Green 14	Turquoise 18	2 book-bands progress
	Green 14	Turquoise 18	2 book-bands progress
	Red 5	Blue 10	2 book-bands progress. Child in receipt of an EHCP.
	Red 5	Blue 10	2 book-bands progress. Child on SEN register.
	Yellow 6	Green 13	2 book-bands progress
	Yellow 6	Green 13	2 book-bands progress. Child on vulnerable pupils' list.
	Turquoise 17	Turquoise 18	Progress within the band
	Turquoise 17	Turquoise 18	Progress within the band
	Purple 19	Purple 20	Progress within the band
	Purple 19	Purple 20	Progress within the band
	Turquoise 17	Purple 19	1 book band progress
	Turquoise 17	Purple 19	1 book band progress

**Comments:** TAs running the intervention felt that the children made good progress. Understanding seemed to improve as the sessions continued and the children became accustomed to be asked comprehension questions. Children whose reading at the start of year 1 was not sufficient to join in were supported with additional phonics sessions. In Y2, children who made the most progress were those starting at an earlier level. The Teaching Assistant who supported those working at higher levels, focused on supporting the children with comprehension of the texts.



### Maths Intervention Y1

*We provided support for children working at a very low level in Maths in Y1. Children were identified by year-group assessment and via Class Teacher knowledge. We identified gaps in children's knowledge re basic number knowledge such as 'one more/one less'; word problems; and understanding size/comparison e.g. being able to say which number is bigger. To judge efficacy, we gave the children an assessment at the start of a month, then did the input and asked the children to do the same assessment a month later.*

Child	Maths score at start of intervention /18	Maths score at end of intervention /18	Additional Factors
	7	16 (+9)	
	1	10 (+9)	On SEN register due to SALT and soc comm needs.
	9	11 (+2)	
	1	15 (+14)	New arrival at start of the year.
	14	15 (+1)	Very limited progress. Will need to be monitored in the coming year.
	5	16 (+9)	
	6	18 (+12)	
	6	16 (+10)	On school's vulnerable pupils list.

### Arrangements for Identification & Assessment of SEND pupils

SEND children were identified via several methods. Firstly, children receiving support from outside agencies such as Speech and Language Therapy (SALT); Occupational Therapy (OT); Children's and Adolescent Mental Health Service (CAMHS) and children requiring support from the Educational Psychologist (EP) were automatically included.

Children were identified mid-year through a graduated response. The children were identified by members of staff and meetings were held with parents focused on removing barriers to learning. Following a short monitoring period, children were either referred to other agencies, had their level of support or intervention amended or staff continued to monitor progress over time.

#### SEND Staffing Resources

- In light of shrinking school budgets going forward, the school is having to reduce the amount of money spent on additional staffing resources.

### Complaints relating to SEND in past 12 months

*There have been no complaints relating to SEND in the last 12 months.*

#### SEND School CPD arrangements in past 12 months

- SALT – generalized strategy training – autumn term
- Oracy training – spring term
- Intimate care training – summer term

#### SEND Parent Partnership activities in past 12 months

*Please see note above re Speech and Language Sessions run for parents.*

**Parent Ambassador** – The school employs a parent ambassador who shares the community language of the highest single population in the school – Romanian. She runs language groups for children, translates during meetings and via the phone and has proved invaluable. She is often borrowed by the Junior School.

## Play-based Therapy

The school buys into a counselling service (Harrow Schools Counselling Partnership – HSCP) which is designed to provide a service for staff, children and parents. Unfortunately, the organization was not able to source a ‘Therapeutic Lead’ to provide support to staff and parents and this element of the service was lacking this year (the school paid at a reduced rate because of this).

### Headlines:

- 5 children were supported 1:1 for play-based therapy sessions, receiving 45min-1hr sessions weekly.
- The reason for the children’s involvement was owing to different needs: anxiety; extreme, physical behaviours; trauma due to exposure to domestic violence, etc.
- All children made expected or accelerated progress in reading; one child made less-than-expected progress in writing, the rest made expected/accelerated progress. One child did not progress in maths, 3 children made expected progress and one made exceptional progress.

Child	Reading score at start of year	Writing score at start of year	Maths score at start of year	Reading score at end	Writing score at end	Maths score at end	R progress	W progress	M progress	Additional Factors:
	19	19	19	22	21	22	3	2	3	
	18	18	18	21	21	21	3	3	3	Received a diagnosis of ASD towards the end of the year.
	16	14	15	20	18	18	4	4	3	
	11	12	17	16	16	17	5	4	0	Received additional reading and writing intervention
	8	7	8	17	17	17	9	10	9	Child also supported by CAMHS

## Priorities for improving the school’s SEN provision over the next 12 months

### Key priorities for improvement for the next 12 months

- Continue to make prompt referrals to services
- Continue to provide phonics support for children who require it and those entering the school mid-year.
- Use resources that we have as effectively as possible in order to meet need, e.g., use of SALT to provide sessions for parents.
- Effectively support children whose needs are substantial (and who are often waiting for a special-school place) to make progress using the engagement model and to ensure that the support room meets their needs
- Continue to identify children who have the capacity to be supported to make progress in-line with age-related expectations (ARE)
- Continue to regularly track support and input to measure impact and collate evidence to support future requests for EHCP
- Review and develop an action plan following the school’s 4<sup>th</sup> year of accreditation as a Flagship School (Inclusion Quality Mark).
- Ensure all TAs leading interventions have knowledge and understanding of how to track progress in-line with assessment without levels