

Termly SEND Report to Governors of
Buckshaw Primary School



School:	Buckshaw Primary School
SENDCO:	Ikram Albustany
Date of report:	Spring Term 2023
SEND Governor:	

SEND profile for the Summer Term

- There are currently 39 pupils on the SEND register. These include pupils with medical conditions and therefore not all of these pupils require an IEP.
- We have five pupils with an EHCP:

Child 1	Reception class
Child 2	Y4
Child 3	Y4
Child 4	Y4
Child 5	Y4

- One pupil with an EHCP is also a CLA.
- We submitted four EHCP requests this academic year and all four were declined. We have been to mediation for one of those and are in the mediation process for the other three.
- 17 pupils on the SEND register also receive pupil premium.
- 13 are female.
- 26 are male.

A pupil in Y6 is currently on the pathway for an ASD assessment.

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Two pupils in Y3 have been referred to the learning disability team and one of those pupils has met the threshold to have an assessment. The other remains on the waiting list. We have also had an in-depth language assessment for a pupil in Y3 and the speech therapist felt it was necessary to put a referral into Broadoaks for an Auditory Processing Disorder assessment. This was compiled by Ikram Albustany but submitted by our school nurse Kate McGee as this referral had to come from a medical professional.

We have a pupil in nursery who receives termly support from our link specialist teacher and we have also applied for the Early Years funding for this child. This child is also under the care of the paediatrician for a neurodiverse assessment to take place.

We have also had Chorley Inclusion Support Service (CISS) involvement for two pupils in Y2. Their support has now ceased and cases have been closed.

We have had specialist teacher support for three pupils in reception class (two of whom have an ASD diagnosis). A report of recommendations for each individual pupils has been written and this is now implemented within the children's IEPs.

We have had support from Occupational Therapy for a child with cerebral palsy and have purchased chair accessories for the child to support posture.

Vicki Maughn our external speech and language therapist has been to school, written episode plans for those requiring support and also spent time with Anna Mensforth to direct her in terms of delivery of SALT. Vicki Maughn has also trained all teaching assistants across school in the delivery of Talk Boost. Talk Boost is a targeted intervention for children with language that is delayed. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten-week intervention.

Vicki Maughn is also booked in to deliver colourful semantics training to our teaching assistants on Monday 13th March. Colourful Semantics is an approach created by Alison Bryan, a Speech and Language Therapist based in the UK.

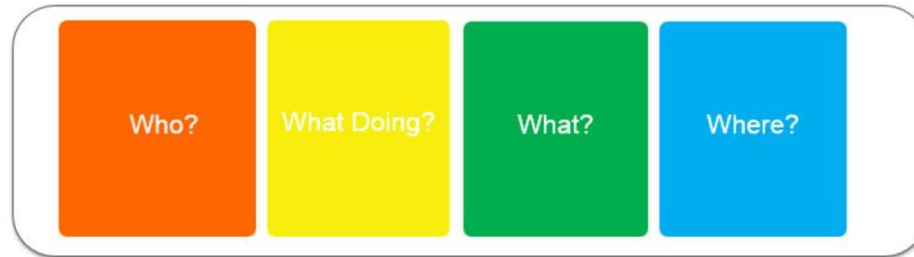
- It is a method of teaching children how to understand and build sentences.
- It is aimed at helping children to develop their grammar, but it is rooted in the meaning of words (semantics).

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- In Colourful Semantics, sentences are cut up into their thematic roles and these are colour coded:

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The Inclusion and Engagement Support Team (IEST) have been involved with a pupil in Y4. A learning mentor has been carrying out our direct work on a weekly basis with the pupil to support her social and emotional needs. This work has now ceased and continues to be delivered by 1:1 support.

SEND monitoring has taken place to assess the strengths and next steps of SEND across the school. Both with day-to-day SEND provision and also monitoring of IEPs. Pupil and parent voice has been collected. Book looks have taken place with the children and discussion around what is going well / needs to be improved. This has been documented.

The LCC HI technician has also supported in connecting and adjusting radio aids. The teacher of the deaf Beth Foley is now carrying out direct work with our HI pupil in Y5.

I have discussed two children with our link Educational Psychologist. An action plan has been created and shared with class teachers.

We have two confirmed September starters with EHCP's. One with level E3 funding (currently in the process of discussion with the LA to have this increased) and another with level E5 funding.

Overall quality of provision for pupils with SEND

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Based on Ofsted descriptors:	
<p>Outcomes for pupils with SEND (academic and wider outcomes)</p>	<ul style="list-style-type: none"> • Pupils on the SEND register continue to make progress in line with their academic abilities. Progress is measurable using PIVATS and/or KLIPS. Those who are identified as making no or static progress have relevant interventions put into place, or external agencies visit to observe, assess and offer a report of recommendations. • We continue to follow the three waves of support: Wave 1: Universal -Quality first teaching. -Day-to-day differentiation. Wave 2: Enhanced -Class interventions. -Small group or 1:1 intervention. -Catch up programmes. Wave 3: Specialised -Individualised targeted support. -The Hive (See Appendix 1).
<p>Effectiveness of leadership and management for SEND</p>	<ul style="list-style-type: none"> • Teachers follow the waves of intervention. If there is still concern, a cause for concern form is completed and handed in to the

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	<p>SENDCO. The SENDCO then observes and works alongside the class teacher to implement next steps.</p> <ul style="list-style-type: none"> • A recent audit was compiled to identify areas of need with SEND management. (See appendix 2)
<p>Quality of teaching, learning and assessment for pupils with SEND</p>	<ul style="list-style-type: none"> • This is in line with QFT that is offered to all pupils at Buckshaw. • Reasonable adjustments are made where necessary. • Access to learning tools is prevalent across school. • Personalised curriculums for individuals and groups of learners are designed for the curriculum to be accessible for all pupils with SEND. • Teachers have consistently high expectations of what pupils can achieve. Assessment information is used accordingly to plan appropriate lessons, ensuring pupils who may be falling behind are identified in pupil progress meetings and additional support is put into place. • Equality of opportunity and diversity are promoted through teaching and learning. • School continues to hold an early identification ethos of pupils with SEND. As a school we primarily focus on the four areas of SEND and ensure provision is put into place to support: <ol style="list-style-type: none"> 1: Sensory and Physical needs. 2. Social, Emotional and Mental Health. 3. Communication and Interaction. 4. Cognition and Learning. <ul style="list-style-type: none"> • We identify pupils' level of attainment within the school's SEND provision map and assess this against their attainment after an intervention, which has been identified within the child's IEP.
<p>Personal development of pupils with SEND</p>	<ul style="list-style-type: none"> • Pupils are offered ample opportunity to work as a team and problem solve.

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	<ul style="list-style-type: none"> • External visits are becoming an ‘everyday’ experience for our pupils. • Family support worker/learning mentor Amanda Catterall and Anna Mensforth support the personal development of our pupils by delivering programmes such as ‘kids safe’ and ‘time to talk’. • Weekly children’s mental health counsellor can be called upon when required. Direct 1:1 session delivered every Thursday.
Behaviour and attitudes of pupils with SEND	<ul style="list-style-type: none"> • In line with our behaviour policy. • Social stories are written as and when required to support pupils with SEND. • We are consistently maintaining a ‘prevent’ approach. If we can identify pupils who may be experiencing difficulties and diffuse a situation / offer immediate support, we find that the engagement for these pupils is a successful one.

Achievement of pupils with SEND

School Tracking Data:

This data is not a reflection of progress. This data is comparable to national expected standards for all pupils. We regularly monitor progress and upload to our school’s data tracker. This helps us to identify pupils who may not be making progress and put appropriate interventions into place.

Autumn Term Data

Reading: 11/39 28%	Writing: 5/39 13%	Maths: 11/39 28%
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SEND Policy

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The SEND policy was reviewed and updated in April 2022. This can be located on our school's website. The policy consists of the following:

1. Legislation and Guidance
2. Aims
3. Objectives
4. Identifying SEND
5. A graduated approach to SEND support
6. Managing pupils needs on the SEND register
7. Supporting pupils and families
8. Supporting pupils at school with medical conditions
9. Monitoring and evaluation of SEND
10. Training and resources
11. Roles and responsibilities
12. Storing and managing information
13. Accessibility
14. Dealing with complaints
15. Bullying
16. Linked policies and documents
17. Reviewing the policy

Ikram Albustany has also written a medical needs policy and an accessibility policy. They both work hand-in-hand with the SEND policy.

SEND Information Report

The SEND Information report was updated in April 2022 and can be found on our school's website. It consists of the following:

1. Aims
2. The type of SEND for which provision is made at Buckshaw
3. Identifying pupils with SEND
4. Consulting and involving parents and pupils
5. Assessing and reviewing pupils progress towards outcomes
6. Arrangements for supporting pupils moving between phases of education and preparing for adulthood – inclusive of covid-19 school closures.
7. Our approach to teaching pupils with SEND

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8. Adaptations to the curriculum and learning environment
9. Additional support for learning that is available for pupils with SEND
10. The expertise and training of staff to support pupils with SEND
11. Securing equipment and facilities
12. Evaluating the effectiveness of SEND provision
13. Enabling pupils with SEND to engage in activities available with those in school who do not have SEND
14. Support for improving social and emotional development
15. Working with other agencies
16. Complaints about SEND provision
17. Contact details within Buckshaw for raising concerns
18. Lancashire Local Offer
19. Links with other policies and documents

Interventions and External Agencies

Where necessary, irrelevant of a diagnosis we seek support from external agencies:

- Lancashire SEND traded team.
- Speech and Language Services
- Occupational Therapy
- CAMHS / Learning Disability Team
- Educational Psychologists
- Chorley Inclusion Support Service (CISS).
- Specialist Teachers.
- Inclusion and Engagement Support Team (IEST)
- Many of our interventions are happening discretely through first quality classroom teaching.
- Precision teaching is up and running much more effectively. This is also recorded as evidence for a clear assessment of the benefits.

SEND Budget and Spending

- Full-time 1:1 support for a pupil in Y4.
- Two HLTA's to manage and run The Hive.

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- Full-time 1:2 TA in reception class.
- Learning tools and resources e.g. Books with coloured pages for pupils with possible or identified dyslexia.
- Referrals to external agencies and/or assessments. Four diagnostic dyslexia screening assessments have taken place this half term and an assessment by a privately sourced educational psychologist.
- Training for staff.

Staffing for SEND

- Ikram Albustany – SENDCO
- Gemma Hoyle – 1:2
- Anne Rivers – 1:1
- Ruth Crowder – HLTA (The Hive)
- Anna Mensforth – HLTA (The Hive)

CPD Related to SEND

- Talk Boost Training from Vicki Maughn – all TA's.
- Colourful semantics training – all TA's.
- Sensory Diet training – Anna Mensforth
- SENDCO Seminar – Ikram Albustany

Complaints / Concerns

N/A