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## **SEND Impact Statement 2022 - 2023**

**SENCO – Leah Robinson**

### **Identification of SEND**

#### **Summer Census:**

33/177 = 19% of the school population (LFS – Y2)

20/122 = 16% of the school population (UFS – Y2)

#### **Children on Register:**

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

9 My Support Plans

6 Statement/EHC Plans

#### **SEND Needs in school (Primary/Secondary Need):**

1 Severe Learning Difficulties

5 Mild Learning Difficulty

0 Moderate Learning Difficulty

8 Autistic Spectrum Disorder

22 Speech, Language and Communication Needs

3 Social Communication Needs

4 Social, Emotional and Mental Health Needs

3 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. 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 and parents are signposted to attend drop in sessions.

##### **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 as well as targeted and specialist support. More children were awaiting the multidisciplinary assessment within this academic year.

##### **3. Social Emotional and Mental Health Needs (Wave 1 – 3 support)**

Children with SEMH are demonstrating that they struggle to regulate their emotions, which in turn provides a barrier to their access to learning. These children have Supporting Me to Learn Plans and/or



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My Support Plans. All of these children were referred to specialist services (WISENDSS and Educational Psychologist) where advice and SMART targets were provided.

#### **4. Physical Impairment (Wave 1 – 3 support)**

2 children with physical impairment have identified hearing impairments. This is supported through hearing impaired advisory teacher liaising with school. 1 child with physical impairment has identified mobility needs. This is supported through Physiotherapy.

#### **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 of 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. Adaptive teaching strategies are employed to respond flexibly to children's needs. Scaffolds are provided throughout the curriculum to support SEND pupils to access their learning.

##### **Intervention 2022/2023**

<b>Intervention provided in 2022/2023 for SEND children</b>	<b>Wave of Support</b>
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
Lego Therapy	2
Musical Interaction	2
SALT (Speech and Language Therapy) External	3



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Supporting Me To Learn Plan support	3
Future in Minds Support with CAMHS	3
Playtime/Lunchtime Support	3
Access to sensory provision	3
Sensory circuits/breaks	3
Structured social interaction intervention	3

#### **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**

- School invested part of their budget into adult support in the classroom. All children have access to a full time TA daily.
- Children accessed learning which was supported through the use of scaffolds and adaptive teaching methods which 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.
- EYFSP GLD for 2022/2023 was 59%
- End of KS1 data was:  
RWM - 56%  
Reading - 65% GDS 12%  
Writing - 56% GDS 2%  
Maths - 67% GDS 12%
- No children have been removed from the SEND register.



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<ul style="list-style-type: none"> <li>• There were 6 EHCPs in place and 5/6 children accessed 1:1 support from an adult as suggested in their plan. The further 1 child accessed 1:1 support at scheduled intervals to deliver key interventions as suggested in their plan.</li> <li>• EYFS (2) EHCP</li> <li>• KS1 (4) EHCP</li> </ul>
Read Write Inc
<ul style="list-style-type: none"> <li>• 68% of year 1 children passed the phonics screening check in 2022/2023</li> <li>• 91% of children passed the phonics screening check by End of KS1 in 2022/2023</li> <li>• 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.</li> </ul>
SALT (Speech and Language Therapy)
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Children completed therapy targets regularly.</li> <li>• 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.</li> <li>• 5/6 EHCP children 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 EHCP. Their annual review reports from SALT indicate level of progression but with clear steps to develop as part of their outcomes. The remaining 1 child with an EHCP had identified SLCNs however these weren't detailed on their EHCP prime or secondary needs as they were recognised as SLD and ASD.</li> </ul>
Supporting Me To Learn Plan Support
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• External agencies have been involved with the pupils moving towards an EHCP setting clear advice and targets to support the pupil and family moving forward within their learning and addressing concerns.</li> </ul>
Lunchtime/Playtime Support
<ul style="list-style-type: none"> <li>• 4 SEND children (EHCP) 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.</li> <li>• 1 SEND child (EHCP) did not receive lunchtime support due to being a Nursery child and accessing 15hrs a day.</li> <li>• 2 SEND children (MSP) with no top-up funding accessed lunchtime support to develop their communication and interaction skills with their peers along with ensuring their safety and developing independence.</li> </ul>



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