



SEND Information Report

Inclusion Manager Report for the 2019-20 Academic Year

INCLUSION MANAGER: Miss C Rollinson Contact: inclusion@thameside.reading.sch.uk
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 SEND Governor: Mrs Alison Harwood

Local Offer Contribution:
[Click here for link to local offer](#)

OFSTED 2019

Every pupil is important in this school. Pupils are cared for and feel safe and happy. Staff want all pupils to do well. They expect pupils to work hard and try their very best in all that they do.

This is a highly inclusive school. Pupils with special educational needs and/or disabilities (SEND) are supported incredibly well.

Pupils with SEND really do well in this school. They are happy and fully involved in the day-to-day life of school. Pupils with SEND are supported effectively by the well-planned curriculum as well as by sensitive help. Leaders take extra steps to make sure that the curriculum for pupils with SEND helps them to thrive and develop their independence. For example, a well-resourced classroom, called the 'Rainbow Room', has recently been installed to support pupils with SEND. Here they receive individual and group teaching that is fully aligned with their needs and covers the same learning as their classmates.

Pupils have many opportunities to learn how to look after their own personal welfare and development. For example, the curriculum is very well considered to help them learn about their own and others' mental health and wellbeing.

Wave 2 to EHCP (186 chn):
 SEMHD = 54 chn = 29%
 SPN = 14 chn = 8%
 C&L = 51 chn = 27%
 SICN = 67 chn = 36%

Number of pupils with SEN

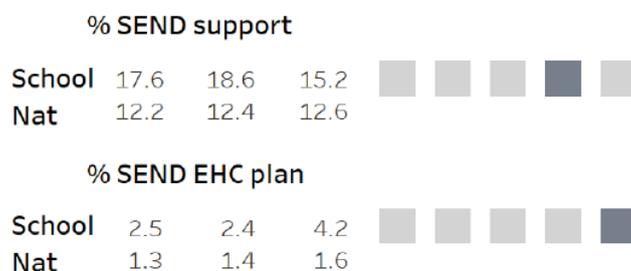
Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Current
Wave 2 (not SEND)	24	46	73	93	101	96	91
Wave 2+ (SEND support)	New for 2016-17		5	25	7	4	5
Wave 3 (SEND support)	40	38	46	57	58	55	66
EHCP	6	9	11	11	20	16	23
TOTAL	70	93	155	177	186	171	185



Four areas of need: Social, Emotional & Mental Health Difficulties **SEMHD**; Sensory & Physical **SPN**; Cognition and Learning **C&L**; Social Interaction & Communication **SICN** (including ASD/Asperger's).

Continued from previous year, as due to Covid-19 there is no Reading Primary School Profile data this year.

At the time of the release of the *Provisional 2019 Reading Primary School Profile*, the total number of children with SEND at Thameside represented 19.4% of the school population which is broadly similar to last year and is greater than other schools in the local authority (15%) and nationally (14.2%). Likewise, nationally, we are in the top quintile (top 20%) for our number of children identified as having an EHCP (see below) and the second quintile for those pupils identified as having SEND support.



Source – Inspection Data Summary Report, OFSTED 2019

During the academic year 2019-20, 18.8% of the school population were receiving support for SEND. 4% of the school in July 2020 had an EHCP, but this has since increased to 5.8% in September 2020. This is likely to mean similar quintiles to those above.

Trends over 5 years

The number of pupils with Education Health and Care Plans (EHCP) within the school has continued to rise, with a significant number of additional applications for statutory assessments being made. The number of pupils receiving early intervention through Wave 2 has continued to stabilise, and has begun to slightly decrease. This shows that the support the school has put in place for these children has met their needs and prevented them from needing Wave 3 support. The number of pupils receiving SEND support has continued to increase, alongside the number of pupils with an EHCP. This is predominantly due to more families of children with SEND choosing to educate their children at Thameside, throughout the year groups. We have also welcomed some children from other Local Authorities who have significant levels of need. Thameside have continued to support children with a very wide range of needs, including very complex needs and we have a number of children awaiting placements within specialist provisions.

Underpinning ALL our provision in school is the graduated approach cycle of:



Policy

Our SEND and Inclusion Policy has just been updated by Miss C Rollinson in December 2020, and is in keeping with the Code of Practice which came into effect in September 2014, having last been updated in January 2019. All teachers are responsible for every child in their care, including those with special educational needs. You may download this policy from our school website (location: community, policies, section E).

Whole school Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach including our whole school provision map which can be found on the school website. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations (dreams) with ALL our learners.

Progress of pupils with SEND:

Due to Covid-19 school closures, there is no Analysing School Performance data for this year. The following information is based on teacher assessment (as was used nationally), although the pupils in Year 6 at Thameside had just taken mock SATs in March 2020 when the school closed.

Points progress from end KS1 to end KS2:

	Reading	Writing	Maths
EHCP	20	15.7	18
SEND support	23.3	25	26

Please note that there were only three EHCP pupils in Year 6 last year, of these, two pupils went on to attend specialist provisions for secondary school. One of these pupils had accessed learning in our Rainbow Room provision for a number of years and had been awaiting specialist provision since Year 3. SEND pupils made more progress than non-SEND pupils in maths and writing.

Meeting expected standard:

	Reading	Writing	Maths
EHCP	66.7%	0%	66.7%
SEND support	50%	50%	50%

Of the SEND support pupils, it was the same 2 children who met the expected standard in all areas. This is to be expected based on the category of SEND need for those individual pupils. However, please be aware that the numbers of SEND pupils in Year 6 last year was generally low, so these are statistically insignificant figures.

Attendance

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
SEN	95.1%	93.5%	92.5%	94.9%	94%	96.4%	95.1%
Non-SEN	96.6%	96.6%	96.3%	96.2%	96.2%	96.8%	96.7%
Gap	-1.5%	-3.1	-3.8	-1.3%	-2.2%	-0.4%	-1.6%

The gap in attendance between SEND and non-SEND children across the school has widened slightly this year, although SEND attendance is still above the minimum requirements. This is partly due to some of our medically complex EHCP pupils having increased illness and periods of time in hospital, along with some pupils needing to start shielding due to Covid-19 before official school closure. We also had one EHCP pupil on a part-time timetable.

Exclusions

There were 3 fixed term exclusions within the last year, which is an increase from the previous year. These were all very short fixed term exclusions to give staff the chance to put further support in place and to contact external professionals for advice. Two of these three were for a child who had previously been excluded multiple times from their previous mainstream school.

Budget Allocation

SEND funding (from a notional budget) was used to ensure that the highest need children in the school who access the Rainbow Room provision have a teacher to deliver individual English and Maths lessons, alongside 4 teaching assistants. The school continues to employ an additional teaching assistant to provide interventions for pupils on all waves of support, including ELSA, social skills and SaLT work. Therapies offered at Thameside have been increased so that we now offer play, art and drawing and talking therapy on a 1:1 basis for pupils referred by their class teachers. We have continued to use Reading Play to provide support for children with behavioural difficulties at lunchtimes or particular times of the day / year.

Impact of Covid-19

The coronavirus pandemic and resulting school closures and lockdowns have had a significant impact on the community of learners with SEND, and those supporting them, at Thameside. Every pupil with an EHCP had an individual risk assessment written for them at the start of school closure in March, which was regularly reviewed alongside their parents. This resulted in the majority of EHCP pupils accessing home learning, and a few continuing to attend school on either a part time or full time basis. A range of strategies were used to support SEND learners to engage with learning during this period, including:

<u>Home school learners</u>	<u>In school learners</u>
<ul style="list-style-type: none">- Weekly emails or phone calls from Inclusion Manager to families with an EHCP- Any children causing concern with learning engagement highlighted to phase leader, deputy Headteacher or Inclusion Manager- Individualised or differentiated learning tasks set as appropriate- Learning tasks set linked to EHCP outcomes where appropriate- Video-based learning set for pupils usually accessing Rainbow Room provision, including Attention Autism program.- Paper packs sent home for those without access to online learning- Additional Nessy logins available for whole school- All children invited in for a transition visit to new teacher- Social stories, calendars and other visual resources sent home- Phonecalls arranged with families with external support e.g. speech therapist- Additional support such as food packages for those in need of these for any reason- ELSA phonecalls and check ins available	<ul style="list-style-type: none">- ELSA available in school when ELSA on site- Ensured that all children with SEND or medical needs had the correct staff on site with the training to meet their needs- Continued provision of child-initiated learning for those usually accessing this provision- Continued 1:1 or 2:1 support for those children with an EHCP in school where required- Ensured all lessons / activities accessible to learners with hearing or visual impairments- Learning mirrored that set for their peers so that all children access same objectives and no child left behind- Continued provision in Rainbow Room, including training other staff to teach in this room- Weekly visits into school for some pupils when new classrooms known- Where possible, 1:1 staff moved into the new year group with pupils- Provision available for keyworker EHCP children throughout school holidays and bank holidays

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| <ul style="list-style-type: none"> - Differentiated work set on Purple Mash | <ul style="list-style-type: none"> - Visual reminders at the end of the day about the following day's staffing and support so children know what to expect - Familiar staff greeting children at the gate each day |
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Staff Development

Teachers and teaching assistants have attended continued professional development in the following areas:-

- Medical support including catheters and splints
- Physiotherapy training for teaching assistants
- Occupational therapy training for teaching assistants
- SEND consistency at Thameside
- Supporting children with visual and/or hearing impairments
- ASC training from Inclusion manager and Jenna Redmond (families ASD advisor)
- PECS and communication book support from the inclusion manager
- Identifying and supporting children with SEND
- Supporting SEND in core subjects
- Mental health training delivered by school EP, PMHW and inclusion manager
- Mental health drop-in surgeries, run by school EP, PMHW and inclusion manager
- Microsoft Teams training so staff can engage with children's learning remotely
- Supporting pupils with diabetes
- Massage training

Specialist CPD

Miss Rollinson (Inclusion manager)

- Mental health link project with Reading Borough Council
- B Squared online conference attended
- SRMA review with Brighter Futures for Children
- Middle leader training

Mrs Muldoon and Mrs Porter (Rainbow Room teachers)

- Attention Autism training

Mrs Porter (Assistant SENDCo)

- SENDCo Accreditation

Looking forward 2020-21

The school are continuing to use one classroom for our Rainbow Room informal provision unit, with a SEND specialist teacher and 4 teaching assistants supporting 10 places. Due to Covid restrictions, we are currently offering this to 10 pupils all day, with the longer term plan being to transition most of the children back into their mainstream classes in the afternoons. We are in the process of developing this provision to include all day support for 5 Key Stage 2 pupils.

The school have recently developed a new role of Assistant SENDCo, working one and a half days a week to support the role of the Inclusion Manager and pupils across the school. They have already begun working alongside each other to catch up all the missed annual reviews from school closure, and are applying for over 10 additional statutory assessments (EHCPs) in year groups across the school.

Thameside is also continuing to take part in a therapeutic behaviour project which started in January 2019, which has become even more vitally important to the wellbeing of staff and pupils since returning to school.

The main objective with regards to SEND support over the coming academic year will be to manage increasing budgetary restrictions with the significant increase in the number of pupils with SEND and EHCPs in particular. The school is working closely alongside the local authority SEND department to review the funding band of pupils with the highest levels of need, and to match this to the provision offered and required.

Recently, Miss Rollinson has been invited to be the SENDCo representative for Reading Borough Council at Annual Review training run by the SEND advisors at the DfE. This project will include working closely alongside the SEND Team leader at Brighter Futures for Children and feeding back to other SENDCos in the local area regarding an action plan for improvements to the SEND provision across the Borough.

Approach to teaching children with SEN

Quality first teaching is paramount. However, where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 2 or 3 interventions (please refer to our whole school provision map for more information)
- other small group withdrawal
- individual class support / individual withdrawal
- access to materials in translation
- further differentiation of resources
- study buddies/cross age tutors
- homework/learning support club. *(Source: Thameside SEN & Inclusion Policy)*

Adaptations to the learning environment

Some examples include:

- Workstations in low stimulus areas
- Sense-ational bags in all classrooms
- Visual prompts (Thameside uses Symwriter to implement its own visual language)
- Pushing spots
- Writing/reading slopes
- The use of ear defenders
- Hokki / wobble stools
- Visual timetables
- Chair bands to support a good writing posture (as advised by the occupational therapist)

Adaptations to the curriculum

Our recognised routes to differentiation:

By input	<i>Perhaps different Learning Objective? One size does not always fit all.</i>
By task	<i>Same L.obj, alternative method</i>
By outcome	<i>Same task but <u>PLANNED</u> different outcomes – consider what outcomes look like at different year group Bands/Steps.</i>
By support	<i>Staff, peers, use of a scribe, reader, writing frames, visual prompts, key vocabulary etc</i>

By organisation	<i>Roles assigned within a group, pairs etc</i>
By resources/ICT	<i>Lap tops, iPads, clicker 6, Symwriter etc</i>

Support for improving emotional and social development

Where applicable, our provision includes access to:

- Social skills groups, SEND teaching assistant support and Inclusion manager
- Art therapy
- Play therapy
- Advice and support from the Primary Mental Health Worker
- ELSA
- Lunchtime key worker support system (lunchtime passport)
- Drawing and talking therapy (run by Mrs Vugler)

Whole school approach

Thameside Primary School has a number of staff working parties, one of which is currently the SEND working party. Objectives for this academic year include:

- Improving rates of progress and increasing provision for pupils with SEND
- Increasing staff confidence (particularly those in support staff roles) with regards to annual reviews
- Monitoring and adaptations to our bespoke PSICHE curriculum linked to the changes within this guidance

Evaluating the effectiveness of provision made for children with SEND

In 2019-20, intervention reviews continued to be used to monitor their impact. The reviews were monitored by the team leaders. Pupil progress meetings and SEND reviews work alongside each other to identify children in need of additional support, to implement the required support and to review this at the next data point.

SDQs (strength and difficulties questionnaires) are used by the ELSA as a baseline for her support. Social skills assessments continue to monitor the progress of children taking part in this intervention group.

Our Art Therapist, Mr Bryant, also uses SDQs alongside interviews with teachers and families to form the baseline of his work and to allow impact to be measurable. So does our play therapist, Mrs Floodgate.

Children taking part in social skills groups undertake an informal assessment with their class teacher or teaching assistant, prior to, and when finishing the group.

Mrs Vugler has developed an assessment tool to monitor the impact of drawing and talking interventions.

External Agencies

Throughout the school year the following external agencies supported SEND pupils in the school:

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Art Therapist
- Sensory Consortium (both hearing and visual)
- Physiotherapy service
- Occupational therapy service

- CAMHS
- Primary Mental Health Worker (PMHW)
- Christ the King Outreach Support
- Cranbury College Outreach Support
- ASD families advisor
- Reading IASS

Transition

Some children with SEND find the transition between year groups a problematic and anxious time as they struggle to cope with the unexpected nature of change. To support children during this time, we ensure that we use the knowledge and advice of experts (e.g. EP, SaLT) when planning the transition for such children.

All children in the school have a One-Page Profile (OPP). This enables their new teacher to get to know what is important to and for the child very quickly. Children write their OPP with the support of their families so that parents/carers can also have some input into the process. Every child also receives a OPP from their teacher to take home over the summer.

Amongst others, we have also found these techniques to be particularly beneficial: new year group passports; pen portraits; running errands for their new teacher; passing up/down teacher and TA conferences; working with their new 1:1 support; having the prospective new teacher reading stories to their new class at the end of the day; showing good work to their new teacher; class assemblies with their new year group teachers; going to read to their new teacher; PSHE lessons on change/transition; ELSA support groups; writing letters to their new teacher; social skills groups; taking photos of their new classroom and peg to take home with them over the summer to increase familiarity of their new learning environment; and team building games.

Many of these activities or transition techniques take place at least a few weeks before the children even learn who their new teacher is going to be. We believe that putting such actions into place – as early as possible - aids a smoother transition.

Some children, however, find transition more difficult and will have a personalised transition plan which is compiled by the pupil, their family and the school.

Over the last year we have also continued to work with parents of some children who required more specialist provision in the longer term, and are supporting the transition of these pupils as well.

Liaison with Secondary School Partners

Strong links exist with all our partner secondary schools. Close liaison took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector. Separate transition arrangements and induction visits were set up for SEND pupils where required. This year this included virtual visits and collaborative meetings via Teams.

Pupil involvement in their education

Ways in which we include children in their learning include:

- The creation of their OPP
- Involvement in writing their Learning Plans (LPs)
- Pupil voice opportunities
- Asking pupils which resource/method works best for them before purchasing new equipment
- Trials of new electronic equipment through loans from other schools
- Generation of the success criteria
- We involve pupils (as much as possible) in meetings that concern them
- Child help to plan and attend their annual reviews (if they have an EHCP)

- Involvement in the writing of our whole school provision map (the children took photos of all the things in school that help them to learn)
- All pupils contribute to reviews through questionnaires and where appropriate, discussions with their teacher about targets and progress
- Curriculum targets are written in child friendly vocabulary.

Parents and Carers involvement

Parents and carers of children on the Inclusion register are kept informed about their child's targets and progress through an annual report and both formal and informal meetings with the class teacher.

Parents and carers are offered the chance to support their children in the writing of their OPPs.

The Inclusion manager, DHT and AHT are also available for 'drop ins' during parent evenings. We are also developing a new role within school of a family engagement worker who can offer additional support to families and run parenting courses.

Children in receipt of Wave 3 support have a Learning Plan. To offer families the opportunity to be involved in the process, the Inclusion manager sends home copies of the latest Learning Plan before a review for them to comment on. This is also the case for children in receipt of Wave 2+ support who have a one page profile plus. Parents of children with an EHCP are invited to attend person centred review meetings and are formally asked for their views. Parents and carers also have a chance to meet with external partners. All parents of pupils with an annual review due while the school was closed were given the option to hold this meeting online or to postpone it until we returned to school in Autumn 2020 and these have all now taken place.

Parents and carers can also be kept up-to-date and involved with inclusion matters through visiting our informative website [Click here for Thameside Primary School website](#).

SEN and disability forum

Sadly, support for the SEN and disability parent's coffee mornings had decreased over previous years and became unviable. We are also currently unable to run these events due to Covid restrictions, but will work alongside the family engagement worker when it is possible to re-start these sessions.

Complaints

Our complaints procedure can be found on our school website in the 'Parents' section under policies.

Parent voice

We both welcome and value your opinion. Please take the time to follow the link below to complete a short questionnaire on SEN provision at our school:

<https://www.surveymonkey.co.uk/r/RCX7YM9>

C Rollinson
Inclusion manager