



SEND Standards Report 2023-2024

Subject	SEND Report	Report prepared by	Mr Ollie Tomlinson
Overview of the year: 2023-2024			

Headlines:

- 31% of children at The Cambridge are on the SEND register
 - National average is 13.5%
- Social, Emotional and Mental Health and Communication and Interaction make up the highest percentages within our SEND register
- This year, we have made over 40 referrals to outside agencies requesting new levels of support.

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. It is also important that our training is consistent in its message. Within SEND professional development opportunities, we have ensured that the theme of children's sequential development is the framework for thought throughout. 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**

As stated previously, one of our highest areas of need is present within 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 5 consultations with PBS this year, helping us provide personalised support, training to all staff, children having regular nurture sessions with our school ELSA, trained 3 members of staff to deliver LEGO 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.

We have also invested in our methods for assessing need within SEMH. We have bought into Boxall Profiles which is a recognised assessment tool. This assessment identifies and quantifies the child's need and then creates a programme of support. As well as Boxall Profiles, we have also introduced a number of other assessment/auditing tools which support staff to gain an understanding of need, track progress and the evidence of these can be used to support referrals and applications.

- **Developing support for Communication and Interaction needs within the school as well as enhancing Universal Support.**

- 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 number 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 staff have completed communication checklist regarding their learning environment and how they meet the needs of children with SLCN. Our school 'communication champions' have lead three staff meetings to begin to implement a whole school approach to supporting children with SLCN. They are now supporting staff to develop strategies which can support the identified children.*
- *The project has also provided additional support from a Speech and Language Therapist who has visited our school and provided information and resources which has whole school audits and intervention support/advice.*

- *The implementation of Widgits has been instrumental to developing a culture within school which promotes effective Communication and Interaction. Widgits are a symbol-based resource which can be used in a variety of ways to support all children. This simple tool reduces children's cognitive load, provides a method of communication for children who are non-verbal or have specific language and communication needs as well as enhancing learning opportunities throughout academic subjects.*
- *WellComm in Early Years is a Speech and Language Therapist recommended intervention scheme which identifies receptive and expressive language and communication difficulties. Currently being used to provide early intervention and catch up support in Early Years, we hope to expand our offer to include the whole Primary phase.*

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 any other support plans in place,
- 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 task 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)

- 5% 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. There is currently a waiting list of children for whom we will be starting the application process.

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	Date	Cost	Impact
ADHD Foundation	4.9.23		All staff attended a training session from a lead trainer at the ADHD Foundation. Within the session, staff learned about the impact that ADHD has on children's lives. Staff also were equipped with strategies to create an ADHD friendly environment.
LSA Weekly Monday Meetings	Weekly	Free (In-House)	The LSA weekly meetings are a safe, reflective space to discuss ideas and dispense quick bursts of relevant training based off the needs of the school.
Developmental Language Disorder Training	16.10.23	Free (C+I Team)	Working with NHS Speech and Language, we have sent staff on recommended training most relevant to our children's needs. All training attended links directly to particular children's SALT targets. Staff are now more equipped and confident to put strategies and approaches in place.
Colourful Semantics	6.11.23	Free (C+I Team)	
Language for Thinking	22.11.23	Free (C+I Team)	
Physical Intervention Awareness – Team Teach	18.9.23	£300	Keeping everyone safe is a priority. By having Team Teach training, we can ensure that staff are trained to an appropriate level and that legislation and policy around Physical Intervention is upheld. Such training also supports staff to feel more confident when involved in a physical escalation.
Level 1 Team Teach	Throughout the year	£175 pp	
PBS 1:1 Training	Half termly	Free	With SEMH needs being some of the highest within the school, training from PBS supports staff to use nurture-based strategies and approaches when supporting children. Being provided by PBS, the

				training is also consistent with the external support they offer.
	Hampshire Transforming SEND Conference	Autumn 2		At the end of 2023, Hampshire SEND released the Transforming SEND document and supporting resources. This was part of a large number of changes within Hampshire SEND. The conference was informative about these changes.
	Elklan Training – Communication Champions	Continuous		Elklan training has supported staff to gain knowledge and understanding about Speech, Language and Communication needs.
	ACE and Trauma Training	8.1.24	Free (In-house)	As we have moved towards a Behaviour and Relationship Policy, the training supported staff to gain a better understanding of the need for nurture, particularly with those who have experienced trauma or who have a high number of ACEs.
	LEGO Therapy – new and advanced	Upcoming	£180	Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving. As this is one of the highest areas of need within the school, we hope that we will see an impact. This could also be measured as an additional support alongside WellComm Primary assessments.

Sequential Model as a framework

This year, we have focused on developing staff understanding of a gradual approach in a sequential model. All staff training has had a focus of understanding the foundations children need to be successful in a particular area. With this understanding, staff are more able to identify gaps in skills or experiences and know what needs to be done to best support the child.

Much of development starts with our proprioceptive skills: gross motor, balance, body sense etc; our sensory processing. Our body needs to have developed these foundational skills before it is capable of effectively developing higher-functioning skills. To support this development, we have introduced Sensory Circuits in the mornings and greatly enhanced our sensory integration equipment and resources. In addition to this, we continue fund a private Occupational Therapist who also follows the neurosequential model.

Resources

As stated in the previous paragraph, we have looked to improve the physical resources we have available to our children. This year, the focus has been on ensuring resources are purposeful and in line with our vision for SEND within the school. We have taken on recommendations from a range of professionals and purchased relevant and current resources which provide our children with support in all areas of SEND. Notably, we have increased the number of sensory integration resources, supporting children to feel more comfortable in their bodies and facilitating them to have the foundations of executive functioning skills.

Supporting Writing

One of our school priorities focuses on supporting children with writing across the school. Following our model of building on the foundations in sequence, our February inset focused on developing skills and knowledge for LSAs with regards to the process of writing, from gross motor development and Early Years mark-making, through fine motor and into composition skills related to spelling, punctuation and grammar. We then changed some of the structures within Year 1 to promote

Impact

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

- Feel safe, seen, soothed and secure
- Show confidence and resilience in the classroom and within the school environment
- 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

Increasing Assessment and Auditing Tools

Special Educational Needs and Disabilities present is such a wide variety of ways for the individuals within our school. To ensure we are able to identify need and track progress appropriately, we have collated a wide range of effective and recognised assessment tools and audits in order. These tools are specific to each area of need, not focusing solely on academic achievement. The tools support the team around the child to make effective changes to provision and provide external professionals with valid data. They also serve as tracking tools to identify progress in non-academic areas; areas which are often the focus of need development for the child but not one which is assessed to show progress.

Many of the assessment tools introduced also provide staff with interventions or provision based on the individual need. This in-turn, reduces workload for staff.

Results from increased SEMH support and Assessments

We can see from progress results within the Boxall Profiles completed that our additional support within SEMH has had some positive impacts and all children have made progress in developmental and diagnostic areas.

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/other SEND Support Arrangement Plans
- Observations
- Regular analysis of pupil tracking data and assessment results at pupil progress meetings
- Individual progress reports from outside professionals (e.g SLT, OT, EP)
- Progress data gathered from in-house assessment such as HAST-2 and New Salford Reading (now recorded online through MARK).
- Progress data gathered from other SEND specific assessments and audits such as WellComm, Boxall Profiles, Sensory Profiles and SDQs.

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?

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.
- 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.
- Being new to Hampshire SEND, the SENCo has had introductory meetings with all agencies and professionals connected with The Cambridge and has ensured that any previous arrangements are upheld while also developing new relationships with other agencies. The SENCo continues to meet with professionals on a regular basis to share updates and good practice.

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 develop and implement whole school strategies and approaches, such as “The Zones of Regulation” and “WellComm Primary”, so that they have impact and are sustainable?	

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 or provisions 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.

Budget plans Sept 2023-May 2024

Implementation	Impact
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Training

LEGO Therapy Training	Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving. As this is one of the highest areas of need within the school, we hope that we will see an impact. This could also be measured as an additional support alongside WellComm Primary assessments.
SENCO Circle	To continue to create links with other SENCOs in local schools and work alongside the EP to continue to provide appropriate support.

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.
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 continue to notice 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.
Updated Salford Sentence Reading and Comprehension Test	This year we have purchased the updated SSRC tests which have come with the online report function. This has been extremely beneficial in reducing workload for staff and the updated assessment allows us to use the most relevant frameworks.
WellComm Online Tool	See section above related to improving our support for Communication and Interaction needs.
WellComm Primary Toolkit	
Widgit Online	See section above related to improving our support for Communication and Interaction needs.
Budget Plans Sept 2024-May 2025	
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.
Therapeutic Story Writing Training	"We know that writing and reading stories are such powerful ways for children to explore and make sense of their feelings, and form connections with others; these are things that we need to be facilitating now, more than ever. The 'Setting up Therapeutic Storywriting groups' course provides school staff with a strong foundation in understanding the power of stories and how they can run small-group targeted intervention to help children with social, emotional and mental health needs."
ELSA Training	As SEMH is one of our highest levels of need, having more staff trained in providing ELSA support will provide wider capacity to support children who are having difficulties with their social, emotional and mental health.
SENCO Circle	To continue to create links with other SENCOs 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. As more training is released by Hampshire and as we become more attuned to what support our cohorts need, having budget put aside to upskill staff is essential.
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.
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Occupational Therapist	We continue to notice 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.
Play Therapist	This year, a number of our children receive input and support from Play Therapists. Within our school there is a high percentage of children who have experienced trauma. By employing a BAPTA approved Play Therapist, as we do an Occupational Therapist, we will be better equipped to support these children.
WellComm Digital Toolkit	From Summer, WellComm are releasing their Digital Toolkit and moving their services online. See section above related to improving our support for Communication and Interaction needs.
MusicLinc SEND Support – Hampshire Music	A new pilot project run by Hampshire Music service using music to support children with a range of Special Educational Needs. Our aim is to fund 4 children for a block of 10 sessions.
Widgit Online	See section above related to improving our support for Communication and Interaction needs.
Widgit Online – InPrint Software	
Resources for Zones of Regulation	As a school we are looking to roll out a research based whole school emotional literacy programme. Thus far we have purchased the book (£60) however the SENCo is currently working with the Hampshire link EP to develop an implementation strategy. Alongside this, we hope to purchase a range of resources such as signs and equipment which will support the process.