

## Special Education Needs Information Report 2018-19 Primary Phase

Three year trend for pupils on the register of Special Educational Needs.

Year/SEN category	2016-17		2017-2018		2018-2019	
Site	Alton Close	Beech Avenue	Alton Close	Beech Avenue	Alton Close	Beech Avenue
SEN support	54	104	49	97	93	120
Statements/EHCP	10	9	8	7	8	16
<b>Total SEN</b>	<b>64</b>	<b>113</b>	<b>57</b>	<b>104</b>	<b>101</b>	<b>136</b>

The number of children with special educational needs has remained within a similar range as last year with more complex needs being recognised and early identification of need in Early Years. This year we had 8 children with statements of need /EHCPs at Alton Close and 16 at Beech Avenue, lots of whom were diagnosed with conditions on the autistic spectrum and SEMH need. Any child working well below their age expected level was also added to the register and support put into place. In addition, many children are now receiving support through the Early Help Record and TAC process.

### Changes with SEND at Swindon Academy

Emma Brown was appointed as SENDCo in January at our Alton Close site and Rachel Weekes continues in her roles as SENDCo at our Beech Avenue Primary site. In addition, Hayley Pearce acts as SENDCo for our Nursery provision with support on both sites from respective SENDCos.

### Early identification and intervention

Our focus on early identification continued this year with learning and SEMH needs being identified and supported in KS1. This has also included referrals to outside agencies for additional support within school.

Children have been closely monitored and assessed in EYFS and KS1 and the SENDCos have worked alongside the all staff to co-ordinate the support.

As a result, provision has been provided for children in KS1 for speech and language delay, phonic catch-up, reading, writing and spelling support, fine motor skills and basic numeracy skills and we will continue to focus on identification of need and providing support in the early years.

### SEND needs across the school

#### ASC(D) (autistic spectrum conditions)

- We are continuing to see an increase in the number of children with diagnoses of ASC and children referred to the diagnosis pathway. We have accessed the Autism resource centre (ARC) to build on social skills and develop supportive strategies alongside school for pupils as appropriate.
- Children without diagnoses have been supported in class using strategies given by the ASD advisory team. The local authority Autism Outreach Service has supported the school this year, coming in to observe pupils and offering advice and strategies to use with these pupils. The Educational Psychologist has also helped with this process.

#### Speech, language and communication support

- Speech and Language provision has continued to develop this year. Both sites have been assigned new therapists from the SALT service who have been in school regularly to assess pupils, advise

SENDCos and work with teaching assistants who deliver speech and language interventions in school to targeted pupils. We use TALK BOOST and recommended speech and language therapy resources in school to deliver intervention and support. Teaching assistants who run interventions also regularly attend training sessions offered by the service.

### **Hearing impairment support**

- We currently have two pupils at Alton Close, and two pupils at Beech Avenue, who are monitored regularly by Jo Cooke, the specialist teacher for Hearing Impairment, who has given advice to teachers and staff on how to support these children.

### **Visual impairment support**

- We currently have two pupils at Beech Avenue who are monitored regularly by the specialist teacher for Visual Impairment who has given advice to teachers and staff on how to support this child.

### **Physical and medical conditions support**

- We have twelve children with a medical condition at Alton Close and six at Beech Avenue, they require support and / or medication during the day. These children receive support of a teaching assistants and excellent support from their peer group.
- Close liaison with the advisory teacher for physical disabilities has ensured that two pupils with physical needs are able to be successful in mainstream provision at our Beech Avenue site.

### **Social, emotional and mental health**

- Since the release of the New Code of Practice, behaviour is no longer classified as an area of SEN. Behaviour difficulties are a result of an underlying issue and it is expected that we identify the needs of the child and provide support as appropriate.
- This year we have continued to buy into Targeted Mental Health support (TaMHs). Meryl McGunigall has worked at Alton Close and Nina Hughes at Beech Avenue to work with children in groups and 1:1 to provide support for children displaying challenging behaviour and/or anxiety. Social, emotional and mental health has continued to be a significant area of special needs this year, with a greater number of pupils requiring support, in particular, boys. For some pupils, a referral has been made through the school and for others, parents/carers have been referred through their GP to the paediatrician. As a school we will continue to monitor the support needed for these children and provide group and 1:1 support.
- We have also provided support for more able pupils and a looked after child with controlling emotions and anger, providing them with strategies and support 1:1 and social skills support for autistic spectrum conditions.
- We have accessed lots of support from SEMH Outreach Team to support key pupils with their emotional and mental health needs.
- We have also introduced Nurture Groups on both sites, sensory, movement and rest breaks, key adults, positive support plans, nurture break and lunch times for targeted pupils. We have also gained funding to expand our SEMH resources at Alton Close for additional space for nurture and a sensory room. At the end of the year we also successfully gained additional funding to 'revamp' our sensory room at Beech Avenue.

### **Learning difficulties**

- The majority of the children requiring support for special educational needs have specific difficulties with learning or aspects of the curriculum. These are the pupils who are achieving well below age-related expectations or whose progress has been slow historically. These pupils have been supported through Quality First Teaching and in class differentiation on a daily basis.
- Interventions have been put into place out of class to provide additional support for specific areas of literacy and numeracy skills to allow these children to make accelerated progress.

- Last year we ran precision interventions for reading, maths and speech and language at KS2.
- We ran interventions for phonics, handwriting, fine motor skills, speech and language, maths and writing at KS1.

### **Sensory difficulties**

- Our children on the autistic spectrum have had difficulties with sensory issues, in particular related to noise. We have used autistic friendly strategies to help these children and they have been successfully able to access the curriculum. We continue to develop sensory spaces for children on both sites and use of safe spaces.

### **Fine and Gross motor skills**

- Many children this year have received support to help improve fine and gross motor skills. Lots of differing pencil grips have been introduced and the use of the Handwriting Rescue Scheme is helping to address this.

### **Parental involvement**

Parents have been involved throughout the SEND process including initial provision planning meetings, assessment of needs, setting targets, working with teachers, the SENDCo and the Educational Psychologist to provide additional support at home and reviewing the effectiveness of strategies and provision.

### **Additional funding**

Swindon Academy has received funding from SENRAP for 4 children at Alton Close and 1 child at Beech Avenue with additional needs this year to provide extra support. This funding has been used to provide support and interventions to help move learning forward.

### **Deployment of staff**

Swindon Academy aims to develop independent learners and supports teachers, through training and coaching, to work with children with special educational needs within the classroom. We recognise the importance of teachers working with the most vulnerable pupils with the greatest learning needs and this has been monitored closely during lesson observations and Development Days. It is expected that teaching assistants support the teacher to work with these children and intervene as directed by the teachers and SENDCo.

Where support is provided by teaching assistants, the SENDCo has monitored the programmes carefully to ensure the children are progressing.

Teaching assistants have been used in the afternoons to run specific structured programmes with training and support from the SENDCo. These have been monitored for effectiveness through data analysis and observations by the SENDCo and Head Teacher and on our Development Days. Where required, support has been adapted or changed and new types of levels of support have been provided.

With the implementation and expectations set out in the new code, increasing numbers of children being supported through the Early Help Record procedures put in place by Swindon Borough Council and the increasing complex and additional needs seen throughout the school. It is expected that this will continue to support the school with carrying out its statutory duties.

### **Training and resources**

The SENDCo has continued to attend appropriated training offered within Swindon and by United Learning where the SENDCos are part of a network which shares good practice. Both SENDCos successfully completed their Level 6 unit on Attachment Needs with Brighton University.

Teaching assistants have been trained in-house and through external training courses to support children within their classes. Training has included; ASD awareness, behavioural support and delivering

interventions supporting children with dyslexia, attachment needs, speech and language, vocabulary, ADHD awareness, de-escalation strategies, phonics, Daily Supported Reading programme and have shared good practice with each other.

Numerous intervention groups have taken place throughout the school for children on the SEN register and those at risk of underachievement, including those in receipt of the Pupil Premium Grant. Further details of intervention and support available is on our Primary provision maps and our school offer.

### **Links with other settings/transition**

The SENDCos have liaised with all secondary schools to hand over data, files and key information about pupils transferring to Secondary Education with additional needs.

Pre-schools have liaised with the school and transition programmes put into place for children due to enter Reception in September. Reception teachers will closely monitor all pupils entering reception and carry out baseline assessments and initial reviews as required.

### **Governors**

Hayley Pike, a parent governor worked as SEN Governor to Alton Close and Carol Shelley worked as SEN Governor to Beech Avenue Primary. SENDCos completed Accountability Frameworks to present to governors at the Families and Communities meetings throughout the year.

### **Accessibility and inclusion**

The following actions have been taken to improve accessibility for pupils with special educational needs and disabilities in line with the school's accessibility plan.

- Individual provision maps to record accessibility actions for individual pupils.
- Transition programmes for ASC planned and completed.
- ICT programmes introduced for intervention provision.
- Risk assessments carried out and provision provided for school trips. All SEND children were able to fully participate in school trips this year.

### **Aims and actions for 2018-19**

In order to improve provision for SEND pupils at Swindon Academy next academic year our main foci will be:

- To further develop interventions for writing, spelling, maths with phase leaders.
- To start nurture programme based on Nurture Network for KS1 children identified using the Boxall Profile at Alton Close and widen nurture provision at Beech Avenue to include KS2.
- To continue the use the SEND continuum to highly focus SEND targets and monitoring for SEND pupils.
- To continue to train and work with teachers and teaching assistants to build up expertise to provide support in-class for those children with SEND and ensure all teachers are differentiating for SEN pupils in their classes.
- To continue to regularly monitor and adapt provision where necessary for individuals and groups of children.
- To continue to support teachers in developing individualised outcomes for the children in their classes with SEND; with an ongoing focus on SEMH targets for pupils with this area of need.
- To continue to provide CPD for all staff to enable good quality inclusive teaching across the school.
- To continue to work in greater connection with the SENDCo network within United Learning to share and develop good practice.