

SEND Report to Governors- March 2024



Saltaire Primary School

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SEND Currently

As of March 2024, Saltaire Primary School has 78 children on our SEND register, an increase from 46 this time last year. 29 of these children are also eligible for Pupil Premium. 15 of our children have an Education, Health and Care Plan (EHCP) and 4 children are in need of an EHCP.

25 children are currently being monitored for possible SEND. 6 of these children are also eligible for Pupil Premium. Last Year 28 children were being monitored of which 3 were eligible for Pupil Premium.

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SEND Areas of Need

In the SEND Code of Practice, there are four broad areas of special educational needs, that should be identified and focused on within educational settings.

The four main SEN areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Physical and/or Sensory Needs

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Communication and Interaction

Communication and Interaction can encompass a lot of needs and issues that a child may have, including Autistic Spectrum Condition (ASC).

- Difficulties understanding and using verbal and non-verbal communication.
- Understanding social behaviours and expectations, which can impact on a child's ability to interact with other children and adults around them.
- A reliance on structure and routine in their life.

Communication and Interaction

As well as ASC, Communication and Interaction can also include Speech, Language and Communication Needs (SLCN).

- The production of speech.
- Struggling with finding the right word, or not being able to join words together in a meaningful way.
- Problems communicating through speech, for example difficulties finding the correct language to express thoughts and ideas that they are having.
- Difficulties and delays in understanding or responding to verbal cues from others.
- Understanding and using language in specific social situations.

Cognition and Learning

Cognition and learning can cover a range of needs. Children are identified as having cognition and learning needs if they have difficulties with literacy and numeracy (which therefore impacts their ability to access learning across the curriculum), or if their levels of attainment are significantly below age-related expectations.

Moderate Learning Difficulty (MLD)

Children with MLD may have greater difficulty in basic literacy and numeracy. They may also have speech and language issues. Pupils with MLD are likely to need additional support outside of the National Curriculum

Cognition and Learning

Some pupils with cognition and learning needs may have a Specific Learning Difficulty (SpLD) Some examples of specific learning difficulties are:

- **Dyscalculia:** Pupils with dyscalculia have difficulty in acquiring maths-based skills.
- **Dysgraphia:** Dysgraphia is a specific learning difficulty that can affect a child's ability to express themselves through writing. Dysgraphia affects fine motor skills.
- **Dyslexia:** Dyslexia is a specific learning difficulty that affects the way that someone processes information.
- **Dyspraxia:** Dyspraxia is also known as developmental coordination disorder.

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Social, Emotional and Mental Health difficulties

Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and find it difficult to when concentrating on tasks.

A specific difficulty within this group can be ADHD.

Children with SEMH needs may have anxiety.

Physical and/or Sensory Needs

Some examples of sensory and physical needs include:

Hearing Impairments: In educational settings, pupils are typically considered to have a Hearing Impairment if they require hearing aids or adaptations to their learning environment in order to access the National Curriculum.

Visual Impairment: In general, a Visual Impairment is defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery.

Sensory Processing Difficulties: Children with sensory processing difficulties may be sensory avoiders, or sensory seekers. This can result in them avoiding certain experiences or becoming anxious or overwhelmed by sensory input.

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SEND Support or EHCP - March 23 & March 24 Comparison

Communication and interaction		Cognition & Learning - MLD		SEMH inc ADHD		Sensory or Physical	
March 23	March 24	March 23	March 24	March 23	March 24	March 23	March 24
21	29	11	25	9	19	5	6

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SEND Monitoring - March 23 & March 24 Comparison

Communication and interaction		Cognition & Learning - Moderate learning difficulty		SEMH inc ADHD		Sensory or Physical	
March 23	March 24	March 23	March 24	March 23	March 24	March 23	March 24
10	3	10	15	8	8	0	0

SEND Support or EHCP March 24 - By Year Group

Year Group	Communication and interaction	Cognition & Learning - MLD	SEMH inc ADHD	Sensory or Physical
R	3 - 2 EHCPs	0	2	1
1	4 - 1 EHCPs	3 - 1EHCP	3	0
2	4 - 1 EHCP	0	2	2
3	4 - 1EHCP	6	1	0
4	6 - 2 EHCPs	3	5	0
5	5 - 3 EHCPs	3	5 - 2EHCPs	0
6	3	9	1	3 - 2EHCPs

SEND Monitoring March 24 - By Year Group

Year Group	Communication and interaction	Cognition & Learning - MLD	SEMH inc ADHD	Sensory or Physical
R	0	5	2	0
1	3	2	0	0
2	0	1	0	0
3	0	2	1	0
4	0	1	1	0
5	1	4	4	0
6	0	0	0	0

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Attendance Data

	Present	Authorised Absent	Unauthorised absent
SEND	93.62%	5.37%	1.02%
Whole School	95.28%	4.04%	0.68%

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Year 1 Attainment Data Children with EHCPs or SEND Support = 10

Subject	BLW/ S Scales	WTS	EXS	GDS
Reading	7	2	1	
Writing	4	6		
Maths	4	4	2	

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Year 2 Attainment Data Children with EHCPs or SEND Support = 8

Subject	BLW/ S Scales	WTS	EXS	GDS
Reading	1	3	5	
Writing	3	1	5	
Maths	1	1	6	

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Year 3 Attainment Data Children with EHCPs or SEND Support = 11

Subject	BLW/ S Scales	WTS	EXS	GDS
Reading	6	1	3	1
Writing	6	2	3	
Maths	5	2	3	1

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Year 4 Attainment Data Children with EHCPs or SEND Support = 14

Subject	BLW/ S Scales	WTS	EXS	GDS
Reading	6	3	4	1
Writing	8	3	3	
Maths	5	4	4	1

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Year 5 Attainment Data Children with EHCPs or SEND Support = 13

Subject	BLW/ S Scales	WTS	EXS	GDS
Reading	7	1	5	
Writing	7	3	3	
Maths	5	2	5	1

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Year 6 Attainment Data Children with EHCPs or SEND Support = 16

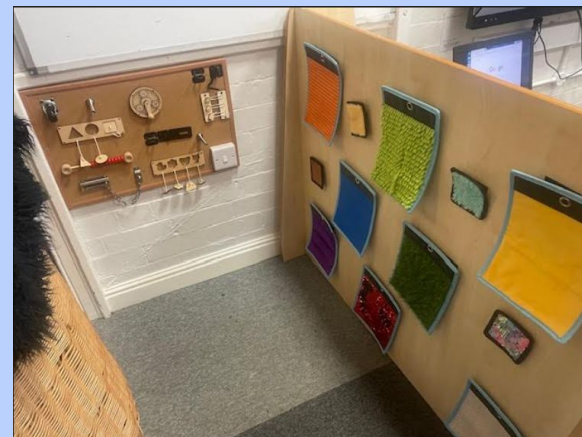
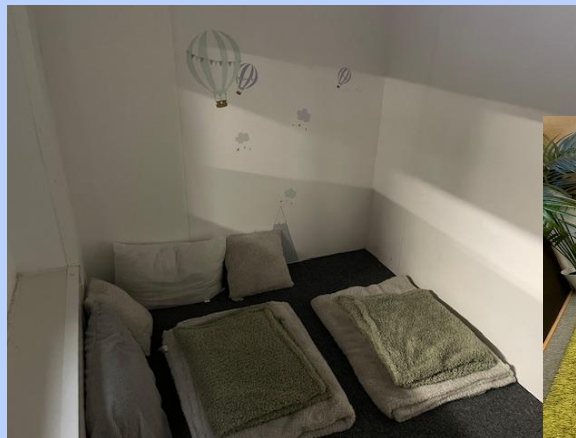
Subject	BLW/ S Scales	WTS	EXS	GDS
Reading	8	5	2	1
Writing	12	2	1	1
Maths	6	5	4	1

Strengths

- Our Inclusion Team- passionate, committed, stable team
Kate Jacklin - Assistant Head - Inclusion & Pastoral
Siobhan Winter- Family Support Worker
Charlotte Moore - Learning Mentor
Emily Heaps - SEN Learning Support Assistant
Adam Feather - HLTA
- Continuity from Tracey to Kate. Shared and collective understanding



- New nurture and community hubs
- 2 new safe spaces to support children in times of dysregulation



Strengths

- Inclusive culture and approachable/nurturing reputation (also a challenge). Support for families- above and beyond!
- Lunchtime provision- minimises behavioural incidents.
- Reasonable adjustments to timetables for some children who are struggling with the demands of the school day especially in the afternoon (staffing difficult)
- Strong link with safeguarding team, policies and procedures.
- Risk assessments in place for some of our children who show more challenging behaviours - wider, collective understanding



Strengths

- Tracking- ISPs, Pen Portraits and Pre-Key Stage Standards for those working significantly below give a better picture of attainment and progress - processes much improved better picture - next steps - possible alternatives - streamline and improve quality.



ISPs



[Redacted Name]

Individual Support Plan



Area of need

ASD diagnosis - Communication, language and interaction is the main area of need - [Redacted Name] does not like speaking in front of people and struggles to socialise within and with the class as a whole as a result of this.

Assess	Current Attainment			Current Provision		
	Reading	Writing	Mathematics	QFT	Additional and Different	Targeted Interventions
Spring 2024	S5	S3	S3	<ul style="list-style-type: none"> *Lots of nurture * Morning check in - * Calm voice * Go near to her for answers to your questions - will not speak in whole class situations * Scaffolds to support writing * Differentiated tasks/support in the majority of subjects 	<ul style="list-style-type: none"> *Support with going to the toilet - fearful of toilets * Support from adults in all lessons * Time away from others to talk/ read/share worries * Weighted bear * Ear defenders * I need help card/ I'm okay 	<ul style="list-style-type: none"> *Frequent 1:1 reading Little Wandles * Nurture Group-Talkabout friendship programme, zones of regulation and sensory/social skills activities.
Date	Attendees	Review	New Provision - Plan	New Targets - Do		
9.2.24	K.Jacklin Parents	Meeting to discuss [Redacted Name] ASC diagnosis, what is currently in place and the starting of an EHC application to further support [Redacted Name] needs.	Parents to complete EHC consent	<p>Reading- Read questions carefully and look back at the text to help answer them.</p> <p>Writing- To continue to work on writing more independently, using basic punctuation and sentence structure.</p>		

	Reading	Writing	Maths
S1	<p>Language comprehension. In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' • show anticipation about what is going to happen (e.g. by turning the page) • join in with some actions or repeat some words, rhymes and phrases when prompted. 	<p>Composition. The pupil can:</p> <ul style="list-style-type: none"> • say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). <p>Transcription. The pupil can:</p> <ul style="list-style-type: none"> • draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand). 	<p>The pupil can:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) • distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects • demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil).
S2	<p>Word reading. The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 10+ graphemes • read words by blending sounds with known graphemes, with help from their teacher. <p>Language comprehension. In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' • join in with predictable phrases or refrains 	<p>Composition. The pupil can:</p> <ul style="list-style-type: none"> • say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot'). <p>Transcription. The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading • identify or write these 10+ graphemes on hearing corresponding phonemes. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • identify the big or small object from a selection of two • sort objects according to a star (e.g. group all the small balls together into triangles and circles) • say the number names to 5 in 1 (e.g. in a song or by joining in with) • demonstrate an understanding of numbers up to 5 by putting the number of objects when asked • copy and continue simple pattern materials (e.g. apple, orange, apple, etc.).
S3	<p>Word reading. The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes. <p>Language comprehension. In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • respond to questions that require simple recall 	<p>Composition. The pupil can:</p> <ul style="list-style-type: none"> • make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • write a caption or short phrase using the graphemes that they already know <p>Transcription.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading 	<p>The pupil can:</p> <ul style="list-style-type: none"> • identify how many objects there are of up to 10 objects, recognising sight and counting the objects in to 10 • demonstrate an understanding of number counted represents the count • use real-life materials (e.g. apple) to add and subtract 1 from a group to indicate how many are now present

	<p>grapheme-phoneme correspondences (GPCs):</p> <ul style="list-style-type: none"> • read many common exception words in a book closely matched to the GPCs as above, the pupil can: • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. <p>Language comprehension. In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences 	<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making phonically-plausible attempts at others • spell some common exception words • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words 	<ul style="list-style-type: none"> • add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$, $46 + 20$; $16 - 5$; $88 - 30$) • recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) • count in twos, fives and tens from 0 and use this to solve problems • know the value of different coins • name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).
S6	<p>Word reading. The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes • read most common exception words <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation. <p>Language comprehension. In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences 	<p>Composition. The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses <p>Transcription. The pupil can:</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • spell many common exception words • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	<p>The pupil can:</p> <ul style="list-style-type: none"> • read scales in 3 divisions of ones, twos, fives and tens • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) • recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$) • recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary • identify 1 4, 1 3, 1 2, 2 4, 3 4, of a number or shape, and know that all parts must be equal part

Strengths

- Arbor - pin SEN documents for easy access
- Knowledge and understanding of adaptive teaching improving - further develop - enable/extend
- BSIP involvement - frontline insight into council procedure



Challenges

- Volume of higher need SEN children (and increasing.)
- Dynamics of some classes- higher level of SEN - Why?
Should we think more carefully about how we assign classes - currently by preschool setting - is this a contributing factor?
Should we shuffle classes at key points or would this cause more difficulties?

Class	Communication and interaction	MLD	SEMH inc ADHD	Sensory or Physical
Earhart	1 EHCP	1	1	0
Fiennes	5 - 1 EHCP	2	4	0

- Earhart - 1 child Hirst Wood (HW) other 2 did not attend a nursery - 1 child new in Yr 2
- Fiennes - 8 children HW, 1 child other nursery (joined Yr4), 2 children no nursery (1 child joined Yr 4)

Challenges

- Staffing
- Culture- LSAs still seen as supporting teacher, dependence on 'differentiation' by support, teachers not always taking responsibility for personalised learning/Individual Support Plans and targets.
- Parental demand and expectations
- Working with the LA - limitations to services and funding- paperwork/referrals (e.g. 34 children are on the waiting list for an ASC and/or ADHD assessment - some have been waiting 2 years.) - right to choose - we can see improvements - however we have heard that there is now a backlog forming there too.
- Limited places in specialist settings in the area.

Next Steps

- SEN remains a key priority for the rest of this academic year- Implementation Plan.
- Whole school roll out of Zones of Regulation - potentially through class and crew sessions - children to become support network for each other
- Personal Managing My emotions/zones of regulation documents for children who are prone to excessive dysregulation
- Increasing access to small group work with teaching staff - QFT - class teacher
- Ensuring teaching and learning is adapted to meet individual needs (further training on inclusive practice/neuro-diverse classrooms, learning walks, book looks, sharing/modelling of good practise, organisation of classrooms, performance management and targets!
- All children on SEN register to have ISP & pen-portraits which are readily to hand and shared with all relevant staff and of improved quality - Explore ISP writer programmes to assist with this.

Next Steps

- EHCP goal cards to accompany pen portraits and ISPS in class for quick reference and to ensure that EHCP goals are shared with all relevant staff
- EHCPs applied for, for those children most in need
- Continue to work with authority to amend out of date EHCPs
- Continue to work with authority to secure suitable placements for those of our children who may need alternative provision to mainstream settings
- Further training of LSAs, particularly new staff- potentially work with Social Communication Interaction & Learning (SCIL) Team
- Training for parents from outside agencies - potentially SCIL Team
- Updating of website information - Our Local Offer



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