**Town Lane Infant School Governor’s SEN Report** 

**June 2022**

**SEN at Town Lane Infant School**

Town Lane continues to remain in line with the requirements to meet SEN guidelines. On the school website there is a designated page called the SEND Information Report that provides parents with information about SEN in Town Lane and it directs parents to the Local Offer. The Local Offer is a Local Authority website detailing the provision that is available on the Wirral. There is also information and advice for parents about additional needs and the graduated approach. Each child who is on the SEN list has a one-page profile which is enabling school to offer the graduated personal centred approach to SEN.

**Information for parents**

A leaflet is available for parents as a guide to help them with some of the SEND stages. The school website has a direct link to the ‘Local Offer’ which states the services that are available to parents. We have our school offer and frequently asked questions to help parents gain information about Town Lane. If parents require to seek advice from the school nursing services, there is a leaflet providing ‘drop in’ sessions with full contact details.

**Webinars for Parents**

This year we have been able to offer parents webinars that have been run by the ADHD Foundation Charity to support parents with understanding and supporting ADHD, Understanding and supporting ASD and Understanding behaviour. Out of the families that have been offered, twelve families have participated in these webinars this year.

**Person Centred Plans**

All children move up from previous year groups with a one-page profile already in place to help the children settle into their new classes. This plan is then reviewed and amended if appropriate. New Individual Learning Plans with new outcomes have been written for the children on the SEN list and help the children settle into the new year group more effectively, ensuring that their new class teacher is aware of their additional needs. These are then reviewed in October to set the new outcomes for the next cycle.

**Provision Maps**

Each teacher completes a provision map for their class to show the interventions and additional support their children have. This provision map provides the information to demonstrate a gradual approach. Some children may not be on the SEND list but may require a short intervention to boost their progress. This information is included on the provision maps as a monitoring device. The provision maps show what each child receives, the Individual Learning Plan (ILP) that has been written, involvement with outside agencies such as paediatricians, Educational psychologists, Speech and Language Therapists, SENAAT and any other third party who are involved with the child.

**Funding**

All children are classed as SEN support on the SEN list which means that they need some support which can vary from child to child. Some children who are working at SEN support may require additional support from an adult. These children usually have been involved with other agencies such as Paediatricians, Educational Psychologists, the Autism, Social and Communication Team (ASC Team) etc. These children may require additional funding from the LA and an application for a Pupil Funding Agreement may be placed. In order to access this funding, school require two terms of evidence to support the application. If a child is granted a Pupil Funding Agreement this must be reviewed annually. This form of funding is not a permanent type of funding.

**Educational and Health Care Plans**

An EHCP is a permanent type of funding and is written by an EHCP coordinator who brings together all the information from many different agencies into one document. This replaced the ‘Statement of SEN’. An EHCP must be reviewed annually.

**Children with Challenging Behaviour**

At present we have a few children who have challenging behaviour and they have a Risk Assessment. When the child’s behaviour becomes challenging, the teacher and TA complete an ABCD form which records what happened, any triggers and how the situation was dealt with. There are many staff who are trained in Team Teach which enables them to use specific strategies to deal with moving or making the situation safe. The team use the de-escalation technique as the first strategy to defuse the situation. The majority of teachers and teaching assistants have had training in de-escalation techniques delivered by Donna Davies.

Staff trained in Team Teach are: Mrs J Jones (SENCO), Miss L Hayes, Miss J Boneham, Mrs B Loughhead, Mrs J Coxell, Mr P Reilly, Miss K Hassall, Mrs C Fenney Mrs Bithell Mrs Large Mrs Macaskill Mrs Holmes Mrs Wright Miss Greaves Miss Penfold Miss Griffiths Mrs Price

**SEN List**

There are currently forty-two children on the SEN list. This is an increase of seven children compared from this time last year.

**Year Two**

There are sixteen children in Year Two who are on the SEN list. This is the same amount as last year. Two of these children have a Pupil Funding Agreement to assist with their additional needs. They have a TA to help support with their learning. The other children are on the list as having speech, language and communication difficulties which includes ASD.

**Year One**

There are fifteen children in Year One who are on the SEN List which is an increase of six children from last year. Most of which are on the list for speech, language and communication. Some children are on the list for social, emotional and mental health difficulties. Two children have a Pupil Funding Agreement and an application for two more Pupil Funding agreements have been placed, these children have adult support during the school day. One of the PFA children has an EHCP which is currently in draft.

**Foundation Two**

In Foundation Two there are six children currently on the SEN list. There is one child who has a Pupil Funding Agreement and one child who has an EHCP. These children have additional adult support to assist with their additional needs. Most children are on the list for speech, language and communication and some children are on the list for disability and social, emotional and mental health. Two further EHCP requests and one PFA request have been placed with the Local Authority.

**Foundation One**

In Foundation One there are four children currently on the SEN list which is the same as last year. An inclusive practice funding application has been placed with the Local Authority.

**2-year-old provision**

In the 2-year-old provision we have one child who is on the SEN list and that child currently receives Early Years Inclusive Practise Funding to support his additional needs.

**June 2022 Areas of Need in accordance with the Code of Practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year group** | **Speech language and Communication**  | **Cognition and learning** | **Social, emotional and mental health difficulties** | **Sensory and/or physical needs** |
| **2** | **16** | **0** | **0** | **0** |
| **1** | **12** | **0** | **3** | **0** |
| **F2** | **4** | **0** | **1** | **1** |
| **F1** | **4** | **0** | **0** | **0** |
| **2yr Olds** | **1** | **0** | **0** | **0** |
| **Total** | **37** | **0** | **4** | **1** |

**June 2022 Categories of SEN in accordance with the Code of Practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **SEN Support** | **SEN Support currently with funding** | **EHCP** | **Total** |
| **2** | **14** | **2** | **0** | **16** |
| **1** | **13** | **2** | **0** | **15** |
| **F2** | **4** | **1** | **1** | **6** |
| **F1** | **4** | **0** | **0** | **4** |
| **2 yrs** | **0** | **1** | **0** | **1** |
| **Total** | **35** | **6** | **1** | **42** |

**Staff Training 2021/22**

**Autumn term**

All staff received ADHD training ran by the ADHD Foundation Charity

**Spring Term**

4/1/22 All staff received ADHD training ran by the ADHD Foundation Charity

JJ-SEN MAT meeting

Feb – All staff had ADHD training ran by the ADHD Foundation Charity

24/3/22 and 31/3/22 JJ attended Good Autism Practice ran by AET

**Summer Term**

4/5/22 All staff received ADHD training ran by the ADHD Foundation Charity

June 2022 All staff received ADHD training ran by the ADHD Foundation Charity

21st June 2022 KD Supporting children with speech sound difficulties provided by NHS SALT

9/5/22 and 16//5/22 AD and JC attended 'supporting social communication in the classroom'. Provided by NHS SALT

14/7/22 KA attending Anxiety Module for ASD children ran by AET

6/7/22 JJ attending Anxiety Module for ASD children ran by AET

June 2022 Most staff attended de-escalation strategy twilight session ran by Donna Hughes

June 2022 Most staff completed Team Teach training

**Interventions that have taken place during the year**

|  |  |
| --- | --- |
| **F1 –Nursery**WelcommFine motor skillsSpeech and Language programmesIdentiplay/Venture into PlaySound listening programme | **F2-Reception**Wellcomm ProgrammeSpeech and language programmeFine/gross motor skills Phonics interventionMaths interventionNurture groups |
| **Year One**RWI – fast track phonicsRWI-Hold a sentenceNurture group/ELSAFine and gross motor skills programmeWelcomm ProgrammeTime to talk ProgrammeMaths clubPhonics clubSpeech and Language programmesAdditional ReadingListening and attention interventionMemory and processing intervention | **Year Two**RWI Nurture group/ELSAFine motor skills programmeAdditional reading EAL ProgrammeAdditional phonics clubAdditional maths clubSpeech and Language programmesSpelling club |

**Achievements of SEN children June 2022**

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Reading** | **Writing** | **Maths** |
| **Number of children who achieved age related expectations**  | **4**  | **4**  | **6** |

All SEND children in Year 2 made progress during the year. A further 11 children have now passed the phonic check. Therefore, 5 SEN children have not achieved the expected level.

**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Reading** | **Writing** | **Maths** |
| **Number of children who achieved age related expectations**  | **2** | **2** | **3** |

**Year One Phonic Screening.**

Out of 15 SEN children, 2 children passed the assessment.

All SEND children in Year 1 made progress during the year.

**EYFS – F2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Reading** | **Writing** | **Maths** | **GLD achieved** |
| **Number of children who achieved age related expectations**  | **2** | **2** | **2** | **1** |

All SEND children did make progress during the year

**EYFS-F1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Reading** | **Writing** | **Maths** |
| **Number of children who achieved age related expectations**  | **0** | **0** | **0** |

All SEND children made progress during the year.

**2 Year-old provision**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Reading** | **Writing** | **Maths** |
| **Number of children who achieved age related expectations**  | **0** | **0** | **0** |

The SEN child in the 2-year-old provision has made progress this year.

**National SENDCo Award**

Town Lane Infant School has a qualified SENDCO as Mrs Jones gained a PGCE in the National SENDCo Award in November 2015.

**School Nurse Drop in sessions**

There is a leaflet in the school office with information about drop in sessions with the school nursing service. The leaflet provides contact phone numbers and the days of availability.

**Educational Psychologist**

Due to LA statutory assessments this year, Pauline Mellor (Town Lane’s EP) has been unable to come into school this year but she has provided drop in sessions for staff and the SENDCo to discuss concerns. There has been a private Educational Psychologist that has been into school to assess four children as part of the EHCP process and she has written reports for the LA to provide evidence for requests of EHCPs.

**Speech and Language Therapist**

A member of the SALT has come into school to assess and review children who are already know to the NHS service. She has provided school with support for the children by supplying appropriate language programs. New referrals to the service have also been assessed. Some children attend the SALT clinics.

School have a Service Level Agreement with a private speech and language therapist and Emily McArdle has come into school twelve times this year to work with the children in the two-year old provision up to year two. She has provided targets and programmes for the children she has worked with and met some parents to offer further advice.

**SENAAT**

Angela Lynch is our SENAAT person. We have 8 half day sessions a year which run from April to March. She comes into school to assess children on their maths and English skills as well as observing children within the classroom situation. Angela offers advice for staff and provides reports on the children she is involved with.

**GPDR**

The SEN Policy has information about the GDPR regulations. All SEN data and information is required to be retained for twenty-five years. School keep the data and information in a designated area which is lockable. We collect data and share data from many third parties whom are involved with SEN pupils. The data and information is also shared during transition meetings between staff and receiving schools.