

SEND Action Plan

(2023 - 2024)



Vision

At Knights Enham Junior School we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

'Together We Achieve'

Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

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| • Effectiveness of leadership and management | Good |
| • Quality of teaching, learning and assessment | Good |
| • Personal development, behaviour and welfare | Good |
| • Outcomes for pupils | Good |

Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. To continue to raise the **standards of writing** across the school, aiming to improve progress of all children.
2. To continue to develop **assessment for learning** within the planning process, to allow more opportunity for challenge.
3. To continue embedding **early reading** and **phonics across** the school through the school's culture for rigorous reading interventions.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

1. To continue to embed the **school values** within the school curriculum to **support pupil well-being**.
2. To continue developing rich experiences through **cultural capital** by developing **pupil curriculum passports**.
3. To continue to **evolve the school curriculum** by adapting planning and skills based on last year's outcomes.

3. SEND

Meeting the needs of all children to ensure good progress.

1. To continue to develop assessment for learning by identifying gaps for pupils **working below the age-related** expectations.
2. To continue working on **quality first teaching** and **task design** to meet the needs with SEND.
3. To continue to embed the **online systems** to triangulate all the information we record on the progress made by pupils in areas of their learning.

Quality of Education
What do we want to improve

Why do we need to improve it?

3. SEND
Meeting the needs of all children to ensure good progress.

The number of pupils on the SEND register is above average. The school is confident that the register is a true reflection of the current needs of our pupils. Pupils are placed on the register in accordance with guidance from the SEND Code of Practice and the number is regularly reviewed. There are currently 54 children on the SEND register.

Headline facts and figures - 2022/23

EHC plans
389,171
 pupils in schools in England. Up by 9.5% from 2022

EHC plans (percent)
4.3
 percent of pupils with an EHC plan. Up from 4.0% in 2022

SEN support/SEN without an EHC plan
1,183,384
 pupils in schools in England. Up by 4.7% from 2022

SEN support/SEN without an EHC plan (percent)
13.0
 percent of pupils with SEN support. Up from 12.6% in 2022

Over 1.5 million pupils in England have special educational needs (SEN)

An increase of 87,000 from 2022. Both the number of pupils with an education, health and care (EHC plan) and the number of pupils with SEN support have increased:

- The percentage of pupils with an EHC plan has increased to 4.3%, from 4.0% in 2022.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 13.0%, from 12.6% in 2022.

Both continue a trend of increases since 2016.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs

Autumn term SEND profile:

26.5% of whole school is SEND – 54/204 pupils
 of which

5.4% of whole school has an EHCP – 11/204 pupils

Year 3		Year 4		Year 5		Year 6	
% of cohort SEND	20/57 35%	% of cohort SEND	12/56 21.4%	% of cohort SEND	13/44 29.5%	% of cohort SEND	9/47 19.1%
% of cohort EHCP	6/57 10.5%	% of cohort EHCP	0/56 0%	% of cohort EHCP	4/44 9%	% of cohort EHCP	1/47 2.1%

Summer term SEND profile:

27.2% of whole school is SEND – 54/198 pupils				6.0% of whole school has an EHCP – 12/198 pupils			
Year 3		Year 4		Year 5		Year 6	
% of cohort SEND	15/57 26.3%	% of cohort SEND	12/54 22.2%	% of cohort SEND	8/39 20.5%	% of cohort SEND	9/48 18.8%
% of cohort EHCP	6/57 10.5%	% of cohort EHCP	0/54 0%	% of cohort EHCP	4/39 10.2%	% of cohort EHCP	2/48 4.2%

Successes:

- Two INSET training delivered to all staff outlining: SEND must have for a consistent approach across the school and inclusive classroom approaches
- Staff meeting session following-up inclusive classroom expectations and approaches – including task design
- The following referrals have been completed and submitted to the relevant agencies
 - 9 EHCP requests submitted, 2 at assessment stage and 6 finalised with EHCPs written and shared
 - 8 MHST referrals submitted and
 - 10 CAMHS referrals submitted
 - 13 ASC referrals submitted
 - 2 EMTAS referrals completed and EMTAS supported children in school
 - 4 SALT referrals made and liaison with SALT support in place
 - 6 Educational Psychology visits, with reviews and recommendations given
 - 8 DEST-J tests completed (dyslexia screening)
- There is consistency of inclusive provision across all classes
- Zones of Regulation emotions check-in and boards have been introduced and are present in all classes
- Regular sensory and movement breaks are planned into every classroom, individual to each child / class as part of our High-Quality Inclusive Teaching
- Lunchtime ‘nurture group’ was established in the Spring term and has positively support children who found the hall a challenging place to be. Most have transitioned back to eating in the hall every lunchtime.
- Positive relationships with SEND parents have been established with myself (new SENDCo) across the year. Drop-in session offered and attended by a small number of parents / carers.
- Family Thrive course run by myself and Safeguarding manager with 8 parents attending every session in the Spring term.
- All SEND children have an ILP in place that is reviewed termly and targets written to meet their current needs
- 3 children on reduced hours provision have successfully returned to full-time provision with a carefully planned transition programme.
- ‘In-house’ alternative provision was set-up to support key individuals who found being in school and the classroom a challenge. They attended school fulltime and accessing learning in line with their peers.
- When walking around the school all children are in the right place for their learning and engaged in their learning – both supported and independently

Next Steps:	<ul style="list-style-type: none"> • Establish an informative SEND tracking system to enable everyone to identify and view gaps, current levels and progress made • Establish a success nurture room, that support children’s SEMH needs • Increase the positive pastoral support systems accessible to a wide number of children across the school • Plan a training programme for support staff to enable them to have autonomy on their CPD and allow areas of personal interest to be explored • Refresh our understanding and knowledge of children with ‘neurodiverse’ needs (Norman Gate School outreach training) • EHCP outcomes and support provisions to be clearly identified and met for all ECHP children • Every class to have an up-to-date ‘pupil profile’ folder, ensuring all staff working with the children have a clear understanding of their needs • Establish termly SEND parent / carer coffee mornings with key SEND foci and inviting outside agencies along • Ensure that our inclusivity approach and access for all is embedded in all classrooms • Include the parent and child voice on the termly ILPS to ensure the team around the child is working together and identifying both the child’s strengths and difficulties and working together to support • Use Language Links more effectively to support children with ‘speech, language and communication’ needs • Further develop use of flexible teaching to match the needs of all children
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Data	<ul style="list-style-type: none"> • SEND children are mainly working ‘well below’ ARE in all core areas of the curriculum • Writing is a key area to focus on across the school as only some (40%) of Yr 6 SEN children achieved ARE • No SEND children are achieving greater depth in core areas
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Meeting the needs of all children to ensure good progress

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To develop SENDCo’s role within the school	Complete SEND audit to inform key areas of development for academic year	SENDCo	Autumn term		Audit forms created to share with staff at next INSET day (Oct '23). LSAs completed the questionnaires to indicate the areas they would like to focus on, key information is being collated.
	Create SEND referral system across the school for staff to use when exploring children’s needs	SENDCo	Autumn term	no cost	Sheet created and ready to share with staff to ensure clear understanding of children’s needs. This is not being used, so will be revisited at the start of the Autumn term 2024-25 with both teaching and support staff.

	To create 'class overviews' sheets for every class, profiling the needs of the class	SENDCo	Autumn 1 - update regularly		In place for September and used by staff to know the needs within their classes. Updated as the academic year progressed ensuring all staff had a clear overview of the needs in their classroom. All staff know where they are kept and the importance of reading the information about their children.
To further develop the inclusive SEND provision at Knights Enham Junior School	Update SEND policy and information report to reflect the vision and current provision offered to SEND children across the school	SENDCo	Autumn term	no cost	Completed October and shared with HT and governors, is present on the website
	Use Thrive online to assess and track SEMH needs and progress of key SEND children across the school	SENDCo	ongoing	£600 + training for licensed practitioner	Thrive purchased Nov '23 and being used to assess individual children Thrive used to support EHCP requests, working with PBS and individual support for key children within our 'in-house provision'. Small steps of progress have been recorded and informed staff of next steps.
	Establish 'SEND support' sessions between school and home, using needs of parents and carers as starting points.	SENDCo and welfare officer	termly	resources costs	Initial SENDCo meetings held in Sept '23. Adhoc meetings had with all members (home and school) to meet and offer support during the year to support with individual and group needs as they arose. Family Thrive course delivered to 8 parents / carers in the Spring term. Parents shared positive feedback and made changes to their parenting style from suggestions and topics discussed on the course.
	Key school staff are fully aware of SEND needs of children and how to support within the classroom	SENDCo lead with all staff	ongoing	no cost	INSET training Sept & Oct '23

					Monitoring linked to September INSET of inclusivity checklists (see notes) through-out the year and key non-negotiables are present in all classrooms. Adhoc meetings and conversations with both teaching and staff to advise and support with specific children and learning needs.
	Update the SEND page on school website with key information for families	SENDCo	ongoing	no cost	Completed in the Autumn term
	Training programme for school staff mapped for academic year based on needs and interests of staff from SEND audit.	SENDCo DHT	Spring term	no cost	Not achieved, to be continued to 2024-25 action plan
To continue to develop assessment for learning by identifying gaps for SEND pupils working below the age-related expectations.	'Insights' assessment tool is completed accurately for all children to inform their current academic levels.	SLT / SENDCo	termly	no cost	Termly updates from teachers of children's current achievements inform subsequent planning and gaps to be filled.
	SEND tracking grids used to track progress of SEND children across the school.	SENDCo	late Autumn term	no cost	Not achieved, to be continued to 2024-25 action plan
	'Insights' assessments are monitored and moderated to ensure correct levels are recorded.	SENDCo	termly - ongoing	no cost	Monitoring of books
	Teachers use the data from 'Insights' to plan and teach English and Maths to ensure gaps are plugged.	SENDCo & DHT All teaching staff	ongoing – weekly	no cost	Monitoring in Autumn and Summer term shows that 'Insights' data drops are being used to inform teaching and children's learning is addressing gaps.
	Use of AfL in lessons that promotes SEND children to make good or better than good progress	SLT / SENDCo All teaching staff	Autumn 1 / Ongoing	no cost	Not achieved, to be continued to 2024-25 action plan
	Regular analysis (discussions and assessments) of SEND group's progress to inform where the gaps are of	SENDCo and teaching staff	termly	no cost	PP meetings each term Provision maps indicating support and interventions within all classes
	Regular SEND support clinics with staff to discuss progress of key children	SENDCo lead with all staff	termly	no cost	Autumn and Summer term meetings attended by all teachers and key successes and areas of

					concern shared. Referrals and assessments list updated reflecting needs of the children. Changes to SEND register made where necessary post meetings.
	Individual Learning Plan (ILP) reflects the needs of the child and includes bespoke strategies to support their progress within the classroom	SENDCo lead with all staff	termly	no cost	Initial plans written - Oct '23 and shared with parents. Positive feedback from parents and parent meetings and staff are clear of expectations. Termly ILPs have been written and shared with staff and parents focussing on children's primary area of need.
To continue working on quality first teaching and task design to meet the needs with SEND.	SEND children's gaps in key concepts and skills are planned into learning journeys	SENDCo / SLT all teaching staff	weekly	no cost	Planning reflects the needs of the children and gaps addressed in lessons for key children.
	Regular monitoring of teachers planning, visiting lessons, book looks and pupil conferencing to ensure good or better than good progress is made by SEND children across the school.	SENDCo / SLT	termly	no cost	See Autumn and Summer term monitoring notes for 'I noticed... and I wonder...'
	Monitoring of planning and book looks to and Staff training given on adaptation to planning and lessons, to ensure teaching meets the needs of SEN pupils and their current level of progress.	SENDCo all teaching staff	ongoing	no cost	Monitoring Oct '23 – positives seen for differentiation in books across all year groups Staff meetings to share task design expectations (Spring term). Concrete resources are being used in classrooms both with adults modelling and independently by children. See separate monitoring notes.
	LSAs have a secure understanding of the SEND children's gaps in the class.	all staff	ongoing	no cost	A questionnaire has been created and given to support staff, data is being collated and will inform of training opportunities and briefing sessions information in Autumn 2024

					new LSAs need to be given the questionnaires
	Use of targeted interventions to support children's EHCP targets both in and beyond the classroom to aid progress.	SENDCo	termly	no cost	<p>Targeted provisions in place:</p> <ul style="list-style-type: none"> Lego Therapy TALA Time to Talk ELSA Outside discovery-based learning Social skills groups In-house alternative provision Lunchtime 'nurture' group' Evidence -based Literacy intervention across the school (Nessy) <p>Universal provisions in place (linked to EHCP supports for all children):</p> <ul style="list-style-type: none"> Purposeful movement breaks introduced and shared with staff Use of Zones of Regulation across the school, in every classroom and emotions boards available for key children to enable children to share how they are feeling. Use of now and next boards and visuals to support key children. Fine motor skills intervention in some classes
	Regular liaison / working with outside agencies to ensure SEND pupils needs are being met in the classroom and progress is being made.	SENDCo	ongoing	no cost	<p>Numerous meetings have been arranged, attended and evaluated for children. Positive working relationships have been established with a number of outside agencies:</p> <ul style="list-style-type: none"> Educational psychologist, STAS Hearing Loss team, SALT, Norman

					<p>Gate outreach, Wolverdene outreach, EMTAS, STAS C&I team, SEN caseworker, inclusion team, PBS and local SENDCo via SENDCo circle provision.</p> <p>Impact – EHCP assessments have been completed and EHCPs issued, outreach support in place for individuals in school – staff and children being supported and children are accessing the classroom and learning with positive results. Strategies and resources explained and shared to enable success within the classroom.</p>
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