

## Annual SEND Report to Governors

2024-2025

Name of School: Kenmore Park Infant & Nursery School

Inclusion Lead: J Snowden

Date of report: September 2025

### The Inclusion Quality Mark (IQM) Assessment



In June 2025, the school received its annual IQM assessment visit, the outcome was the school maintained its designation as a 'Flagship School.'

The assessor, Sian Morris, the Head Teacher of another IQM Flagship school, has visited KPINS several times previously and is aware of the changing profile and increasing challenges the school faces.

### The following are quotes from the report:

- ***The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School.***
- ***Kenmore Park Infant and Nursery School continues to be a very welcoming school with very much of a community feel. Relationships are a key aspect of the ethos at the school.***
- *Even whilst waiting at the office on arrival, I was struck by the strong connections between the staff and the way they greeted each other. This feeling was very much in evidence in the playground at the start of the school day as parents dropped their children, and throughout the day of my visit.*
- *The long serving Headteacher and Deputy Headteacher know the community very well and have strong and established relationships with families. This also means that they can have difficult conversations with parents when needed, as families know that the school has the best interests of their children at heart.*
- *There is a calm and purposeful atmosphere across the school.*
- ***Expectations of the children at Kenmore Park are high, both in terms of their attitude to learning and their general behaviour. Children and adults walk around the school with "tidy hands", hands clasped behind their backs, and children move from place to place calmly and sensibly. Adults frequently notice and comment on positive behaviours, and staff model the expectations for the children***
- ***The children I met were polite and friendly, with many keen to show off their achievements. In Early Years, the staff work extremely hard to try to make sure the children have the necessary skills in place as they move to Key Stage 1.***
- ***The school is proactive in developing the prime areas of learning and continues to develop more ways of supporting families to do the same. One great example of this is the weekly talk homework that the Nursery set, so that parents and their children can have conversations together.***
- ***The school sees each child as an individual and goes to great lengths to accommodate learning differences and ensure appropriate support is in place.***
- *In order to meet the needs of these children, the school has further developed their additional learning space which they established last year*
- *The majority of children with Special Educational Needs are educated within their mainstream classes where possible; some benefit from small group or individual interventions which take place in quieter parts of the school. These are delivered by well-trained support staff and overseen by the Deputy Headteacher.*
- ***The school places a high value on positive mental health for both children and staff. They have a play-based therapist via the Harrow Schools Counselling Partnership who runs sessions within the school for targeted children and families; this is a mix of individual work and family focused support***
- ***Parents speak very highly of the school. The parents I spoke to talked about the quality of the support that***

**the school has provided for their children, and the way they have been helped to support their children at home; one said, “You see the benefit and the child developing”**

- Several staff started as parents and have since joined the school staff; one talked about how volunteering at the school had ignited her curiosity about education, to the extent that she completed her level 2 training and secured a role as a teaching assistant

**Outcomes of SEND pupils**

- From low on-entry starting points, a majority of children with SEND make good progress - some make highly accelerated progress. However, often the starting point of the children on entry to the school is so low that 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.
- Children who do not make sufficient progress are monitored rigorously and may, if deemed appropriate, have referrals made to other professionals or have requests made 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 considered so that it meets the needs of all children. This continues to be an area of focus for the school.

**SEND Profile (SEND register etc.) updated 23.07.25**

	Number in receipt of EHC Plan	Number on SEN register 'SEN Support'	Number of children who were in receipt of Speech & Language Therapy (SALT)	(Main) Area of Need (Chn on 'SEN Support/EHCP)			
				Communication & Interaction	Sensory &/or Physical Needs	Cognition & Learning	Social, Emotional & Mental health
Nursery	2 chn [+0]	10 chn [+5]	12 chn [+5]	12 chn			
Reception	5 chn [+1]	9 chn [+0]	13 chn [+0]	13 chn			
Y1		6 chn					

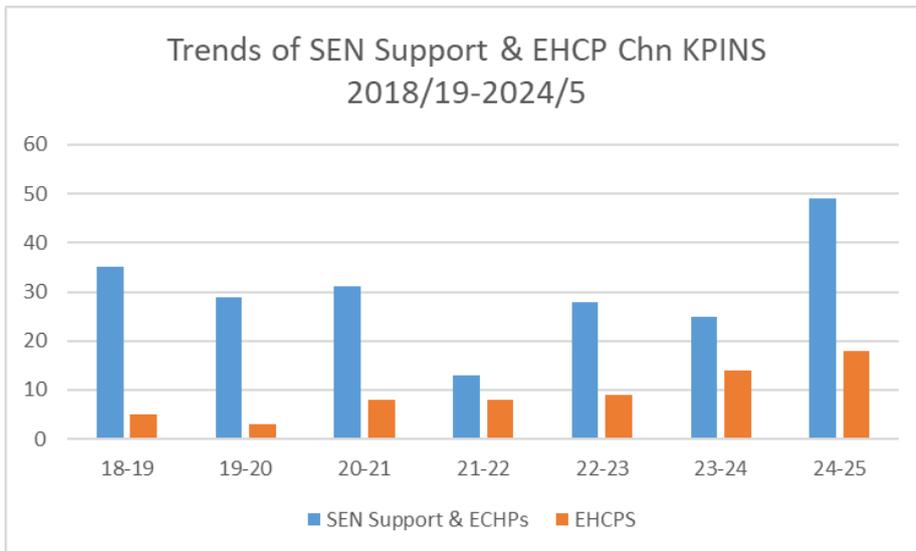
	7chn [+3]	[+0]	13 chn [+4]	13 chn			
Y2	4 chn [+0]	8 chn [+3]	10 chn [+2]	10 chn			1
<b>Total</b>	<b>18 [+4]</b>	<b>33 [+8]</b>	<b>48 [+11]</b>	<b>48 [+12]</b>	<b>0 [-1]</b>	<b>0 [-1]</b>	<b>1 [+0]</b>

**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. Back in 2018-19, the school had 5 children with EHCPs. In 2023-24, the school supported 14 children with EHCPs. In 2024-25, at one point, the number of children with EHCPs rose to 18. However, two other children had their assessment processes delayed as parents took the children out of school for several weeks. Had this not occurred, the school would have reached 20+ children with EHCPs.

If not for families moving out of the area due to a number of factors including eviction, we would have reached 22 children with this level of need. **This level of need is unprecedented.**

The chart below demonstrates the substantial growth in the number of children who require SEND support and EHCPs in the school over the last 7 years.



**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, 48 children in total received support from SALT –almost a 75% 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 protected 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 of those 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, the reality is that such children are only being **seen once a term – or once every 12 weeks.**

Children who are known to only require support with their speech sounds are seen in clinic rather than in school settings as their needs are not so complex or severe. As part of a review of issues children were facing, we noted one child who had been referred months previously and who we had assumed had been seen but was not showing signs of improvement. We contacted the SALT service and received an email on 13.06.25 apologising and sharing that the child had been waiting 28 weeks for therapy. The message also shared that the current waiting time was 45 weeks and that the services was also having to prioritise the needs of children entering the school system in September (implying that the length of the waiting list is only going to increase).

Brent & Harrow SALT services continue not to offer support for children whose GP is in a neighbouring borough to the school – the reasons being that the 2 boroughs are no longer under the under the same NHS trust. In some cases, parents refuse to change GPs as they are registered at a practice with a GP who shares a first language with them. This is an reasonable response but unfortunately the situation is a bureaucratic barrier hindering children from accessing the necessary support.

### **Challenges in 2024/25:**

#### **Setting up provision for children with significant levels of need:**

Given the dearth of Special School places, the school is having to support children with very high levels of need (usually ASD) for much longer than has been the case. Where previously we were supporting children with high levels of need for a year or at most two, it is now the case that this can be for 3 or even 4 years. ***Some of these children have even been rejected by special schools for having needs which are ‘too severe’ for them to be able to meet.***

We have set up an informal additional provision resource in the school for these children. ***We are attempting to mirror what special-schools offer but without the same level of funding or expertise.***

We have made use of the ASD advisory service for this which has proved very useful and we have even been used to showcase practice to another local school re how to set up such a provision. However, there is, though, still plenty of work to be done.

#### **Communication & language needs – especially for younger children**

The school has noted the rising communication needs of the children entering the school in EYFS (Reception and Nursery) for a number of years and have taken numerous steps to try to address these needs including intervention. Over the course of the last few years, we have used SALT intervention programmes including NELI; Box Clever and a whole-class intervention in Reception without feeling that any were right for us.

In spring term last year, we introduced the WellComm programme for children in Nursery and were pleased with the outcomes. This year, we vastly expanded the programme – see p17-18 for outcomes.

This has supported us to make SALT referrals at an earlier time. It also highlighted the high level of need in the Nursery with over 30% of the cohort being referred to SALT services this year.

This puts those children in a good position to receive input in Reception from the start of the year. It should allow us to

more swiftly understand which children require EHCPs and means that the children receive support from professionals at an earlier time.

We have tried to ascertain if we are an outlier – this is an enormous percentage of children requiring SALT assessment in Nursery – by speaking with professional in Harrow Early Years Team. They feel that we are outliers. We rather suspect that the difference is that we have noted this issue in our cohort and that others are not actively looking for issues.

### **Staffing**

The rise in the number of children with needs means that the school requires more staff to work with the children. This is a challenging (but fulfilling) role. It is, however, often difficult to find people who want to do this for the salary and who have the requisite skills – including patience. We have had many successes in terms of spotting and training up adults in the school community who have demonstrated the capacity to support children well. There is also little in the way of ‘superfluous capacity,’ meaning that staff illness often disrupts e.g., intervention sessions run for the children as those with the highest-level of needs absolutely require support and so staff need to be diverted to them. It also presents a dilemma in terms of funding – children may suddenly move borough (e.g., through eviction) or may get a place in a special school (though this is increasingly unlikely). In such circumstances, the funding for the children disappears and this presents a challenge to maintaining a balanced budget and preventing cuts to staffing.

### **Mobility/Evictions**

Recent history has been one of high-mobility in the school community but 2024/25 was more stable. However, there were a fresh wave of evictions affecting some of our most vulnerable families.

### **Increased workload:**

Because of the continued high level of need in the school, the number of referrals to agencies remains very high. I keep a record of the number of referrals completed. This year, 52 referrals were completed. See a breakdown on p7

The very high number of children in receipt of an EHCP also raises workload as Annual Reviews have to be completed for each child. The preparation and subsequent paperwork that needs completing is very challenging.

This year, the school has been consulted with by the Local Authority on whether we could meet the needs of 7 children with EHCPs. We agreed that we could meet the needs of one of those children. The others had exceptionally high needs – indeed – one of those children has needs that were so high that their presence in any mainstream school would have been extremely distressing for all involved – especially the other child. Each consultation takes a significant length of time to reply to and is time-bound – the school has 2 weeks to respond to the request.

### **Behaviour – including one child who received 3 fixed-term exclusions**

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 engender 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 children whose behaviours may be a risk to themselves or their peers.

The school continues to purchase support from the Harrow Schools’ Counselling Support services in order to provide Play-based Therapy for up 4 children at a time. The school has also worked closely with different agencies to try to support behavioral needs including the Children & Adolescent Mental Health Service (CAMHS).

At the start of the year, one child demonstrated incredibly challenging behaviour. The child already had an EHCP and the school took quick steps to attempt to address the new levels of behaviour including employing 2 TAs to support him; creating a ‘safe space’ for him to work; conducted an early, emergency Annual Review, thereby securing further funding. Ultimately, we were not able to meet his needs and he was dual-registered at an Alternative Provision EOTAS

facility in Harrow.

**Availability of services:**

- Occupational Therapy continues to be in short supply in the borough. This year, 8 children with EHCPs were supposed to receive 71 sessions of OT support between them. In actual fact, only 2 children received 3 sessions each. The school has challenged this and the SEND Governor has been very supportive in putting pressure on the Local Authority.
- As noted above, SALT services are reduced and the obstacles to procuring support are greater.
- Waiting lists for SALT; access to Paediatrician; the Social Communication Pathway (how ASD is diagnosed) continue to lengthen.
- 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. We are happy to challenge when services do not meet.

**Situation impacting on philosophy:**

As noted above, the availability of services has dwindled. Waiting lists are substantial and lengthening. Over previous years, when it was relatively easy to access services, the school followed the generally widespread philosophy that it was better to wait until children were in Y1 before attempting to establish possible SEND issues (unless these were obvious) as it would be difficult to ascertain whether difficulties were developmental or due to SEND before this age. Given the difficulty of accessing services, combined with what is a greater level of need being displayed by children new to the school, I consider this is no longer an appropriate position and, instead, the school has been actively pursuing referrals over the past 3 years. This approach needs to continue in order to afford the children the school the support they need at the earliest possible time.

**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, (when they are available). Advisory Teachers for those with Hearing Issues and Advisory Teachers for Autism. With limited resources, the school works hard to make these relationships effective.

**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 2024: **‘The [school’s] partnership with parents is exceptional.’** We offer frequent seminar sessions and continue to try to link services so parents and children can be supported e.g., this year, we liaised with the Children’s Centre so that toilet-training workshops could be run over summer.

**Referrals made to outside agencies:**

2024-2025 continued to be a busy year in terms of needs of the children. The school continues to make prompt referrals to agencies. This is the 3<sup>rd</sup> highest number of referrals ever made in 1 year. The two years which had higher numbers of referrals were over the last 2 years, suggesting that the level and frequency of need over recent years has increased substantially.

The rise in the number of children with SALT needs, particularly in EYFS is also noteworthy. Further details can be found in this report under the ‘WellComm’ programme on p 17

Agency	Speech and Language Therapy(SALT)	Educational Psychology(EP)	Occupational Therapy(OT)	Pediatrician	SENARS – EHCP requests	Other (ASD advisory teacher, etc)	Total
	31 (+9)	8 (-)	1 (-1)	0 (-3)	6 (+1)	8 (-7)	52 (-3)

**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	Child Y2 A	18	18	18	22	22	24	+4	+4	+6	Good progress scores in Y2. Summative – R: 2 steps behind ARE W: 2 steps behind ARE M: At ARE
								+4	+4	+8	
	Child Y2 B	15	13	15	18	17	18	+3	+4	+3	Mixed progress scores. Summative – R: 2 years behind W: 2 years behind M: 2 years behind
								+7	+5	+8	
Child Y2 C	6	7	6	17	17	18	+11	+10	+12	Very good progress scores but working far below ARE.. Summative: R: 2 years behind W: 2 years behind M: 2 years behind	
							+11	+11	+13		
Child Y2 D	20	18	19	24	24	24	24	+4	+6	+5	Good/average progress. Good summative scores: Summative: R: At ARE W: At ARE M: At ARE
								+6	+6	+7	
Children in Receipt of SEN Support	Child Y2 E	16	16	16	21	19	21	+5	+3	+5	Good progress overall Summative: R: 1 year behind W: More than 1 year behind M: 1 year behind
								+9	+6	+9	
	Child Y2 F	5	7	7	15	13	13	+10	+8	+6	Good progress in Y2. Summative: R: More than 2 years behind W: More than 2 years behind M: More than 2 years behind
								NA	N/A	N/A	
	Child Y2 G	17	17	17	24	23	23	+7	+6	+6	Very good progress scores close to ARE: Summative: R: At ARE W: 1 step behind ARE M: 1 step behind ARE
								+10	+10	+11	
Child Y2 H	18	17	18	24	23	23	+5	+6	+5	Mixed progress scores; close to ARE: Summative: R: At ARE W: 1 step behind ARE M: 1 step behind ARE	
							+6	+6	+7		
Child	20	19	20	25	25	25	25	+5	+6	+5	Good progress scores. Exceeded ARE: R: Exceeded ARE

	Y2 I							+7	+7	+7	W: Exceeded ARE M: Exceeded ARE
	Child Y2 J	17	17	17	22	21	21	+5	+4	+4	Good progress scores. Summative: R: 2 steps below ARE W: 1-year behind M: 1-year behind
	Child Y2 K	14	14	15	18	18	20	+6	+4	+5	Good progress in Y2. Summative: R: 2 years below ARE W: 2 years below ARE M: 1 yr behind ARE
	Child Y2 L	12	12	12	16	16	17	+5	+4	+5	Good progress in Y2. R: More than 2 yrs behind W: More than 2 yrs behind M: More than 2 yrs behind
	Child Y2 M	17	17	18	21	22	24	+7	+5	+6	Mixed progress but accelerated in Y2: R: 1 yr behind W: 2 steps behind M: At ARE

**Comments:**

- Almost 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	Child Y1 A	8	10	11	18	18	20	+10	+8	+9	Summative: R: 3 steps below ARE W: 3 steps below ARE M: 1 step below ARE
	Child Y1 B	10	11	11	20	18	20	+9	+7	+9	Summative: R: 1 step below ARE W: 3 steps below ARE M: 1 step below ARE
	Child Y1 C	11	11	5	19	18	18	+8	+7	+13	Summative: R: 2 steps below ARE W: 3 steps below ARE M: 3 steps below ARE
	Child Y1 D	18	18	18	21	22	22	+3	+4	+4	Summative: R: At ARE W: 1 step above ARE M: 1 step above ARE
	Child Y1 E	11	10	6	16	15	16	+5	+5	+10	Summative: R: 5 steps below ARE W: 6 steps below ARE M: 5 steps below ARE
	Child Y1 F	13	13	11	16	16	18	+3	+3	+7	Summative: R: 5 steps below ARE W: 5 steps below ARE M: 3 steps below ARE
	Child Y1	6	11	8	17	16	18	+11	+5	+10	Summative: R: 4 steps below ARE

	G										W: 5 steps below ARE M: 3 steps below ARE
Children in receipt of SEN Support	Child Y1 H	11	12	12	20	20	20	+8	+8	+8	<b>Summative:</b> R: 1 step below ARE W: 1 step below ARE M: 1 step below ARE
	Child Y1 I	10	12	11	18	18	19	+8	+6	+8	<b>Summative:</b> R: 3 steps below ARE W: 3 steps below ARE M: 2 steps below ARE
	Child Y1 J	11	13	12	18	18	18	+7	+5	+6	<b>Summative:</b> R: 3 steps below ARE W: 3 steps below ARE M: 3 steps below ARE
	Child Y1 K	18	18	18	22	21	22	+4	+3	+4	<b>Summative:</b> R: 1 step above ARE W: At ARE M: 1 step above ARE
	Child Y1 L	18	18	18	21	21	21	+3	+3	+3	<b>Summative:</b> R: At ARE W: At ARE M: At ARE
	Child Y1 M	13	15	10	21	21	21	+8	+6	+11	<b>Summative:</b> R: At ARE W: At ARE M: At ARE

**Comments:**

- Many children made exceptional progress and all children made at-least-expected progress in all areas. This is in contrast to the progress data in Y1 last year. It is likely this is a cohort issue.
- Most of the children who made exceptional progress started from a very low baseline score.
- There are also issues with the fact that EYFS and KS1 are not easy to align, given the different philosophies and emphasis of the 2 key stages.
- *The majority of children did not end the year at age-related expectations though it was pleasing that several children with low levels of SEND needs did achieve this.*

<b>Progress of Children on the SEN register: Reception</b>								
<b>Progress of Children on the SEN register in receipt of support from external agencies (Speech and Language Therapy, ASD advisory teacher, etc.)</b>								
<b>The school uses its own tracking system. Expected progress is judged to be 8-9 points/year for children whose on entry data is in line with age related expectations. Anything above this would be deemed good/outstanding.</b>								
<b>Maths</b>								
	<i>Name</i>	Numbers baseline	Numbers, Summer 2	Progress in Numbers	Numerical Pattern	Numerical Pattern Sum 2	Progress in Numerical Pattern	Additional Factors/Comments:
Children in receipt of an EHCP	Child YR A	1dN (2)	3eN (7)	5	1eN (1)	2dN (5)	4	Some progress made. Child had substantial levels of SEND but secured a space at a special school for 25-26
	Child YR B	Below (0)	1eN (1)	1	Below (0)	Below (0)	0	Very substantial levels of SEND. A special school came and observed the child and concluded they could not meet his needs. Is on the waiting list for a more specialized setting.
	Child YR C	Below (0)	1sN (3)	3	Below (0)	1dN (2)	2	A child with complex issues who made very good steps forward in areas not noted here – developing good social skills and interaction with others over the course of the year.
	Child YR D	1dN (2)	2dR (14)	12	1eN (1)	3sR (18)	17	Child made very good progress. Arrived in school with an EHCP so a good level of support was able to be accessed from the start of the year.
Children in receipt of SEN Support	Child YR E	2dN (5)	1dR (11)	6	2eN (4)	3sN (9)	5	Less-than expected progress but child made important steps forward. Support given to parents to support them to continue work at home.
	Child YR F	N/A	3sR (18)	N/A	N/A	3sR (18)	N/A	Child arrived in summer term so no baseline assessment to measure against. Referral to agencies being sent. <b>Met ARE at end of year.</b>
	Child YR G	3eN (7)	3sR (18)	11	2dN (5)	3sR (18)	13	Very good progress and <b>met ARE.</b> Issues being investigated by SALT.
	Child YR H	2sN (6)	3sR (18)	12	2sN (6)	3sR (18)	12	Very good progress and <b>met ARE.</b> Issues being investigated by SALT.
	Child YR I	3eN (7)	3dR (17)	10	2dN (5)	3dR (17)	12	Good progress. 1 step below ARE
	Child YR J	1eN (1)	2eN (4)	3	1eN (1)	2eN (4)	3	Child entered the setting without a diagnosis. Very severe SALT issues. EHCP applied for and obtained.

	Child YR K	N/A	2eN (4)	N/A	N/A	2eN (4)	N/A	Child has previously attended the setting but had moved away for a period of time. EHCP applied for and obtained. Very severe SALT issues.
	Child YR L	2sN (6)	3sR (18)	12	2dN (5)	3sR (18)	13	Very good progress. <b>Met ARE</b>
	Child YR M	3dN (8)	3sR (18)	10	3dN (8)	3sR (18)	10	Good progress. <b>Met ARE</b>
<b>Outcomes: Progress in Maths</b>								
<b>Numbers</b>					<b>Numerical Pattern</b>			
6/13 (46%) made good or better progress 7/13 (54%) made less than expected progress NB several children achieved age-related expectations despite making less-than expected progress. This is the maximum the children can achieve.					6/13 (46%) made good or better progress 7/13 (54%) made less than expected progress NB several children achieved age-related expectations despite making less-than expected progress. This is the maximum the children can achieve.			
<b>Outcomes: Attainment in Maths</b>								
<b>Numbers</b>					<b>Numerical Pattern</b>			
3/13 (23%) met age-related expectations 10/13(77%) did not meet age-related expectation					3/13 (23%) met age-related expectations 10/13(77%) did not meet age-related expectation			
<b>Literacy</b>								
	<b>Name</b>	<b>Word Reading baseline</b>	<b>Reading Sum 2</b>	<b>Progress in Reading</b>	<b>Writing baseline</b>	<b>Writing Sum 2</b>	<b>Progress in Writing</b>	<b>Additional Factors:</b>
Children in receipt of an EHCP	Child YR A	1dN (2)	1sN (3)	1	1eN (1)	2eN (4)	3	See notes above.
	Child YR B	Below (0)	Below (0)	0	Below (0)	Below (0)	0	See notes above.
	Child YR C	Below (0)	2sN (6)	6	Below (0)	2eN (4)	4	See notes above.
	Child YR D	2eN (4)	3sR (18)	14	1sN (3)	3sR (18)	15	See notes above.
Children in receipt of SEN Support	Child YR E	2dN (5)	2eR (13)	8	2sN (6)	2dR (14)	8	See notes above.

	Child YR F	N/A	3sR (18)	N/A	N/A	3sR (18)	N/A	See notes above.
	Child YR G	2dN (5)	3sR (18)	13	3dN (8)	3sR (18)	10	See notes above.
	Child YR H	2dN (5)	3sR (18)	13	3dN (8)	3sR (18)	10	See notes above.
	Child YR I	2sN (6)	3sR (18)	12	3eN (7)	3sR (18)	11	See notes above.
	Child YR J	1eN (1)	2dN (5)	4	2eN (4)	3dN (8)	4	See notes above.
	Child YR K	N/A	3eN (7)	N/A	N/A	2dN (5)	N/A	See notes above.
	Child YR L	3eN (7)	3dR (17)	10	2sN (6)	1dR (11)	5	See notes above.
	Child YR M	3dN (8)	3sR (18)	10	1eR (10)	3sR (18)	8	See notes above.
<b>Outcomes: Progress in Literacy</b>								
<i>Reading</i>						<i>Writing</i>		
6/13 (46%) made good or better progress 2/13 (15%) made expected progress 3/13 (23%) made less than expected progress						6/13 (46%) made good/better than expected progress 2/13 made expected progress 5/13 (38%) made less than expected progress		
<b>Outcomes: Attainment in Literacy</b>								
<i>Reading</i>						<i>Writing</i>		
6/13 (46%) met age-related expectations						6/13 (46%) met age-related expectations		
<b>Comments:</b>								
<ul style="list-style-type: none"> <li>Some children made exceptional progress.</li> <li>The percentage of children meeting age-related expectations was higher in both reading and writing than last year.</li> <li>The year group has more children with a higher degree of needs than other year groups in the school.</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 8-9 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>								
<p><b>Communication &amp; Language (C&amp;L)</b></p>								
	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	Child YN A	Below (0)	1eN (1)	1	Below (0)	1eN (1)	1	Child received diagnosis of ASD. Very self-led and some very challenging behaviour.
	Child YN B	Below (0)	1eN (1)	1	Below (0)	Below (0)	0	Child received a Downs Syndrome diagnosis. Very self-led.
Chn in receipt of SEN Support	Child YN C	Below (0)	1sN (3)	3	Below (0)	1sN (3)	3	Referred to SALT. Severe language difficulties diagnosed.
	Child YN D	Below (0)	1dN (2)	2	Below (0)	1dN (2)	2	Referred to SALT. Severe language difficulties diagnosed.
	Child YN E	Below	1sN	3	Below	1sN	3	Referred to SALT. Selective mutism diagnosed.

	(0)	(3)		(0)	(3)		
Child YN F	Below (0)	3eN (7)	7	Below (0)	3eN (7)	7	Referred to SALT. Severe language difficulties diagnosed.
Child YN G	Below (0)	2dN (5)	5	Below (0)	2eN (4)	4	Referred to SALT. Severe language difficulties diagnosed.
Child YN H	Below (0)	Below (0)	0	Below (0)	Below (0)	0	Referred to SALT. Moderate language difficulties diagnosed.
Child YN I	Below (0)	2eN (4)	4	1eN (1)	2eN (4)	3	Known to SALT. Severe language difficulties diagnosed.
Child YN J	Below (0)	3sN (9)	9	Below (0)	3sN (9)	9	Known to SALT. Severe language difficulties diagnosed.
Child YN K	Below (0)	2dN (5)	5	Below (0)	2eN (4)	4	Referred to SALT. Selective mutism diagnosed.
Child YN L	Below (0)	3sN (9)	9	Below (0)	3eN (7)	7	Referred to SALT. Moderate language difficulties diagnosed.
<b>Outcomes in Communication &amp; Language: Progress &amp; Attainment</b>							
<i>Listening, Attention &amp; Understanding</i>				<i>Speaking</i>			
<i>2/12 made expected progress compared to 0/7 last year. 2/12 met ARE compared to 1/7 last year</i>				<i>1/12 made expected progress compared to 0/7 last year. 1/12 made ARE compared to 1/7 last year.</i>			

<b>Reading &amp; Writing</b>							
Name	Reading Nursery Baseline	Reading Nursery Summer 2	Progress	Writing Nursery Baseline	Writing Nursery Summer 2	Progress	
Chn in receipt of EHCPs	Child YN A	Below (0)	Below (0)	0	Below (0)	Below (0)	0
	Child YN B	Below (0)	Below (0)	0	Below (0)	1eN (1)	1
	Child YN C	Below (0)	1sN (3)	3	1eN (1)	1sN (3)	2
Chn in receipt of SEN Support	Child YN D	1eN (1)	1sN (3)	2	1eN (1)	1sN (3)	2
	Child YN E	1dN (2)	1dN (2)	0	1dN (2)	2sN (6)	4
	Child YN F	1dN (2)	3sN (9)	7	1sN (3)	3sN (9)	6
	Child YN G	1dN (2)	2sN (6)	4	1sN (3)	3sN (9)	6

Child YN H	1eN (1)	2dN (5)	4	1eN (1)	3eN (7)	6
Child YN I	1eN (1)	2eN (4)	3	1dN (2)	1sN (3)	1
Child YN J	1sN (3)	3sN (9)	6	1sN (3)	3sN (9)	6
Child YN K	1dN (2)	2sN (6)	4	1sN (3)	3sN (9)	6
Child YN L	1dN (2)	3sN (9)	7	1sN (3)	3sN (9)	6
<b>Outcomes in Reading and Writing</b>						
0/12 made expected progress compared to 1/7 last year 3/12 met ARE compared to 1/7 last year				0/12 made expected progress compared to 1/7 made last year 3/12 met ARE compared to 1/7 last year.		
<b>Conclusions:</b>						
<p><i>This years' Nursery cohort (as last year) presented with substantial needs:</i></p> <ul style="list-style-type: none"> <li>• 2 children had EHCPs</li> <li>• The Speech and Language needs, which were largely undiagnosed, were unprecedented in frequency and severity.</li> <li>• The school's assessment system means that progress can appear stilted e.g., if a child reaches 3sN by the end of the year, they have met ARE and will consolidate their learning. They cannot reach a 'higher' mark and so unless they have begun the year at a very low level, they will appear not to have made expected progress.</li> <li>• The school was working towards gaining evidence for EHCP referrals for several of these children.</li> </ul>						

## Interventions

### Rapid Catch-Up – phonics intervention

#### **Description:**

Rapid Catch-Up is an intervention for children in Y2 who are working below-age-related expectations – often because they have entered the school mid-year and with limited language and therefore have not yet acquired the language or have not been exposed to the full phonics scheme.

Short, small-group sessions were run 3-4 times per week, each for around 20 minutes by 2 Teaching Assistants.

#### **Summary of impact:**

- 24 children received support who had not met the expected standard in the Phonics Screening Check in Y1.
- 7 of these children were new to the school, joining in Y2. 4/7 were new to the English education system and spoke limited English.
- 5 of the children had either joined in Y1 or in the summer term in Reception and had therefore not been exposed to the full phonics programme run in KPINS (which starts 3 weeks after the start of Reception).
- 19/24 (79%) passed the Phonics Screening Check in Y2, including all 4 of the children who were new to English.
- The diligence of the staff running the programme was noted and they went to great efforts to accelerate the rates of

progress of the children.

### WellComm – Speech & Language Intervention

It is apparent that children are entering Nursery (and Reception) with substantially reduced communication skills. The school therefore, sought an intervention that could run to support the development of early communication skills. We liaised with other schools in the IQM and spoke with a local pre-school Speech and Language Therapist before deciding to invest in the WellComm Programme. The school accessed funds from the Harrow Early Years (a small pot of funding which exists to support children in Nursery with emerging SEND needs) in order to purchase the programme and facilitate running of the sessions.

This was the first year that we ran the programme from the beginning of the academic year.

Children began the programme at different times in the year with an initial focus on those whose communication needs were most pressing.

Summary:

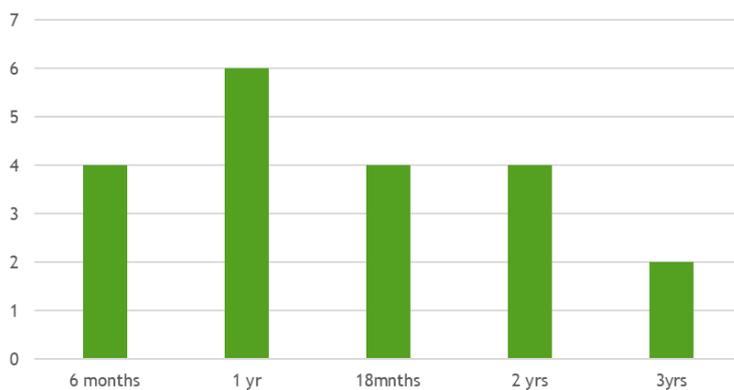
- The intervention comes with an assessment system. 5 of the children initially assessed were shown to have communication skills expected of a child aged between 5-11 months. It was expected that these children would make the most progress as there was more scope for them to develop their skills, given their low baseline. However, this was not the case and most of those children remained working within this level for several months.
- The assessment element of the intervention provided us with good evidence in order to make referrals to the pre-school speech and language therapy services. In all, we made 14 referrals for children accessing the programme, leading to the following diagnoses:

Severe language difficulties	Moderate language difficulties	Selective mutism	Discharged from service	Total referrals
6	2	4	1	13

These early referrals mean that these children are in line to receive support in Reception.

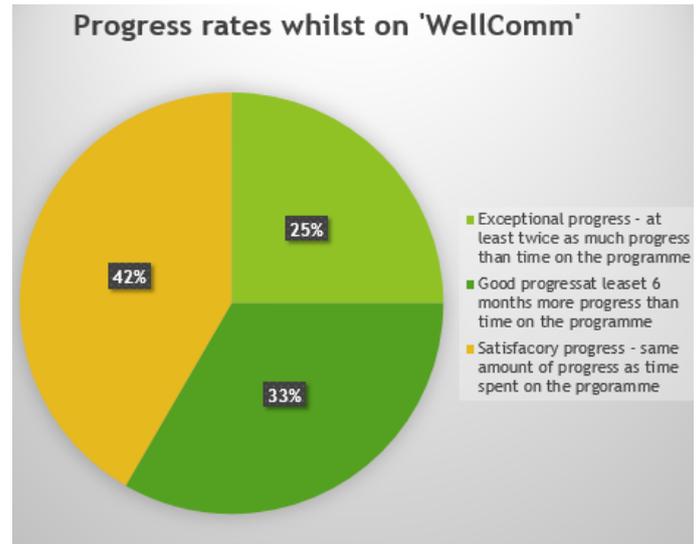
- In total, 20 children received support via the programme. Some children made exceptional progress including 2 children who made 3 years' progress.
- See the tables below for further information.

Progress children made on the WellComm Programme 2024-2025 Nursery



This chart shows the progress made on the programme. Some children made exceptional progress including 2 children who made 3 years of progress and 4 who made 2 years' progress during their time on the intervention.

This chart shows amount of progress whilst on the programme. Ordinarily, we would not necessarily consider an intervention in which 42% of children made ‘satisfactory progress’ – here defined as making the same amount of progress as time spent on the programme. However, some of these children were starting at such a low level that without this intervention, it is probable that their progress would have been even less. It was felt that the intervention was vital to their progress.



**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) and children requiring support from the Educational Psychologist (EP) are automatically included on our SEND register.

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.

Interventions such as WellComm assist with the identification of emerging SEND needs.

**SEND Staffing Resources**

- In light of shrinking school budgets going forward, the school is having to examine carefully the level of staffing available. The number of children who require adult support is increasing but it is challenging to recruit staff with the requisite skills whilst ensuring a balanced budget.

**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**

- *Blank Level Questions*
- *Selective Mutism*
- *Regular support from Autism Advisory Service*

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

**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.

The school continues to run many sessions for parents throughout the year.

**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 – ‘wrap-around care’. This level of support was provided to the school for most of the year though, unfortunately, the Counselling Services Lead left the service part-way-through summer term. The 1:1 provision, which supports 4 children per week, did continue via the Play-Therapist, who continues to work in the school one day a week.

**Headlines:**

- 4 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; aggression; self-harm and impulse control and support with expressing feelings.
- The school sought advice from HSCP regarding the behaviour of several children in school.
- HSCP supported both in Infant & Junior School when they worked with a family who had children in both schools. Parents were struggling to play with and support their children and the Counselling Partnership provided several sessions supporting the family to communicate more effectively with each other.
- All of the children receiving support made at least expected progress in all areas except for one child who made one step below expected progress in writing.
- There was a large overlap between the children receiving support and SEND with 3 of the 4 children in receipt of EHCPs.

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 progresses	W progresses	M progresses	Additional Factors/comments:
Child Y1 B	10	11	11	20	18	20	+9	+7	+9	Child in receipt of EHCP
Not on SEND register in Y1	18	18	18	21	20	21	+3	+2	+3	
Child Y1 E	11	10	6	16	15	16	+5	+5	+10	Child in receipt of EHCP
Child Y2 C	6	7	6	17	17	18	+4	+6	+5	Child in receipt of EHCP

**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 additional training 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 continued accreditation as a Flagship School (Inclusion Quality Mark - IQM).
- Ensure all TAs leading interventions have knowledge and understanding of how to track progress.
- Continue to use the WellComm programme to provide swift support for children in EYFS.
- Make effective use of the PINS (Partnership in Neurodiversity Schools) project – a national programme in which the school is taking part this year.
- Gaining an understanding of how the New Ofsted Framework’s evaluation area – Inclusion – needs to impact upon practice in school.