

Wootton Bassett Infants' School Annual Report on the Implementation of the **Special Educational Needs 2020-21**

Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that we follow to meet the needs of children.

The Code of Practice describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. Support and specialist expertise is put in place, as appropriate, to help overcome the difficulties that a child may have. If further support is required, the school may request a statutory assessment of special needs, which may result in an Education, Health & Care Plan being put in place.

There are 4 areas of special educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

Wootton Bassett Infant's school aims to be a fully inclusive school and will actively seek to remove barriers to learning. We aim to ensure that pupils with SEND have the same opportunities as other pupils to benefit from the education and opportunities our school provides; with reasonable adjustments made if required. We never treat a pupil with SEND less favourably than others because of the nature of his / her need or disability.

Wootton Bassett Infant's SEND policy was reviewed and updated by Governors in 2021 and will be updated in 2022. The policy is available on the school website. Paper copies are available to parents from the office free of charge. The SEND policy should be read in conjunction with this report.

- SENCo: Tom Hill
- SEND Governor: Michelle McDermitt

Number of pupils with SEND 2020-21

| | July 2020 | July 2021 |
|--------------|-----------|-----------|
| SEND support | 40 | 30 |
| EHCP/My Plan | 3 | 5 |

| | | |
|-----------------|-----|-----|
| My Support Plan | 3 | 7 |
| Total | 46 | 42 |
| % | 26% | 24% |

(Not all children remained in school for the full year in either year).

- There were no looked after children in 2020-21

Behaviour Management

- The school moved to a new Behaviour Management policy this year.
- There were 5 fixed term exclusions during the year.

Identification and Provision

Children's needs are identified through a range of methods. Headteacher, class teachers, teaching assistants and the SENCo use their professional understanding of children's development and learning, alongside parental concerns, relevant information from outside agencies and progress data to identify children that may need additional support to make progress. Support for a child is planned as a graduated response to identified needs in accordance with the SEND Code of Practice. Emphasis is placed on the cycle of Assess - Plan- Do -Review.

All pupils identified with SEND are on the school SEND register which is reviewed and updated at least three times a year. A range of plans will then be used to plan a child's provision, this could include: My Plans (EHCPs), My Support Plans, Early Help Assessments, Pupil Passports and One page profiles.

Support to reach targets may be carried out in class or may involve interventions, with the child being withdrawn from class for short periods of time.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their commands of English or arises from special educational needs. Support from external services such as EMTAS will be used as part of this identification process.

Teaching and Learning

At Wootton Bassett Infant's we believe that children learn best with the rest of their class. We aim to provide sufficient support to enable children to reach their potential independently and without learned dependence on an adult. Where this is not possible, the school provides a range of interventions which are recorded on a class provision map; these are reviewed three times a year. Interventions are often a crucial and

effective method of closing the attainment gap between children with SEND and their peers.

Budget Allocation 2020 - 2021

| | |
|--|--------|
| Total income to the school's budget allocated specifically to SEND | £57305 |
| Adopted from Care Funding | £0.00 |
| Total | £57305 |

Deployment of staff and resources 2020-21

- 43 children were supported 1:1 by teaching assistants in different groups (as set out in provision mapping.)
- Other Teaching Assistants support individuals according to need - outlined in My Support Plan, IEPs etc and through provision mapping
- The school provides ELSA support on a 0.2 contract.
- 16 children received additional speech and language support provided by the Speech and Language Service
- The SENCo works 3 days a week, (although this time also incorporates other management duties.)

| Band of top-up funding | Lower 1 | Upper 1 | Lower 2 | Upper 2 | Band 3 |
|------------------------|---------|---------|---------|---------|--------|
| Number of Children | 0 | 3 | 3 | 3 | 3 |

(Pupils may be counted twice due to moving up the band).

Progress

Year 1 Phonics:

| Year | Percentage of children with SEN who passed: Wootton Bassett Infants School | Percentage of children with SEN who passed: Nationally |
|-------------|--|--|
| 2016 - 2017 | 23% | 43% |
| 2017 - 2018 | 57% | 44% |
| 2018 - 2019 | 82% | 43% |
| 2019 - 2020 | No check - completed 2020 | No national figure |
| 2020-21 | 87% | No national figure |

Key Stage 1

| Year | % of SEN children at WBI Reading | % of children nationally reading | % of SEN children at WBI Writing | % of children nationally Writing | % of SEN children at WBI Numeracy | % of children nationally Numeracy |
|-------------|--|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|-----------------------------------|
| 2017 - 2018 | 44% | 30% | *33% | *22% | 55% | 33% |
| 2018 - 2019 | 69% | 30% | 69% | 22% | 54% | 33% |
| 2019 - 2020 | Outcomes not available - tests cancelled nationally due to Covid | | | | | |
| 2020 - 2021 | **43% | N/A | **35% | N/A | **43% | N/A |

***Direct comparisons are not considered appropriate due to new format.**

****Internal data only**

External Agencies

The school uses a range of external agencies to ensure children are receiving the support they need. We follow the SEN Code of Practice and aim to engage in all agencies, health, social care and local authority support services, in 2018 - 2019 included:

- Educational Psychologist
- Speech and language Therapist
- Specialist SEN service
- EMTAS
- Behaviour Support service
- Occupational Therapist
- Community Paediatrics
- School nurse service
- CAMHs
- CAF support

Transitions

- Reception teachers usually met with Old Court children on four separate occasions within the setting and with most other local pre-schools once. To ensure a smooth transition all new reception children are invited to three induction sessions of one hour during June and July. Due to Coronavirus restrictions this took place in a greatly reduced manner in 2020-21.

- SENCo meets virtually with Noremarsh SENCo to discuss needs and support available. All SEND provision and tracking files were moved electronically between schools.

Staff Development

All teachers have Qualified Teacher Status.

Staff receive regular training through TD days, staff meetings and TA meetings on the needs of children with SEND. Class teachers are responsible for meeting the needs of the children in their class and have bi-termly meetings with SENCo to discuss provision and progress.

Training

- Epilepsy training for teachers and teaching staff working directly with 2 identified children.
- Diabetes training for teachers and teaching staff working directly with 2 identified children.
- Speech and language training for teachers and teaching staff working directly with an identified staff - provided on-line by Virgin Care.
- All teachers and teaching assistants attended further training from Downs Awareness charity and from the Educational Psychologist.
- ELSA support for one teaching assistant via support groups 6 times a year.
- 5 members of staff attended a diabetes course for 2 identified children.
- 4 Teaching assistants attended a manual handling course and had significant support from physical advisory service.
- 3 Members of staff (including the incoming Headteacher) completed the Team Teach course - de-escalation and restraint.

Parents/Carers involvement in the provision for pupils with SEND

If a child has an Education Health Care Plan an annual review is held once a year. A transition review is held when a child is in year one. SENCo or senior management staff are invited from Noremarsh (or alternative school if another junior provision is being considered).

Parents are invited to attend meetings with external agencies. These can be face to face, via phone or with the SENCo sharing information if a parent cannot attend.

For a child with a non-statutory need of support (My Support Plan or Early Help), the school will offer frequent meetings (3 times a year) within the school year to discuss the support and consider next steps.

During 2020-21 Covid restrictions meant that many of these meetings have taken place on-line using TEAMS or other similar platforms.

Children's involvement in the provision for pupils with SEND

We seek to capture the child's voice on all occasions. This can be recorded with an adult or via pictures and is used to feed into annual reviews, support plan meetings as well as requests for further support.