

Date of report: 15th November 2022

SENCO: Jane Kain

SEND Governor: Stacy Wootten

SEND profile for September 2022 onwards.

Profile of children in Ingatestone Infant school with identified SEND

Education Healthcare Plan (EHCP) Total 1			
Number	Year Group	Category	Banding Level (top up funding)
1	R	Communication and Interaction	Band 4+

One Plans (School Support 2014 SEND Code of Practice) November 2022 Total 4 (One more being written)			
Number	Year Group	Categories -	Notes
1	R	Communication and Interaction	IPRA funding in place
1	1	Speech, Communication and Language Needs (SCLN)	Educational Psychologist involvement – likely to be making an EHCP application.
1	1	Physical Needs	Physiotherapist and Occupational therapist involved
1	1	SCLN and SEMH	In the process of being written – at an assessment and information gathering stage.
1	2	Specific Learning Needs (Literacy)	

We are working with an educational psychologist to work towards an EHCP for one of the pupils in Year 1 who has a one plan and requires a significant amount of additional support.

There are currently 8 pupils in Year 2 and 5 in Year 1 on our monitoring list and some of these children may require one plans if they are not making sufficient progress.

These children receive group interventions with Miss Smith in the afternoons.

The pupil with an EHCP in Reception is not currently attending as are not statutory school age yet and are appealing for a place at specialist provision. The inclusion partner is aware and has worked with the school to ensure we are doing everything we can to fulfill our requirements in this situation.

As well as the pupil with an EHCP, we have applied for emergency funding to support another pupil in Reception and this was accepted. The funding will allow the pupil to receive additional interventions and we will be looking to apply for an EHCP to provide the ongoing support needed. The additional interventions will be delivered by a member of staff who has been allocated extra hours in a contract until the summer term. Appropriate training will be provided for the interventions.

Total number of pupils on roll at the end of June – 134

Percentage of total number of children on roll on SEN register 4.5%

	EHC support	SEND support
Ingatestone Infant School	0.7%	3.7%
National	4%	12.2%

Data taken from: [Special educational needs in England, Academic Year 2021/22 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

National data is based on figures for state-funded primary schools for the academic year 2021/2022. It is worth noting that a greater number children are likely to be identified for EHC plans and support in KS2.

Overall quality of provision for pupils with SEND:

All children receive a broad and balanced curriculum in their year groups led by class teachers. Additional support is mostly provided by Teaching Assistants in the classroom and on occasions withdrawing children into learning groups this however does not signify SEND groups and the composition of these groups are flexible.

At the start of the autumn term, all of the class teachers were consulted about the interventions that Miss Smith would be offering in the afternoons and were able to suggest pupils they felt would benefit. Parents have been informed if their child is in an intervention and had an opportunity to discuss this with Mrs Kain or the class teacher if there were any concerns. Some of the interventions are planned by the class teachers – for example the phonics is based around assessment data so that it is targeted. Other interventions follow a structured programme.

The interventions include:

- Colourful semantics (speech and language)
- Time to Talk (speech and language)
- Wellcomm (speech and language)
- Lego therapy (Collaborative play skills)
- Mentoring scheme (For issues such as anxiety or behavioural difficulties)
- Fine Motor Skills
- Phonic interventions

The teachers have provided the SENCO with assessment data for the areas that the interventions address and progress will be reviewed half termly.

Pupils with a one plan all receive some additional support and this often takes place with Miss Smith in the afternoons. It can be 1:1 support or part of a group intervention, depending on the need.

All staff are committed to inclusive practice and working collaboratively with each other and parents to achieve the best outcome for all the children. Children not identified as having SEND but who may require short term help with issues such self-esteem, attendance or any specific area of the learning are monitored and can receive short intensive 1-1 support.

When class teachers have raised concerns regarding children, then the SENCO has arranged a classroom observation and suggested a few strategies for the class teacher to try.

The SENCO holds termly meetings with the parents and teachers of all pupils with one plans and EHCPs. These meetings review the children's targets and ensures we have the right provision in place for each child.

Staff development: SENCO has attended Literacy difficulties course and now has access to the assessment recommended by Essex. SENCO to share this with SEND TA.

In all areas of provision the Equalities Act 2010 is adhered to, this applies to both admissions and curriculum provision. Every effort is made to integrate fully children with physical, sensory or learning needs by making necessary adjustments. For example advice has been sought from specialists about installing a frame in the toilets to help a pupil with physical needs be more independent.

Progress of pupils with SEND:

The majority of children on the SEND register continue to be at WT (working towards). This does not signify that they have failed to make progress as the parameters for judgments about levels are quite wide.

One plan reviews have been held termly for all children on the SEND register and some progress towards targets is evident for all pupils. Targets are regularly updated and referrals to other professionals are occasionally made if there are

concerns. This year we have already made referrals to: educational psychologists, occupational therapists and paediatricians.

SENCO to attend pupil progress meetings with the headteacher and class teacher later in the term.

The School Information Report (SIR)

- The SIR was checked in September 2022 and should be available on the school website.
- The SEND policy was checked in September 2022 and should be available on the school website.
- The Intimate Care Policy was updated in May 2022 and all relevant care plans have been agreed with parents and signed.

SEND budget and spending

The Notional SEND is the first £6000 of our budget to be used for SEND needs in the school. All other SEND income has to be applied for and is known Additional SEND Income.

Last year financial year we received £3176 as individual pupil resourcing agreement (IPRA) funding. This £3176 was to be spent on the specific pupil it was applied for and we have used some of it to fund a private occupational therapist for 10 hours this term.

We have just been granted IPRA funding for another pupil which will provide 11 hours per week of LSA support to deliver interventions.

Staffing for SEND

The SENCO, Jane Kain, is employed for a day and a half per week (30%). Sabrina Smith is employed in the afternoons to provide SEND support.

Engagement with stakeholders

- The SENCO has held one plan meetings for pupils on the SEN register.
- The SENCO is also in regular contact with other professionals to help secure support for pupils

- The school receives an allocation of 1 day a term from the Educational Psychologist. (This was recently used to provide a report for a Year 1 pupil who would benefit from an EHCP)
- Kids Inspire have delivered direct therapy to a child.
- The SENCO has had phone consultations with Occupational Therapists and Speech therapists to discuss the current needs of pupils and to request a review to update speech targets.
- A physiotherapist has been regularly supporting a child in Year 1

- Visits have been received from the OT services to support a Year 1 pupil.
- Referrals have been made to the paediatrician for ADHD and ASD assessments.
- The ongoing demands on therapy services following the effects of lockdown have meant that any referrals through the single Point of Access (SPA) to NELFT therapy are taking much longer. There is currently an extremely limited service for speech and language therapy and they are not accepting referrals for EYFS pupils. The parents need to take the children to a drop in clinic instead.

Complaints

No complaints have been received

Any other comments

- Jane Kain (current SENCO) is leaving at the end of the autumn term to pursue a SENCO role in another school.