



SEND Standards Report 2022-2023

Subject	SEND Report	Report prepared by	Miss G Curry
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Overview of the year: 2022-2023

3 key messages of the year:

- **Continued to provide staff with external and in-house relevant CPD opportunities to upskill all staff to support children with additional needs across the school.**

With our growing staff body, it is important all staff have up-to-date and relevant training to be able to support all children to make progress across the school. For more information on the training staff have received this year, refer to training and development section of report (page 2 and 3)

- **Focusing our school support on meeting the needs of children with a primary need of SEMH**

4.36% of school intervention register have a primary need of SEMH, these children find it difficult to communicate their wants and needs which can result in them become emotionally deregulated and having an emotional outburst. To attempt to meet these children's needs, we have completed consultations with PBS helping us provide personalised support, training to all staff, children having regular nurture sessions (twice a week) with our school ELSA, trained a staff member to provide therapeutic writing therapy, advice/support from OT on emotional regulation/personalised programmes of support for key children and outreach from a child councillor to support key children in the school.

- **Working with local school to establish a core area of development in all the schools, speech, language and communication and created a proposal to receive additional money to implement the project which was approved.**

The focus of the 2 year project is around Speech, Language and Communication (SLCN). Our intent is to work with children who are on our SEND register under 'K', alongside children who have low standardised scores for language and/ or vocabulary. As a cluster, our focus is creating a staff awareness that is wide and encompasses a large amount of schools, who then feed into a good size senior school. The expectation of this project is to create an educational environment within the cluster that looks the 'same' and is communication friendly, we are mindful of using the word same and have thought about limitations so school may have, but we will focus on getting as close to that as possible. Alongside this our expectation is that the cluster is able to demonstrate high quality inclusive teaching, which is supporting both universal and targeted approaches, with a clear focus in SEND support.

- *Current update on project: All school in the cluster have completed a SLCN self-audit to establish a baseline for the project. Two members of staff at The Cambridge are currently attending ELKLAN training, they have attend three-day training sessions and the final session is on 1st March 2023. These two members of staff are called our 'Communication Champions'*
- *Next steps: All staff to complete communication checklist regarding their learning environment and how they meet the needs of children with SLCN. Prior to the end of the academic year,, our school 'communication champions' are going to lead three staff meetings to begin to implement a whole school approach to supporting children with SLCN.*

Curriculum: Intent, implementation, Impact

Intent

At The Cambridge, we believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. We believe that it is vital that our children are equipped with the tools needed to become independent learners, both inside and outside of the classroom. All children should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood.

Through our first-quality teaching, planning and provision, we:

- Ensure that needs are identified as early as possible and support is put into place,
- Ensure that children have access to a broad and balanced curriculum which is appropriately adapted to enable children to succeed,
- Provide an accessible learning environment which is tailored to the needs of all pupils to promote independence and success,
- Regularly monitor the progress of children with SEND and oversee the effective record keeping of all children on the SEND register,
- Provide professional guidance and support for parents and carers to ensure high quality support for all SEND children both in school and at home,
- Work closely with parents and carers and provide termly updates in the form of Individual Provision Maps and Support Arrangement Plans,

- Work closely with external agencies and other professionals to ensure that there is a collaborative approach to support children with SEND,
- Monitor the quality of teaching and learning and work with staff to set targets for improvement,
- Support and develop the professional development of teachers and teaching assistants to ensure high-quality teaching, strategies and resources are used effectively to support SEND children effectively.

A Cambridge Pupil on the intervention register will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> • To have acquired basic literacy and numeracy skills. • To have confidence in their own ability and to always give a tasks ago. • To have developed resilience- understanding that mistakes are marvellous and should be celebrated. • To be able to express themselves and communicate their wants and needs with both adults and peers. • To feel valued and listened to by all staff. • To be able to work as collaboratively as a team to achieve a common goal. 	<p>A Cambridge child is brave. They always give a task ago and are not afraid to make mistakes. They show confidence and resilience in the classroom They know the importance of working collaboratively as a team both in the classroom and playground. They problem solve together by asking each other for help before asking a member of staff. They are respectful and take ownership over their emotions as they have learnt strategies to help regulate themselves. Finally, throughout their time at The Cambridge they are equipped with life-long skills to be more independent which will support them throughout their life.</p>

Implementation

Implementation of Support

All children at The Cambridge receive an adapted learning experience through ‘Quality First Teaching’. Class teachers are responsible for all pupils in their class, including those children who have additional needs and those who access support from learning support staff. The school follows the SEND Code of Practice 2014 0 to 25 years graduated response to identify, assess and review children’s needs. There are three school based stages of support:

Wave 1 (Early Intervention)

- Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment. These children are to be monitored by the class teacher.

Wave 2

- Wave 2 outlines specific, additional and time-limited interventions. Wave 2 interventions are often targeted at a group of pupils with similar needs. At this stage an individual provision map is written, containing priority targets in consultant with both parents and pupils. Progress will be monitored termly and a decision made to revert back to wave 1, remain at wave 2, or, increase support to wave 3.

Wave 3

- Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress. At this stage a Support Arrangement Plan is written, containing priority targets in consultant with both parents, external professions and pupils.

Statutory Assessment (Educational Health Care Plan– EHCP)

- 4.03% of children attending The Cambridge have an EHCP. These children receive personalised support as outlined on the EHCP. Progress of a child with an EHCP will be reviewed termly through an individual education plan. In addition, there will be a formal annual review to which all parties will be invited and a written report will be sent to the Local Authority.

Training and Development

Continual professional development is provided to staff, based on the needs of the children on the SEND register at any time. This may include training from external professionals, such as the Educational Psychologist, or Speech and Language Therapist, Primary Behaviour Service, the SENCO, or staff who have been on specific training days. Below is an overview of the training staff have received and the impact:

Training and Development	Impact
Emotional Based School Avoidance (VT) 11.01.2022	Senco
Working 1:1 with children who demonstrate challenging behaviour (VT) 24.01.2022	Staff have a greater understanding of how to support a child in their class who was displaying challenging behaviour.

Physical Intervention Awareness Training (EP) (All LSAs and CT) 26.01.2022	All staff had increased confidence in how to identify risks and manage behaviour safely.
De-escalation (VT) 07.02.2022	Staff have a greater understanding of how to respond to appropriately to regulate their 1:1 children in a time of need.
ACEs and Developmental Trauma (VT) 14.02.2022	All staff have a greater understanding of how to support children who may have experienced a trauma.
The Curious Case of ADHD and ASD (VT)- Helen Arkell 14.02.2022	Staff have a greater understanding of how to support a child with both ASD and ADHD diagnosis.
Word Aware SLT Training (VT) 17.03.2022	Two members of staff, complete word aware intervention as part of their children's SLT programme. This gave them a better understanding of how to implement the intervention.
TEACCH Training (Henry Tyndale) 22.03.2022	Two members of staff attended this training to support a child with an EHCP and implemented a TEACCH workstation and approach to the child's learning.
Autism Training (Henry Tyndale) 29.03.2022	Five members of staff attended this training including the SENCO. This training gave staff a greater understanding of ASD and how to support a child with ASD in the classroom.
Co-regulation (VT) 09.05.2021	Staff have a greater understanding of strategies to support children regulate their emotions.
Communicate in Print/Makaton (Henry Tyndale) 10.05.2022	LSAs learnt there are numerous strategies to help support children with their speech and understanding. LSAs used these strategies to support a child who is non-verbal with her communication.
ELSA Supervision (termly)	To ensure our ELSA is supported to meet the children's emotional needs.
ELSA initial training (6 months)	Trained a new ELSA to increase capacity in our nurture support that we provide across the school.
EKLAN Training (4 days for 2 members of staff)	Enabled the two member of staff to be more effective in their support of children with speech, language and communication needs (SLCN). Next term, they are going to implement training to all staff based upon what they have learnt to create a whole school approach to supporting children with SLCN.
Anxiety (VT) 21.09.2022	Staff have a greater understand of how they can support children who experience anxiety.
Co-regulation and de-escalation training 31.10.2022 All teacher and staff	All staff have a greater understanding of how to be proactive and reactive when working with children with emotional needs.
Colourful Semantics 17.11.2022	Four members of staff including SENCO have a greater understanding of how to implement this intervention as part of children's SLT programmes.

Impact

Year 1 cohort (2021-2022) – end of year data

- Attainment in reading, writing and maths is below and progress is slow. The reasoning for this are:
 - Year 1 Maths progress is the slowest, particularly in SEND. We have previously found the adjustment to the Maths No Problem learning time takes time to be embedded in Year 1, particularly promoting independence and resilience with reasoning in Maths. To address this, the current Reception have been following the Foundation Maths No Problem scheme, which we anticipate means they will start Year 1 with more resilience in maths reasoning.
 - Children with SEND are still becoming secure in early writing before being able to apply their skills to enable them to make progress.
 - The reason for the slower progress is they haven't secured early reading skills, therefore the application of those skills to demonstrate comprehension skills is more challenging for them at this stage.
- High level of boys on intervention register 72% (13) compared to girls.
- This year group is a focus for next year for reading, writing and maths.

Year 2 cohort (2021-2022) – end of year data

- Attainment in reading, writing and maths is below however progress is good.
- 40% of the Year 2 cohort are on the intervention register and here is an even distribution of girls and boys on the intervention register.
- Main area of development of develop for children on intervention register is their reading and writing.

Year 3 cohort (2021-2022) – end of year data

- Attainment in reading, writing and maths is below however progress is good.
- 37% of the Year 3 cohort are on the intervention register and here is an even distribution of girls and boys on the intervention register.
- Main area of development of develop for children on intervention register is their maths- we have 11 children who are on the intervention register (2 EHCP) attending a maths smaller focused maths group to support them in making progress. This will continue in Year 4.

Overall, children on the intervention register make expected or above expected progress across all year groups.

In conclusion, as a result of the support, children at The Cambridge:

- Feel safe, secure and cared for
- Show confidence and resilience in the classroom
- Demonstrate high levels of engagement in activities
- Make progress from their starting points
- Develop independence and skills to support them throughout life
- Work collaboratively with their peers on a shared task

What does tracking and assessment look like in your subject? How do you know this has been effective for children’s progress?

The SEND register is updated each term by the SENCO, after discussion with class teachers and parents. This is made available to all staff working with the children identified. The impact of SEND provision on the progress of children on the intervention register is measured through:

- Children’s work
- Feedback from teachers, children, parents and other professional.
- Progress made against individual targets/support outlined on Individual provision Map/SEND Support Arrangement Plan
- Observations
- Regular analysis of pupil tracking data and assessment results at pupil progress meetings
- Individual progress reports from outside professionals (e.g SLT, OT)
- Progress data gathered from in-house assessment such as HAST-2 and New Salford Reading.

What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?

This year there have been numerous CPD opportunities:

- SENCO Circle- this had enabled us as a school to begin to develop links with SENCOs in other schools to share good practise and ideas facilitated by the Educational Psychologists. From attending these sessions, strategies have been shared with class teachers and LSAs to support children across the school.
- Trust SENCO- this has enabled the SENCO develop links with other SENCOs in the trust, look around their school and see their interventions/ support.
- SENCO has attended most of the training courses offered to staff. This has helped to support the class teachers/LSAs to discuss any areas of training they are unsure of and to work together to implement, adapt and evaluate suggested strategies. The impact of this is that it creates a team, consistent approach to implementing SEND support across the school.

What are the 3 questions are you considering for future developments?

Key Questions:

1. How can we ensure that all LSAs have the resources, knowledge and activities to implement meaningful, purposeful interventions?
2. How can we as a school increase parent/carers knowledge and confidence of how to support their child with additional needs in the 4 board areas of needs?
3. How do we show the progress of children who are currently following a personalised curriculum?

How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted throughout SEND?

Fundamental British Values

Disability is one of the seven protected characteristics. As a school we celebrate diversity and include all children regardless of need in everything that we do. As a school to support children with additional needs, we believe in equity (instead of equality) as this means that everyone is provided with what they need to succeed. We discuss with the children that different children may need a difference resource to help them e.g. wobble cushion, writing slope, maths resources and this should be celebrated as we all learn in different ways.

The Cambridge Learning Characteristics (BICO)

Brave- Children with additional needs have more barriers to their learning resulting in them at times having to work twice as hard to achieve success. We are aware of these barriers and alleviate them through adaptations, scaffolding learning and additional interventions. We are proud of how hard they work and their resilience to giving a task a go and asking for help if needed. They are not afraid to make mistakes and are seeing mistakes as a way of learning by using the term ‘marvellous mistakes’. Children who have additional support are brave as they have a go even though it’s tough, learn from their mistakes and not dwelling on them and are beginning to develop resilience.

Innovative- All children are different and differences are celebrated at The Cambridge. We encourage all children to be themselves and accept each other for who they are no matter what their ability, level of support, gender etc...

Collaborate- We know that children work best when working together. Therefore, where appropriate we implement group interventions so that children are working towards a common goal. Throughout the school, we encourage all children to work together and help each other out in both the classroom and playground. No matter what the child’s need, we encourage all children to problem solve together by asking each other for help before asking a member of staff. This is also developing children’s independence. Staff model collaboration to the children through working with other staff member, parents and outside agencies to help all children achieve their full potential.

Ownership- We ensure that children with additional needs have a voice and that their voice is always valued. We listen to their interests and tailor their learning to their interests making it memorable and enjoyable. We ask them how we can help those complete tasks through the resources and support they receive. This allows them to take ownership of the support they receive and feel valued as a learning. This helps these children understand what resources help them developing independent learners as they progress throughout the school.

Opportunities for Personal Development

Career clubs are for all children regardless of need. As a school, we put additional support in place to ensure that all children can access our clubs. 82% (Autumn 2022) of our intervention register are attending an after school club and 86% (Autumn 2022) of children with an EHCP are also attending a club.

Similar to clubs, trips are for all children regardless of need. Any children with additional needs are mentioned on the risk assessment and appropriate support is put in place e.g. additional staff, different means of transport, extra equipment etc. This is then shared with parents.

What have we done in 2022?

Implementation	Impact
Additional resources to support interventions	Examples of some of the resources that have been purchased and the impact: <ul style="list-style-type: none"> • Craft sticks, threading stencils and play dough- brought to support children with developing their fine motor skills. • LEGO therapy resources- to ensure that the intervention remains current and engaging for the children. • Occupational Therapy intervention resources, gym ball, peanut ball, body board etc..
Resources to support children with SEND in the classroom	Examples of some of the resources that have been purchased and the impact: <ul style="list-style-type: none"> • Timers- These timers are being used across the school and have been used in many different ways in each classroom: <ul style="list-style-type: none"> ○ Staying On-Task ○ Tolerating un-preferred activities ○ Time-ins ○ Promoting Independence Across the school sand and electronic timers have had a positive impact on all children’s learning.

	<ul style="list-style-type: none"> Resources to support sensory regulations such as chew buddies, fidgets, Thera putty, kinetic sand, chair fidget bands etc... This has resulted in children being able to regulate themselves in lessons to increase their attention and listening time. Resources to support access to the curriculum e.g. specialist scissors, writing slopes- these have benefited many children across the school so that they can access the same activities as their peers. Wobble cushions- numerous children across the school are using wobble cushion to help them attend and focus throughout a lesson. The wobble cushion provides a more appropriate and less distracting way for them to receive movement whilst sitting in their chair.
ELSA Support Resources	ELSA support is an invaluable resource used throughout the school. We have noticed more and more children require additional support from our school ELSA to support with regulating children's emotions, anxiety, friendships and comprehending under expected circumstance such as bereavements / divorce. This year, we have increased the school ELSA's capacity and 19 (last year 10) children have benefited from this programme of support.
Hampshire Educational Psychologist SLA Subscription + ELSA	We have used our SLA time for the EP to complete observations on key children and then offer advice to both parents and support through consultations. We have also used the SLA time to implement training to staff. However, unfortunately due the EP service being at maximum capacity due to an influx of EHCP assessments they were unable to carry out their full package of support to all schools in Hampshire, therefore they are refunding some of our SLA time.
SENCO Circle	This had enabled us as a school to begin to develop links with SENCOs in other schools to share good practise and ideas facilitated by the Educational Psychologists. From attending these sessions, strategies have been shared with class teachers and LSAs to support children across the school.
Dyslexia screener (Nessy)	Seven children in Year 3 and 4 are currently benefiting from this screener. This screener does not diagnose dyslexia but provides a report of learning abilities associated with dyslexia to help us support the child's needs. We complete the screener every term and this gives us a focus area to plan their interventions/next steps e.g. working memory, phonics etc..
What is the action plan for 2023?	
Implementation	Impact
Training	
TALA training	A TALA practitioner (Therapeutic Active Listening Assistant) is used to support children who have more complex emotional needs and difficulties. As we progress further into KS2, this intervention would be very beneficial to continue to support children with social and emotional needs alongside ELSA.
SENCO Circle	To continue to create links with other SENCO's in local schools and work alongside the EP to continue to provide appropriate support.
SEND Training for staff	Training for teachers, SENCO and LSAs so that staff have the necessary skills and expertise to support children with specific SEND needs.
Resources	
Dyslexia Assessment (Nessy)	Similar to last year, we have a number of children who are beginning to show signs of dyslexia. By using this tool, it will allow us to assess and monitor progress through the programme and put appropriate support in place to for up to 15 children.
Sandwell Early Numeracy Assessment	The assessment explores five strands of basic numeracy skills: identification, oral counting, value, object counting and language. This will be used to identify targets for an Education, Health and Care Plan (EHCP) and to provide information to support decision-making of how to support children on our intervention register with their maths ability and monitor progress.
Boxall Profile Assessment	Boxall is an online tool which assesses the social, emotional and mental development of children. As a school, it will provides us with a precise picture of a children's strengths, as well as any difficulties which could affect their learning. Based on the results, the Boxall Profile will tells us what type of support each child needs, providing us with practical

	strategies and techniques for the classroom or nurture group to help them achieve their full potential. This is vital with our growing number of children with SEM.
Hampshire Educational Psychologist SLA Subscription + ELSA	To continue to provide advice for children we have concerns about within the SEND department. For next year, we have increased our SLA by an additional 6 hours, therefore we will be receiving 24 hours (4 whole days) of SLA for April 2023-April 2024
Additional Resources to support SEND in classroom and Interventions	We have 27% of children across the school on our intervention register. Therefore, to ensure that all children are supported, additional resources need to be purchased/renewed to ensure that we are continuing to meet the needs of all children.
ELSA support resources	The resources we require next year are, puzzles, emotion cubes, art resources to aid discussions and numerous stories and books. This is so that we can continue to support children with their emotional literacy.
School Counsellor	With our growing number of children with SEMH, it would be beneficial to continue to have a school councillor on school site for one day a week.
Occupational Therapist	We have noticed an increase in the amount of children who require additional support in terms of physical need (fine and gross motor skills) as well as children who require support for a sensory need (emotional regulation). Therefore, it would be beneficial to have an OT on school site for a day every half-term.
SEND admin	This is to ensure that we have paper file for key children as well as electronic and store information appropriately.