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Respect, Responsibility, Recognition and Resilience

SEND Impact Statement 2020 - 2021

SENCO – Leah Robinson

Identification of SEND

Summer Census:

20/176 = 11% of the school population (LFS – Y2)

16/116 = 14% of the school population (UFS – Y2)

Children on Register:

12 SEND Support (Learner Profiles/Supporting Me to Learn Plans)

4 My Support Plans

5 Statement/EHC Plans

SEND Needs in school:

4 Mild Learning Difficulty

0 Moderate Learning Difficulty

3 Autistic Spectrum Disorder

10 Speech, Language and Communication Needs

0 Social Communication Needs

0 Specific Learning Difficulties

2 Social, Emotional and Mental Health Needs

1 Physical Impairment

Children are categorised as having a primary and secondary need of SEND. Some children on the register have more than one need as outlined above.

Growth of Needs:

1. Mild Learning Difficulties. (Wave 1 – 3 support)

Children who struggle to retain information and are working well below age related expectations. These children have Supporting Me to Learn Plans and in some cases they have been referred to specialist services where advice and SMART targets are provided.

2. Autistic Spectrum Disorder. (Wave 3 support)

Children are being diagnosed more frequently with ASD needs. The range of needs vary from child to child as does their level of support through Quality First Teaching and Intervention. More children were awaiting the multidisciplinary assessment within this academic year (2020-2021)

3. Speech, Language and Communication Needs. (Wave 3 support)

This is being addressed by employing a Speech Therapist who screens children as they enter Foundation Stage and children are picked up in main school where there are areas of concern. They are followed through until they have met requirements from the therapist who will notify the Headteacher, Early Years Leader and SENDCO of these changes. External referrals still take place where required.



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4. Rise in SEND for boys. (Wave 1 – 3 support)

More boys are being added to the SEND register. 73% of children with an EHCP are boys and 65% of the SEND register are boys compared to girls at 35%. Gender issues are raised at each cohort's pupil progress meeting and curriculum areas are designed with boys in mind. Staff are beginning to use more multi-sensory approaches to encourage the SEND to retain more knowledge through a hands-on approach.

Overview of SEND at Girnhill Infant School:

SEND support in the Classroom:

At Girnhill Infant School we adopt a Quality First Teaching approach for all children, inclusive of their needs. Teacher's plan the differentiated curriculum tasks around the individual needs of the children in their cohort to scaffold and challenge their learning to meet the learning outcomes that they are working towards. All children access the core subjects, which are delivered by the class teacher with in-class support where applicable.

Quality First Teaching

Lessons observed throughout the year by senior leaders and external consultants saw that SEND children were supported in class by their teacher and classroom professionals. All teachers, with the support SENDCO, plan weekly interventions to support the development of the basic skills as well as planning specific programmes as advised by external support agencies. The children are given detailed feedback; verbally and written to help them reflect on their work as well as having the opportunity to improve it. Advice given by the SENCO and Headteacher are followed alongside the additional advice from external support agencies. These are reflected in the child's Supporting Me To Learn Plan.

Intervention 2020/2021

Intervention provided in 2020/2021 for SEND children	Wave of Support
Focus group intervention during whole class quality first teaching – teacher / TA	1
Teacher Led intervention based on cohort need	2
Teaching Assistant Led intervention based on cohort need	2
Pastoral Support (Learning Mentor)	2
Phonics homogenous groups	2
Social Stories	2
Read Write Inc Intervention	2
It's in a Little Bag	2
Fit To Learn	2
SALT (Speech and Language Therapy) External	3
Supporting Me To Learn Plan support	3
Future in Minds Support with CAMHS	3
Playtime/Lunchtime Support	3
Access to sensory provision	3



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How do we identify the impact of intervention?

- Pupil progress in core subjects through their daily work books. We look for evidence of the level of support provided to the child, the steps of progress made within a term and that the work is appropriately pitched and challenging for these pupils.
- Forms of feedback and next steps provided. This is usually provided within the lesson verbally or as a next step to address a misconception or to move learning forward.
- Observations of the pupils to note the level of engagement and practical learning to enable them to succeed in their learning.
- Through the changes in targets on the Supporting Me to Learn Plan and the termly review with parents.
- Pupils may come off of the SEND register when they meet Age Related Expectations and have no physical needs such as visually impaired which impact on their learning for the future.
- Weekly intervention records note the progress made within their given interventions and what the child's next steps are for the future session.

Evidence of Impact:
Focus group intervention during whole class quality first teaching – Teacher/TA
<ul style="list-style-type: none">• School invested part of their budget into adult support in the classroom. All children have access to a full time TA daily.• Children accessed differentiated work that enabled them to make the steps of progress outlined in the Early Years Foundation Stage Framework, National Curriculum or Wakefield Progression Steps that the children were working on. This progress is evident in their books and is reflected in their progress data.• No statutory data was submitted for 20/21 due to COVID 19.• No children have been removed from the SEND register.• There were 5 EHCP's in place and 3/5 children accessed 1:1 support from an adult as suggested in their plan. The further 2/5 children accessed 1:1 support at scheduled intervals to deliver key interventions as suggested in their plan.• EYFS (1) EHCP• KS1 (4) EHCP were making sufficient progress in reading but insufficient progress in writing and maths. Clear EHCP targets towards motivation, learning approaches need to be taken into consideration to meet their complex needs.
Read Write Inc
<ul style="list-style-type: none">• 65% of year 1 children passed the phonics screening check in 2020/2021• 91% of year 2 children passed the phonics screening check in 2020/2021• Phonics is delivered through homogenous group teaching following the Read, Write, Inc phonics scheme. School have the approach of phonics as a priority and will be taught daily as a non-negotiable expectation of staff throughout the school.



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SALT (Speech and Language Therapy)
<ul style="list-style-type: none">• Children throughout school, where concerns have been raised, were been screened by the trained Speech and Language Therapist. With the specialised support of the therapist they completed personalised programmes were created.• Children took part in programme three times a week with a school TA.• Weekly support indicated level of progress being made with clear next steps to be made either through a follow up session within the classroom by a TA or by the therapist during the next assessment.• 5/5 ECHP had the prime/secondary needs of speech, language and communication needs and they all accessed the speech therapist either in school or outside of school to build on their needs as outlined in their ECHP. Their annual review reports from SALT indicate level of progression but with clear steps to develop as part of their outcomes.
Supporting Me To Learn Plan Support
<ul style="list-style-type: none">• All SEND children with a Supporting Me to Learn Plan have reasonable and time effective SMART targets to work on. These targets are reviewed termly and shared with the child's parents.• The progress is measured on the child's Supporting Me to Learn Plan, where new or amended targets are set. The majority of targets were met consistently during the year.• External agencies have been involved with the pupils moving towards an ECHP setting clear advice and targets to support the pupil and family moving forward within their learning and addressing concerns.
Lunchtime/Playtime Support
<ul style="list-style-type: none">• 4 SEND children received 1:1 support at lunchtime using their top-up funding allocated to this for the need to ensure safety and develop independence. This has been noted in the children's annual reviews and progress is evident yet will remain ongoing.• 2 SEND children (SEMH) with no top-up funding access lunchtime support to develop their communication and interaction skills with their peers along with ensuring their safety and developing independence.• 1 ECHP pupil does not receive funding for lunchtime/playtime support, however is closely monitored by the Learning Mentor and the class Lunchtime Supervisor. This pupil can access the outdoors safely and is playing with peers games that are imaginative and enjoyable to them.



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