



## Subject Report 2021

Subject: SEND and Intervention Report		Report prepared by	Grace Curry
What have we done in 2020?			
Implementation	Cost	Impact	
Evaluate progress of pupils on intervention register	No Cost	Where a pupil is identified as having SEN, according to the SEND code of conduct schools should take action to remove barriers to learning and put effective special educational provision in place. Therefore, we have provided both internal and external training for both teachers and LSAs (please see training and development review below) and have updated our PSPs to a checklist system for Wave 1 and 2 support and continuing to use our SEND arrangement plan for wave 3 support which are all reviewed termly and sent home to parents. However, as the year has progressed we have an increased number of SEND children on the intervention register. This could be as a result of COVID-19 and the lockdown resulting in this target needing to be reviewed next year.	
Introduction of standardised assessment and monitoring of children on intervention register.	£126.82	We have purchased accurate reading and spelling assessment that can support our assessment each year (placement on the register). The results can also be used to monitor progress over time. We purchased these in November 2020 and LSAs received training on this in December 2020 ready to carry out on children in January 2021. This target will need to be reviewed next year.	
Recording of interventions to track children's progress and to ensure high quality interventions of support are being implemented.	No Cost	Between January and July 2020, all interventions were being tracked via scholar. Upon feedback from LSAs, the recording of interventions on scholar was limited in the detail of information that could be recorded. Therefore, in September 2020, we introduced a paper system to track interventions. Based upon feedback, LSA prefer the paper system although do find it timely to complete. From reviewing the intervention tracker and observations, children are receiving well-planned and structured interventions to support the children throughout the school.	
Increase of resources to support children with SEND.	£451.98	<p>Examples of some of the resources that have been purchased and the impact:</p> <p><b><u>Timers</u></b>            These timers are being used across the school and have been used in many different ways in each classroom:</p> <ul style="list-style-type: none"> <li>• Staying On-Task</li> <li>• Tolerating un-preferred activities</li> <li>• Time-Outs</li> <li>• Promoting Independence</li> </ul> <p>Across the school these timers have had a positive impact on all children's learning.</p> <p><b><u>Chew buddies</u></b>            One of our children with an EHCP was putting small objects in her mouth, which was posing a choking risk due to her sensory needs. This child now uses the chew buddy which is a safe object for the child to place in her mouth to self-regulate.</p> <p><b><u>Sensory Fidget toys</u></b></p>	

		<p>A number of children across the school have been experiencing sensory seeking behaviours. They now have an appropriate tool to meet their needs.</p> <p><b>Rulers</b> These rulers are being used to help children who have delays with their fine-motor skills as they have a raised finger grip area for increased grip.</p> <p><b>Paper Trays</b> One of our EHCP children is following a TEACHH approach to learning. These trays have helped organised her learning so that she is able to collect her task independently and when finished put in the finish tray.</p> <p><b>Tweezers</b> We have a number of children who are following fine-motor programme to develop their fine motor skills. These tweezers have been used as part of their interventions to develop their small hand muscles needed for developing skills like cutting with scissors and writing with pencils.</p>
Increased links with outside agencies to support children with SEND.	No Cost	This year we have increased links with outside agencies to support children with SEND. This has resulted in us being sign-posted to a number of training courses which staff have attended (please see training and development review below).
Implementation of ELSA programme and referral system.	£525	<p>We trained an LSA to become our school ELSA however once she completed the training she unfortunately left the school. Therefore, it is important to think carefully about the staff members we invest in going forward are the right fit long-term for the school and potentially ask LSAs to commit for a set period of time when training is paid by the school. We were very fortunate to employ an LSA in September 2020 who had the initial ELSA training at her previous school.</p> <p>We have implemented an ELSA referral system (please see ELSA flow chart attached). This allows us to monitor and tailor the support that children receive.</p>
Hampshire Educational Psychologist SLA Subscription	£835.83	Provided advice for children we have concerns about within the SEND department. Due to COVID-19, we were unable to use all hours of SLA therefore initial cost was £1650 and we had £814.17 refunded.
<b>Budget Review</b>		
<b>Resource Purchased</b>	<b>Cost</b>	<b>Impact</b>
Helen Arkell Spelling Assessment	£65.82	Please see comment above in 'what we have done in 2020?'
New Salford Reading Assessment	£61.00	
Bucket time resources	£32.96	Bucket time is an intervention to develop children's attention skills so that they are able to extend the amount of time a child is able to focus on an un-preferred activity. Since September 2020 six children participated in this intervention, all six children attention has improved and three of the children no longer require this intervention.
Time to Talk	£19.47	Child with an EHCP was recommended by SLT to follow 'Time to Talk' intervention. Since beginning this intervention, the child's pronunciation and communication with his peers has improved. We have also used some of the strategies to support other children with speech needs across the school.
Dyslexia screener	£10	We had concerns that a child in Year 2 was displaying signs of dyslexia. Therefore, we purchased a dyslexic screener for this child. This screen does not diagnose dyslexia but provides a

		report of learning abilities associated with dyslexia to help us support the child's needs. From completing the screener, it identified the child needed additional support in his working memory and phonological awareness. Therefore, we implemented interventions for these areas. The child needs a high level of support but all staff members feel they have a greater understanding of how to support this child's needs.
SEND resources	£451.98	Please see comment above in 'what we have done in 2020?'
SEND admin	£68.16	Filing system been created to monitor and record children on the SEND register. This has resulted in both paper as well as electronic systems of all the children on the SEND register being created.
Hampshire Educational Psychologist SLA Subscription	£835.83	Please see comment above in 'what we have done in 2020?'
ELSA training	£525	Please see comment above in 'what we have done in 2020?'
<b>Total:</b>	<b>£2070.22</b>	
<b>Training and development review</b>		
<b>Training and development activity</b>	<b>Cost</b>	<b>Impact</b>
NHS Attention and Listening Workshop (Kerry Griffiths and Hayley Van Kasteren) 17.12.19	No Cost	From attending the training, both staff members implemented attending and listening interventions to a number of children in Early Years and Years 1.
Henry Tyndale Outreach Service: Sensory OT Workshop (Toni Hopwood) 16.01.2020	No Cost	Henry Tyndale invited our staff to attend a variety of workshops at their school to support children with additional needs. We sent staff members to different workshops and then had a staff meeting where all staff were able to feedback to other staff some of the strategies and information they had learnt. By this knowledge being shared, all members of staff felt more confident to support children with SEND across the school.
Henry Tyndale Outreach Service: Managing Behaviour Workshop (Gemma Brydges-Corke, Kayleigh Whistance and Louise Dimmer) 16.01.2020	No Cost	
Henry Tyndale Outreach Service: PECS and Communication Workshop (Emma Salters) 16.01.2020	No Cost	
Henry Tyndale Outreach Service: LEGO Therapy (Hayley Van Kasteren and Helen Bryan) 16.01.2020	No Cost	
Henry Tyndale Outreach Service: Music Therapy (Maggs Nelson) 16.01.2020	No Cost	
AET Making Sense of Autism Training (Grace Curry, Maggs Nelson, Mush Broughton, Helen Bryan, Tina Billyard, Sue Tancock, Toni Hopwood, Kerry Griffiths, Amy Rees, Emma Hales, Ella Fowl and Angela Beeson). 11.05.2020	No Cost	All staff have a greater understanding of the needs of children with ASD. They can now use this knowledge to adapt their planning to meet their needs. As of September 2020, we had five children with an ASD diagnosis and staff have used this training to help tailor the support appropriately.
Occupation therapist Handwriting pilot training for SENCOs (Grace Curry) 09.07.2020	No Cost	SENCO was able to train the LSAs on strategies and activities to support children develop their handwriting/fine-motor skills.
Inclusive Teacher Training (Laura Tack and Amy Rees) 15.09.2020	No Cost	Staff at The Cambridge attended this training last year. New members of staff have been able to attend the same training to ensure a consistent approach across the school with regards to the importance of positive reinforcement to manage behaviour and strategies that can be used to encourage all children to work their hardest/do their best.
Precision Teach training (all teachers and LSAs) 12.11.2020	No Cost (completed by SENCO)	All staff can now use precision teaching strategies to meet the needs of our wave 2 and 3 children, giving us a more uniformed approach to intervention.

De-escalation Training (Mush Broughton, Susanna Dunne and Sam Robey) 24.11.2020	No Cost	These LSAs work 1:1 with children who need additional support to manage their emotions. This training gave them strategies to reactive appropriately to deregulate children in a time of crisis.
Co-regulation training (Mush Broughton, Susanna Dunne and Sam Robey) 08.12.2020	No Cost	These LSAs work 1:1 with children who need additional support to manage their emotions. This training gave them strategies to proactively support children to regulate their emotional states.
Salford Reading assessment (Second Edition) and Specimen Set Helen Arkell Spelling Test (Second Edition) (all LSAs) 18.12.2020	No Cost (completed by SENCO)	All LSAs are able to administer the reading and spelling assessments to the children on the intervention register.
<b>Total:</b>	<b>No Cost</b>	

### Intervention Register Review

#### Intervention Register February 2020

Year	Cohort	SEN	EHCP	Wave 1	Wave 2	Wave 3	Total % of overall cohort on the SEN register
EY	60	14	1	3	10	0	23.3%
Year 1	30	13	2	7	4	0	43.3%
<b>Total</b>	<b>90</b>	<b>27</b>	<b>3</b>	<b>10</b>	<b>14</b>	<b>0</b>	<b>30%</b>
<b>% of total on the SEN register</b>			<b>11.1%</b>	<b>37%</b>	<b>51.9%</b>	<b>0%</b>	

#### Intervention Register November 2020

Year	Cohort	SEN	EHCP	Wave 1	Wave 2	Wave 3	Total % of overall cohort on the SEN register
EY	60	7	0	2	2	3	11.6%
Year 1	60	23	3	5	12	3	38.3%
Year 2	30	11	2	2	5	2	36.7%
<b>Total</b>	<b>150</b>	<b>41</b>	<b>5</b>	<b>9</b>	<b>19</b>	<b>8</b>	<b>27.3%</b>
<b>% of total on the SEN register</b>			<b>12.1%</b>	<b>22%</b>	<b>46.3%</b>	<b>19.5%</b>	

### Intervention Register Summary

#### Early Years February 2020- Year 1 November 2020

Between February and November 2020, there has been an increase of 9 children onto the intervention register. Two children with EHCPs joined the year group from other schools (L-AC, JW), another child joined us from another school (L-MH), three children were added by the Year 1 class teacher due to needing additional support with their cognition and learning (AC, BC, HT) and finally three children were added due to changes in their behaviour at home and in school (EW, AZ, I-JJ).

#### Year 1 February 2020- Year 2 November 2020

Due to COVID-19, resulting in school closure between March-May 2020 a number of the interventions were not able to occur. The amount of children on the intervention register has decreased by two. With the additional Year 2 class joining The Cambridge in January 2021, we expect the intervention register to increase. Our plan is to identify children who have joined the school early to put appropriate support in place enabling them to make progress.

#### Early Years November 2020

Children are placed on the intervention register at the start of Early Years if they are receiving or have previously received additional support from outside agencies or have been identified as requiring additional support from their previous setting (pre-school/nursery/child-minder). Two of the three children who are deemed as wave 3 currently have EHCP applications pending.

**Unfortunately, due to COVID-19 and the lockdown, this has resulted in their being no assessment data to demonstrate the progress. However, from observations, discussions with class teachers and scrutiny of work in their books, these children are making progress due to the additional support they receive.**

## What is the action plan for 2021?

Implementation	Cost	Impact
LEGO Therapy Intervention, training and resources	£150	As we progress into Key Stage 2, it is important our interventions are age-appropriate. LEGO Therapy is designed to support children between the age of 7-17 years with social difficulties associated with Autism Spectrum Disorders, Asperger's, and even Anxiety or Adjustment Disorders. It can also be effective for children with receptive and expressive language difficulties with or without social communication difficulties. With a high level of need in our Year 2 cohort (36.7%) this intervention will support some of these children as they progress into Year 3.
SLT assessments	Well Comm primary one off payment £470	We have a number of children who require support from the speech and language children's therapy service. The threshold to receive support or continued support from the children's therapy service has increased and they are requiring schools to complete more in-house assessments prior to a referral being completed.
	Speech link Initial set-up cost £330 and then £180 in following years.	
SENCo circle LSAs meetings	No Cost	Based upon feedback in the school's communication questionnaire (October 2021), we implemented a termly LSA meeting to discuss the next term as well as to be utilised as a training opportunity to up-skill all LSAs. We had one before Christmas holidays which upon feedback the LSA felt improved communication and kept them informed about the term ahead. We are hoping to complete one for these every half-term and review at the end in December 2021.
Additional resources to support interventions	£600	In a recent survey completed by LSAs, in order to improve interventions they felt it would be beneficial to have a bank of resources to go to use for their interventions and having more equipment to support interventions such as sensory circuits.
ELSA Support Resources	£150	This year, there has been an increase in the amount of children requiring ELSA. Therefore, to support us in being able to continue to support each child's individual needs, we would benefit from the following resources: <ul style="list-style-type: none"> <li>• 25 bear emotion cards - these show emotions on pictures of bears, which are suitable for younger ones, cards will be used to help recognise feelings/emotions on others using visual cues.</li> <li>• Muddles, puddles and sunshine- an activity book regarding grief/loss, in this current time a positive spin on remembering those that have died and how to process it may be essential.</li> <li>• Children's worry book-activities to work on with children, when their worries become so big, or build up they become too large to manage, so it helps build their resilience.</li> <li>• The huge bag of worries- a great story book explaining that everyone has worries, but not all worries are for children as some worries are for adults, teachers etc....</li> </ul>

		<ul style="list-style-type: none"> <li>• Sensory calming timer- after an ELSA activity it would be useful to have a sensory timer to get the children calm and ready to re-join the class would be fantastic.</li> <li>• Kinetic sand and play doh- some children prefer to talk when they have an activity and we believe it's important that 'Elsa' activities are something different and what they really enjoy.</li> <li>• Invisible string- a book to explain loss, this also links to separation.</li> </ul>
Dyslexia Assessments	£75	We have a number of children who are beginning to show signs of dyslexia. By using this tool, it will allow us to put appropriate support in place to for up to 10 pupils.
Hampshire Educational Psychologist SLA Subscription + ELSA	£1930	To continue to provide advice for children we have concerns about within the SEND department.
Training	£200	In a recent survey, 88.9% of LSA's felt training would be beneficial. In particular areas for development suggested were fine and gross motor, nurture and speech and language.
FIEPS Training	£500	A FIEPS practitioner (Framework for Enhanced Pastoral Support) is used to support children who have more complex emotional needs and difficulties. As we progress into KS2, this intervention would be very beneficial to continue to support children with social and emotional needs alongside ELSA.
Introduction of standardised assessment and monitoring of children on intervention register.	No cost	Assessments purchased and LSAs have been trained to carry out the assessments. Assessment will be used to monitor progress overtime and justify the support children are currently receiving.
<b>Total</b>	<b>£4000 (approximately)</b>	