

Faringdon Infant School



End of Year SEND report for
Governors

2021-2022

Annual SEND Report to Governing Body

School: Faringdon Infant School	Date of report: September 2022
SENCO / leader completing report: Lauren Cronk	SEND Governor: Sarah Gristwood (Academic year 2021-2022)

SEND Profile

SEN Stage	Number of pupils	% of whole school	National %
No SEN	199	79%	83.4%
SEN Support	47	19%	12.6%
Education, Health and Care Plan (EHCP)	6	2%	4%
<u>Any High Needs Funding (HNF) or EHC needs assessment applications currently in process?</u>			
<p>Within the academic year four ENCNA were completed, three were agreed to be assessed and one was denied High needs funding was agreed for two children Four ECH needs assessments were applied for, three were agreed to assess.</p>			
<u>Any HNF applications or EHC needs assessments applied for but refused?</u>			
One EHCNA was denied.			
<u>Any significant changes in the SEND profile since last year?</u>			
There have been more children added to the SEN register this year than the previous year and two children started reception with an EHC plan.			

Area of Need	Number of pupils	% of SEN pupils	National %
Cognition and Learning	8	15%	39%
Communication and Interaction	27	51%	31.4%
Social, Emotional and Mental Health	16	30%	19.4%
Sensory and/or Physical	2	3%	5.2%
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	The highest proportion of need is within the category of communication and interaction due to a high proportion of speech language and communication need and ASC diagnosis.		

SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role	Qualifications if relevant
Jo Baird (September 2021 – February 2022)	SENCO	NASENCO qualification
Lauren Cronk (February 2022 – present)	SENCO	NASENCO qualification

Equality and accessibility arrangements

Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?	The accessibility plan has been updated in September 2022 and will be updated again in November once the new site is open.
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Progress and Achievement of SEND pupils

Please note any relevant data and show any SEND / Non-SEND comparisons e.g. % achieving GLD at end of EYFS % achieving expected - Y1 phonics % achieving expected - KS1	The percentage of children meeting good learning development:		
	Early Learning Area	% of SEN	% of year group
	Communication & Language	35.7%	5.5%
	Personal, Social & Emotional Development	35.7%	5.5%
	Literacy	21.4%	3.3%
	Maths	42.8%	6.6%
	Physical Development	35.7%	5.5%
	Understanding the World	42.8%	6.6%
	Art	42.8%	6.6%
	The percentage of children meeting an expected level in phonics:		
	% of SEN	% of year group	
Phonics	15%	3.9%	
The percentage of children meeting an expected level at the end of key stage one:			
Subject	% of SEN	% of year group	
Reading	28.5%	8.4%	
Writing	9.5%	2.8%	
Maths	28.5%	8.4%	

Attendance and exclusions of SEND pupils

	% - SEN support	% - EHCPs	% - Non SEND
100% attendance	91.15%	90.2%	96.5%
Persistent absentees	N/A	N/A	N/A
Fixed term exclusions	0.7%	0%	0%
Permanent exclusions	0%	0%	0%
Any actions required?			
Our target at Faringdon Infant School is 96% however due to isolation rules attendance has been severely impacted.			

SEND Funding

Type of funding	Notional budget	Top up / HNF	Funding from EHCPs	Other (please specify)
Total received in last 12 months	£109,339	£5,905	£36,151	
Any significant changes in funding in the last 12 months? (Include any changes as a result of HNF / EHCP funding ceasing, reducing or increasing)				
No new plans were issued within this academic year however plans have been issued for the next academic year (2022-2023) As a school we did access additional funding for one child.				
What impact has the funding have e.g. value for money?				
The EHCP funding and additional funding has enabled us to provide children with continuous support ensuring that their needs are appropriately met.				

Staff SEND CPD in the last 12 months

Staff	Date	CPD received	Provider	Impact
TA's	Sept 21	Introduction to EYFS Autism & SCERTS	SENSS Communication & Interaction Team	Positive
Teachers	Mar 22	Provision Map training	SENCO	Positive
Teachers & TAs	Apr 22	Understanding Behaviour Through the Autistic Lens Workshop	Schudio	Positive
Teachers	Apr 22	Setting provisions & interventions	SENCO	Positive
Teachers & TAs	May 22	Safeguarding	Trust Safeguarding lead	Positive

SEND Provision

<p>What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?</p>	<p>Over the year children have had access to a high quality curriculum including streamed phonics groups across EYFS and Key Stage 1. The following interventions were provided to the children:</p> <ul style="list-style-type: none"> • 1:1 SALT support • Working memory Intervention – Kim’s Game • Turn Taking intervention • Talk Time Intervention • Social Stories • Zones of Regulation • NELI • Write from the start • Drawing & talking • Colourful Semantics
<p>What has been the impact of the above in-school provision?</p>	<p>Interventions have focussed on supporting children’s emotional development and regulation. This has enabled children to develop their understanding of social communication and develop their communication with others. Children with Communication & Interaction and SEMH needs have been provided with a high level of support to regulate their own emotions to enable them to learn at school.</p>
<p>What have been the most effective provision / interventions / resources and why?</p>	<p>Zones of regulation has provided children with a framework for understanding their emotions and the emotions of others. NELI has provided additional support to the reception children to develop their communication and language skills which had been affected by the COVID 19 pandemic.</p>
<p>Which external professionals have been involved in providing support? What has been the impact of external agency work?</p>	<p>SENSS Communication & Interaction Oxfordshire County Council Educational Psychology Service Oxfordshire County Council Speech & Language Service (SALT) Early Years Special Education Needs Inclusion Team</p> <p>Support from these external agencies has provided direction to interventions, support for staff supporting high need children and additional intervention provided to targeted children through the SENSS Communication & Interaction. The speech and language team have provided targets and support plans for the children referred alongside targeted interventions through speech and language therapists.</p>

Complaints relating to SEND

<p>If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes.</p>	<p>One complaint was made, action was taken and meetings were held with a SENDIASS representative to mediate actions and outcomes for the complaint. Parents were satisfied following these actions.</p>
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SEND Self-evaluation summary

What are the key strengths of the SEND provision?	<ul style="list-style-type: none">• Standardisation of practice across the trust has started to be implemented• Support from highly experienced FLT trust SENCO• Flexible, hardworking, dedicated and professional staff• Positive relationships with all stakeholders• Appointment of new pastoral lead and SENCO• Development of practice and procedure• Implementation of Provision Map software• 1:1 TA's have excellent working relationships with children
What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?	<ul style="list-style-type: none">• Continue to standardise practice across two schools with new year groups to ensure practice is consistent and equal• Development of staff knowledge and confidence within online provision map software• Develop pastoral space within new school building (The Orchard)• Ensure children receive a high sensory diet based on their needs• Provide spaces for children to use safely with a varied diet of activities and interventions

Actions/successes

<ul style="list-style-type: none">• Implementation of Provision Map software• Employment of new TA's• Online training surrounding Autism• Three successful EHCNA leading to 1 plan being issued (2 pending)• Excellent working relationship with FLT lead SENDCO• Successful transition from Faringdon Infant School to Faringdon Junior School at the end of the year.
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Concerns

<ul style="list-style-type: none">• High level of children identified with SEND throughout the year• Slow referral rate for outside agencies such as SALT & CAMHS• Class bubbles have meant that monitoring could not take place as regularly as should have taken place• Impact of COVID on mental health and academic progress• Number of children needing specialist provision increasing
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Next academic year

- Due to the change in schools from infant and junior schools to primary schools we are losing 17 children with special educational needs and will only receive three in reception leading to a much smaller SEN register.
- The move to the new building will provide a range of opportunities to develop specific nurture and break out intervention spaces which were lacking in the previous building
- Development of new spaces to support high need children
- Additional training is needed for staff to use provision map confidently
- Standardisation of meetings and schedules of assessment will need to take place across the two schools
- Assessments will be conducted four times a year to provide a stronger understanding of where children are currently working.
 - Salford Reading Test (Children in years 2, 3)
 - Youngs Spelling Test (Children in years 2, 3)
 - Sandwell Maths Test (Children in years 1, 2, 3)
 - PIRA reading assessment for year 1.
 - Phonic assessment for children in year 1 & 2
 - For children who are working below age expectations the engagement model will be used for years 1, 2 and 3 and a development profile will be used for EYFS children)