



## SEND Information Report

### Inclusion Manager Report for the 2023-24 Academic Year

INCLUSION MANAGER: Mrs C Harkins

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CURRENT SEND Governor: Mrs Lata Parbhoo

Local Offer Contribution:

[Click here for a link to our 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.

## Number of pupils with SEN

Table 1

Academic Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Wave 2 (not SEND)	73	93	101	96	93	75	77	93
Wave 2+ (SEND support)	5	5	7	4	4	3	3	5
Wave 3 (SEND support)	46	57	58	55	57	68	78	55
EHCP	11	11	20	16	31	34	37	39
<b>TOTAL</b>	<b>135</b>	<b>166</b>	<b>186</b>	<b>171</b>	<b>185</b>	<b>180</b>	<b>195</b>	<b>192</b>

Table 2

Academic Year	Current
Wave 1+ (not SEND)	36
Wave 2 (SEND support)	34
Wave 2+ (SEND support)	34
Wave 3 (SEND support)	24
Wave 3+ (SEND support)	7
EHCP	29
<b>Total</b>	<b>164</b>

Wave 2 to EHCP (128 chn):  
 SEMHD = 23chn = 17.9%  
 SPN = 9 chn = 7%  
 C&L = 36chn = 28.1%  
 SICN = 60chn = 46.9%

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

Table 1 pupils at Wave 2 are not SEND but receive additional support within school, e.g. through ELSA (Emotional Literacy Support Assistant) provision or through a school Nessy login, above that offered to all children. Pupils at wave 2+ have a diagnosis of a Special Educational Need or Disability, but only require the provisions offered at wave 2 to support them within school. Pupils at wave 3 usually receive additional support for SEND through an external professional, such as speech therapy, or are awaiting assessments for a possible diagnosis.

During the academic year 2023-24, 27% of the school population were receiving support for SEND compared to 18.4% of pupils nationally. In addition, 10% of the school in December 2023 had an EHCP in place, compared to 4.8% of all school pupils nationally. This is significantly above the national averages.

Table 2 shows our current inclusion register and the changes we have made to the different waves of inclusion:

### WAVE 1

Quality first teaching

### WAVE 1+

Time-limited level of intervention for children that provides targeted support to help them make progress (interventions are recorded as part of pupil progress meetings & on SEND cover sheets). If children do not make good progress to catch up with this intervention, they will move to Wave 2 provision.

## WAVE 2

Children with SEND who need extended additional intervention or have a diagnosis and do not require a learning plan to be put into place. Children's provision will be recorded on SEND class cover sheets, pupil progress records, behaviour plans and/or on Provision Map intervention registers.

## WAVE 2+

Children with SEND who need a learning plan for targeted provision and support. Child will move to Wave 3 if the advice of an external professional is required.

## WAVE 3

Children with SEND who need a learning plan for targeted provision and support and have had intervention from an external professional (e.g. EP, SALT, OT) for more specialised support/advice.

## WAVE 3+

Children with SEND who need a learning plan for targeted provision and support and have had intervention from an external professional (e.g. EP, SALT, OT) for more specialised support/advice. The school has identified that this child would benefit from additional support, in the form of an EHCP, and is collecting evidence whilst the recommendations of external professionals is followed.

## EHCP

An Education Health & Care Plan is in place to meet the needs of the child. The EHCP is designed in collaboration with the child, their family and the school to ensure that the support they receive helps them to achieve their goals.

## **Trends over 5 years (2019-2024)**

The number of pupils with Education Health and Care Plans (EHCP) within the school has continued to rise, with several new EHCPs over the past year replacing children with EHCPs that have left Year 6. School staff are also currently gathering evidence to apply for a further 7 needs assessments. The number of pupils receiving early intervention through Wave 2 has risen sharply. This is mainly due to expansion of existing interventions and being able to target and support more pupils. The number of pupils receiving SEND support has decreased. The school continues to make a high number of requests for needs assessments, all of which have been successful. 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 was updated in December 2024 by The SEND Team, and is in keeping with the Code of Practice which came into effect in September 2014. 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).

You can also view our accessibility policy here:

[Equality Scheme and Accessibility Plan](#)

**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:**

Key stage 2 reading by pupil group												
Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
		School	National ?	School	National ?		School %	National % ?	School %	National % ?	School	National ?
SEN EHCP ?	0	N/A	N/A	N/A	N/A	9	11	N/A	0	N/A	94.6	N/A
SEN support ?	0	N/A	N/A	N/A	N/A	6	67	N/A	33	N/A	101.5	N/A
No SEN ?	0	N/A	-	N/A	-	43	95	83	53	33	109.6	106.5

Key stage 2 writing by pupil group										
Breakdown	Writing progress					Writing attainment				
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard ?		Achieved a greater depth ?	
		School	National ?	School	National ?		School %	National % ?	School %	National % ?
SEN EHCP ?	0	N/A	N/A	N/A	N/A	9	0	N/A	0	N/A
SEN support ?	0	N/A	N/A	N/A	N/A	6	50	N/A	0	N/A
No SEN ?	0	N/A	-	N/A	-	43	77	83	19	16

Key stage 2 maths by pupil group												
Breakdown	Maths progress					Maths attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
		School	National ?	School	National ?		School %	National % ?	School %	National % ?	School	National ?
SEN EHCP ?	0	N/A	N/A	N/A	N/A	9	11	N/A	0	N/A	89.6	N/A
SEN support ?	0	N/A	N/A	N/A	N/A	6	67	N/A	50	N/A	104.0	N/A
No SEN ?	0	N/A	-	N/A	-	43	88	83	44	28	107.3	105.7

Of the 9 children with the EHCPs, 6 children either went to specialist provision, or a mainstream with a specialist resource base. 1 child, who is now attending a mainstream secondary had previously been a part of our SEMH provision and 1 child received additional support throughout Year 5 and 6 as he had been an EBSA.

Due to the children being in KS1 during covid. This is no progress score, as there was no KS1 SATs.

### Attendance

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>SEND</b>	<b>94.9%</b>	<b>94%</b>	<b>96.4%</b>	<b>95.1%</b>	<b>92.8%</b>	<b>93.8%</b>	<b>93.3%</b>	<b>91.48%</b>
<b>Non-SEND</b>	<b>96.2%</b>	<b>96.2%</b>	<b>96.8%</b>	<b>96.7%</b>	<b>95.9%</b>	<b>95.7%</b>	<b>95.1%</b>	<b>94.87%</b>
<b>Gap</b>	<b>-1.3%</b>	<b>-2.2%</b>	<b>-0.4%</b>	<b>-1.6%</b>	<b>-3.1%</b>	<b>-1.9%</b>	<b>-1.8%</b>	<b>-3.39%</b>

The gap in attendance between SEND and non-SEND children across the school increased this year. This is partly due to an increase of the number of children on a reintegration timetable. It is also due to the increased mental health support in place across the school and support for children with Emotional Based School Avoidance (EBSA). We have worked closely with our Emotional, Behaviour, Wellbeing and Welfare Officer who is continuing to support families across the school. However, due to the complex medical needs of several of our children with SEND, we are aware that their attendance continues to be impacted by illness and appointments and support families with these.

### Exclusions

There were 18.5 days of fixed term exclusions within the last academic year, which is an increase from the previous year. These were fixed term exclusions to give staff the chance to put further support in place and to contact external professionals for advice. Some of the children, alternative provision was put in place to meet their needs better and reintegration timetables were implemented. Extensive support has been put in place from external professionals following difficult decisions to exclude these children from school.

### Additional Resource Provision

At Thameside we have 2 unofficial Additional Resource Provisions (ARPs). These are to support the highest need children in the school.

Each ARP specialises in a particular area of special educational needs and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school. Pupils accessing ARPs are still assigned to classes in their own year groups, which means they can socialise, attend appropriate mainstream lessons and attend trips alongside their peers. This is beneficial to their social development. Pupils will spend time in the ARP and where appropriate, time in mainstream. This

will be agreed so that their access is fully successful through careful and adapted planning by the mainstream class teacher (supported by the ARP SEND teacher and the Special Education Needs Co-Ordinator (SENDCo) who is assigned to oversee ARP provision by the ARP Manager).

### Rainbow Room Provision

SLA description 10 spaces	For children with <b>complex</b> cognition and learning alongside communication and interaction needs.	<b>Foundation Stage, Key Stage 1 and Key Stage 2</b> age children who have complex cognition and learning plus communication and interaction needs. Children in the provision are unable to access mainstream classes for the majority of their day.
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### Garden Room Provision

SLA description 8 spaces	For children with <b>moderate</b> cognition and learning alongside communication and interaction needs.	<b>Year 2 and Key Stage 2</b> age children who have moderate cognition and learning plus communication and interaction needs. Children in the provision are unable to access mainstream learning for core subject lessons.
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Admission is via a Panel held by the school, with the LA (case officer) invited. Panels are held every short term, but are not held if the ARP is full. The LA can bring children they consider suitable for consideration, as can the school. Allocation of places will be based on Panel's decision re. suitability and need.

Children do not need an EHCP to access the provision, but there must be agreement at Panel that the child meets the criteria for admission.

Schools are expected to update the LA when a space becomes available in 'unofficial' ARPs so that it can be ensured that the children most in need of support are prioritised for access (this can include children not in the school's existing catchment/on a school's existing roll) at Panel.

### Budget Allocation

The ARPs are funded by the local authority, for the allocated spaces. Additional SEND funding (from a notional budget) is used to support children with an EHCP or higher SEND needs accessing our mainstream provision. In addition, the school have The Nest provision which supports children in Years FS-6 who require high levels of SEMH support, staffed by SEND TA's. The Nest and school behaviour support is overseen by a Therapeutic Behaviour Lead. 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 continued so that as of September 2024 we continue to offer play therapy on a 1:1 basis for pupils referred by their class teachers. We have a drawing and talking therapist that offers services on site that parents are able to fund. We have continued to use Reading Primary STARS and Sport Rules to provide support for children with behavioural difficulties at lunchtimes or particular times of the day / year. For children who are awaiting specialist placements/provisions and we are unable to meet their needs at Thameside, they have attended alternative provision, which is funded by the local authority.

### Ongoing Impact of Covid-19

The coronavirus pandemic and resulting school closures and lockdowns have continued to have a significant impact on the community of learners with SEND, and those supporting them, at Thameside. External professionals, such as CAMHS, have a waiting list of 24-30 months, leaving many children, families and the school waiting for results of referrals and assessments. The school are also increasingly supporting children with mental health difficulties, many of whom have found it very difficult to return to school following school closures or are not attending due to Emotion Based School Avoidance (EBSA).

## **Staff Development**

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

- Medical support for individual conditions
- Physiotherapy training for teaching assistants
- Occupational therapy training for teaching assistants and teachers
- SEND consistency at Thameside
- Supporting children with visual and/or hearing impairments
- PECS and communication book support from the SENDCo and speech therapist
- Colourful semantics training from the Inclusion Manager and SENDCo
- Identifying and supporting children with SEND
- Supporting SEND in core subjects
- Mental health drop-in surgeries, run by school EP, PMHW and inclusion manager
- Supporting pupils with severe epilepsy and related processing difficulties
- Pupil's health and wellbeing training upon return to school
- Support from BfC RISE team:
  - Social stories
  - SCERTS
  - Pathological Demand Avoidance
  - Sensory Integration
  - What to say when supporting behaviour that challenges
- Attention Autism

SEND Team; Mrs Harkins (Assistant Head for Inclusion), Mrs Muldoon and Mrs Thomas (SENDCos)

### Specialist CPD

- Mental health link project with Reading Borough Council
- Therapeutic Thinking refresher training (Mrs Muldoon and Mrs Thomas)
- Ongoing support from Alice Boon
- Virtual NASEN training
- Ongoing projects with Reading University (Mrs Harkins)
- Speech and Language training
- National SENDCo accreditation (Mrs Muldoon)
- National SENDCo accreditation training through the University of Middlesex (Mrs Thomas)
- Visits to local specialist provisions and alternative provisions
- Picture Exchange Communication Level 1 (Mrs Muldoon)
- Medical needs training
- Attention Autism (Mrs Thomas)
- Good Autism Practice (GAP) (Mrs Muldoon and Mrs Thomas)

### Looking forward 2024-25

We now have 2 unofficial ARPs in the school, from April 2024 (see information above). This is run with 1 SEND specialist teacher all day and 8 teaching assistants supporting 18 places, across the 2 settings. We are also using one classroom for 'The Nest' provision, which is for up to 8 pupils with SEMHD primary needs, supported by their 1:1 adults who can access this room as a safe and quiet space throughout the day as needed. This is overseen by the Therapeutic Behaviour Lead.

To support staffing and provision across the school, we continue to have 1 full time Assistant Head for Inclusion and 2 part time SENDCos. The school family hub is also supporting families of children with SEND across the school, including running a number of parent workshops. We have a small playground to become an inclusive learning and play area for SEND pupils.

The main objective with regards to SEND support over the coming academic year remains the management of 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. It is also a key priority to increase support for pupils with SEND support following analysis of the above data. The school has worked with the local authority to become a funded unofficial Additional Resourced Provisions (ARPs) for both Rainbow and Garden Rooms which will better the support for these pupils with complex learning needs. We are awaiting the implementation of a specialist playground, which is subject to planning permission.

The SENDCos increased their working days, to cover the maternity leave of the Inclusion Manager (from Jan 24). This was also supported by the Headteacher (NASENCo accredited), taking on the role of a SENDCo. We continued with the increased SENDCo capacity, following from parent survey feedback, so more opportunities for parental meetings and discussions were able to take place.

### **Approach to teaching children with SEND**

Quality first teaching is paramount. 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
- other small group withdrawal
- individual class support / individual withdrawal
- access to materials in translation
- further differentiation of resources
- study buddies/cross age tutors *(Source: Thameside SEND & Inclusion Policy)*

### Adaptations to the learning environment

Some examples include:

- Workstations in low stimulus areas
- 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)
- Calming spaces / areas around the school
- Reduced visuals in some environments including displays
- Movement break menu for children to select from a range of suitable activities

### Adaptations to the curriculum

Our recognised routes to differentiation:

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



### **Support for improving emotional and social development**

Where applicable, our provision includes access to:

- ELSA and Social skills groups, SEND teaching assistant support, overseen by SENDCo
- Play therapy
- Advice and support from the Primary Mental Health Worker
- Educational Psychologist input
- Drawing and talking therapy Small group support (up until January 2024) and activities through external providers e.g. FACE, Reading Play, Primary Stars, Sport Rules.

### 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:

- To improve provision and rates of progress for SEND pupils across the school.
- To investigate the possibility of becoming an official ARP in conjunction with SLT, governors and the Local Authority.
- To implement the expansion of Rainbow Room to include Garden Room provision (regardless of ARP status) and to ensure all pupils are making best possible progress.
- To provide individualised planning for children across the school who are not able to access differentiated year group planning (including both individual children, and those accessing Rainbow Room, Garden Room or the Nest).
- To support communication across the school through consistent implementation of symbol use, and through introduction of communication boards in key areas.

### **Evaluating the effectiveness of provision made for children with SEND**

In 2023-24, 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. The school have now switched to the use of an online service for this, called 'Provision Map', which allows families and professionals to share information and targets in a more secure way.

SDQs (strength and difficulties questionnaires) are used where appropriate 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 play therapist, Mrs Yasmeen Floodgate conducts interviews with teachers and families and provides written reports at the end of her block of sessions. Our drawing and talking therapist, Mrs Sarah Vugler, additionally uses SDQs to form the baseline of the work and to allow impact to be measurable.

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. Children who may be in need of Speech and Language support complete articulation screeners with trained staff as required.

### **External Agencies**

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

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Play therapist
- Drawing and Talking therapist (both school and private clients)

- Sensory Consortium (both hearing and visual)
- Physiotherapy service
- Occupational therapy service
- CAMHS
- Primary Mental Health Worker (PMHW)
- Cranbury College Outreach Support
- ASD families advisor
- Reading IASS
- Reading Borough Council Therapeutic Thinking Leads
- BfFC RISE Team

### **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 stories; 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 as well as in person. The use of online Provision Map software has aided the transition to secondary as it is also used by many local secondary schools and information can be shared virtually within minutes.

### **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
- 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)
- 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, AHT and SENDCos are also available for 'drop ins' during parent evenings. We have a family engagement worker who can offer additional support to families and run parenting courses.

Children with SEND all have a learning plan in place through 'Provision Map' software, which parents can contribute to, both when writing and when reviewing plans. Documents, such as therapy plans, can also be securely shared using this system. 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. Parents are asked to provide written permission for certain interventions and support from external professionals.

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.  
<https://www.thamesideprimary.co.uk/>

### **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://uk.surveymonkey.com/r/RCX7YM9>

**C Harkins**  
**Assistant Head – Inclusion**

**R Thomas**  
**SENDCo**

**C Muldoon**  
**SENDCo**