



Annual SEND Report for Governors 21-22

School:	Twineham CofE Primary School
SENCO:	Jodie Vaughan
Date of report:	July 2022
SEN Governor:	Louisa Rydon

A pupil has SEND where their learning difficulty or condition calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A child has a learning difficulty or condition if s/he:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND profile for last 12 months

Number of pupils on SEN register (end of Year - July 22)

• with Education Health and Care Plans	17
• with SEN Support	3
• number of pupils on SEN Register as a percentage of pupil population	14 21.8%
• number of pupils with EHCPs as a percentage of pupil population	
• national average of pupils with EHCPs as a percentage	3.85% 4%
• number of pupils with SEN Support as a percentage of pupil population	
• national average of pupils with SEN Support as a percentage	17.95 12.6%
• number of pupils according to primary need:	
Cognitive and Learning:	8
Social, Emotional and Mental Health:	2
Communication and Interaction:	4
Physical/ sensory:	3
• Children with SEND by characteristics	
English as an Additional Language:	0
Pupil Premium Grant / Pupil Premium Plus:	3
• Girls with Education Health and Care Plans	
• Girls with SEN support	1
• Boys with Education Health and Care Plans	4
• Boys with SEN support	2
• numbers of pupils on SEN register Sept 21	10
• with Education Health and Care Plans	
• with SEN Support	16
• Predicted number of pupils on SEN register Sept 22	2
• with Education Health and Care Plans	14
• with SEN Support	



Statement regarding overall quality of provision for pupils with SEND

Twineham is a mainstream inclusive school which caters for children with all types of SEND. We feel strongly that everyone has the right to come to school feeling safe and should be enabled to achieve to the best of their ability. We strive for all children to leave Twineham ready for the next journey in their education, with an embedded enthusiasm, curiosity and confidence for learning, knowledge of their strengths and accomplishments as learners, as a foundation to build an inspirational life of learning and growing.

Quality of education (Wave 1 intervention)

High Quality Teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Our aim is to make the curriculum as rich, creative, accessible and exciting as possible through our curriculum of hope. This approach to learning is designed to inspire and engage children to learn a meaningful curriculum underpinned and led by key concepts and questions. The core elements give a clear structure of learning, linking knowledge with prior learning and relating learning to personal experiences. For the majority of the children with SEND, access to the curriculum can be achieved through accommodation and modification of: carefully planned lessons, assessment, accommodating and modified input/activities/questioning/teaching materials and resources, managing of behaviour, carefully planned physical learning environment, flexible grouping and use of adults. We aim to teach in a way that will ensure good teaching for all learners using multi-sensory teaching methods throughout the school.

The use of assistive technology has been a focus this year. Many children with SEND are accessing learning apps on the ipads, such as speechify and hit the button maths, and on computers, such as text to speech, read aloud, Typing Club and Clicker 7, to support and reinforce their learning, and facilitate independence. One of our pupils has a reading pen.

Achievement of pupils with SEND – July 22 data

Year Group	R	1	2	3	4	5	6
SEND in cohort	1	2	4	3	5	3	1
PP/+ in cohort	0	0	0	0	2	1	0
EAL in cohort	0	0	0	0	0	0	0

SEND data tells us that:

There is only 1 child on SEND register in EYFS, with an EHCP with high, complex needs, therefore 0% of children with SEND in this cohort achieved GLD. However, the non-SEND cohort achieving GLD is 62% which is in line with the national average.

50% of children with SEND in Year 1 made better than expected progress in reading and met ARE (compared to 0% of SEND meeting ARE in the Spring Term).

50% of children with SEND in Year 1 made expected progress in writing.



0% of children with SEND in Year 1 made expected progress in maths.

50% of children with SEND in Year 2 made expected progress and 25% met ARE in reading.

100% of children with SEND in Year 2 made expected progress in writing.

100% of children with SEND in Year 2 made expected progress and 50% met ARE in maths.

100% of children with SEND in Year 3 made expected progress and 33% met ARE in reading.

100% of children with SEND in Year 3 made expected progress, 50% made better than expected progress and 33% met ARE in writing.

100% of children with SEND in Year 3 made expected progress, and 33% met ARE in maths.

33% of children with SEND in Year 3 achieved ARE+.

75% of children with SEND in Year 4 made better than expected progress and 60% met ARE and 20% achieved ARE+ in reading.

100% of children with SEND in Year 4 made better than expected progress and 20% met ARE in writing.

100% of children with SEND in Year 4 made expected progress, 75% made better than expected progress, 60% met ARE and 40% achieved ARE+ in maths.

100% children receiving PP/+ made better than expected progress in reading and writing. 100% of children made expected progress and 50% made better than expected progress in maths.

100% of children with PP+ met ARE and 50% achieved ARE+ in reading and maths.

100% of children with SEND in Year 5 made better than expected progress and 0% met ARE in reading.

100% of children with SEND in Year 5 made better than expected progress and 0% met ARE in writing.

100% of children with SEND in Year 5 made better than expected progress and 0% made better than expected progress and 0% met ARE in maths.

100% of children receiving PP/+ in Year 5 made better than expected progress and met ARE in reading, 50% achieved ARE+.

100% of children receiving PP/+ in Year 5 made better than expected progress and 50% met ARE in writing.

100% of children receiving PP/+ in Year 5 made expected progress and 50% made better than expected progress in maths. 100% met ARE and 50% achieved ARE+ in maths.

100% of children with SEND in Year 6 made better than expected progress and 0% met ARE in reading.

100% of children with SEND in Year 6 made better than expected progress and 0% met ARE in writing.

100% of children with SEND in Year 6 made better than expected progress and 0% made better than expected progress and 0% met ARE in maths.

In our Pupil Progress meetings in September 22, we will look at targeted provision and reducing the barriers to learning for children that did not make expected progress in the Summer Term, determine and deliver intervention, and track their progress throughout the year.

The Head Teacher, Subject Leaders and SENDCo will further monitor and analyse pupil progress in each curriculum subject to improve outcomes for children with SEND and PP/+.



SEN policies and Information – available on the school website

The SEND Information Report was updated in October 21 and is updated ad hoc when required and will be formally reviewed in October 22. Staff changes and changes to our school admin system will require updating September 22.

The SEND Policy was updated in September 21 and will be reviewed in September 22.

All hyperlinks on the website were checked and are valid -July 22.

This report will replace the current report on the website.

Statutory assessments

KS2 SATs:

The recently purchased 'The Detailed Assessment of Speed of Handwriting' 9-16.11years (DASH) is used to analyse the speed and legibility of handwriting. The DASH standardised assessment identifies words per minute in relation to national averages, under both test and non-test conditions. This gives an accurate description of why the child is struggling to write legibly and at a normal speed. DASH was undertaken by all Year 6 pupils and used as evidence to apply for additional time for pupils that met the criteria. Non-standardised assessment also takes place twice a year for all pupils, to ascertain whether extra time would be of benefit and for accommodations to be embedded as their normal way of working.

The recent changes to the JVQ access arrangements and reasonable adjustments has introduced the use of movement breaks, as it has been recognised that for some pupils with SEND are affected by fatigue and/or inattention, and would benefit greater from breaks. This proved effective for the children that were provided these breaks.

We provided some children with a separate room and a 1:1 prompt which was effective in reducing distractions and keeping them on task.

KS1 SATs:

Children in Year 2 are able to undertake these tests in small groups to enable a known adult to oversee their engagement and wellbeing. Where appropriate, reasonable adjustments for individual needs such as, breaks, prompting, a scribe and/or reader, are put in place.

Accessibility plan

The Accessibility Plan 21-23 shows how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities. It is available on the school website and updated routinely when changes arise. Children with mobility needs are assessed for risk, this often involves a referral and visit from to the OT Team for expert advice, and an individual risk assessment is created, in partnership with parents and the child.

SEND budget and spending

The Local Authority delegates core funding to schools to make general educational provision for all pupils; of that core funding an element is allocated to training, additional support, classroom / school resources and learning material. This includes money spent on training and materials for SEND as required and linked to the schools development plan. Some additional funding, according to an agreed formula, is delegated to schools to enable them to provide more targeted support for pupils who have been identified as having SEND, including those with EHCPs.

Resources for individual children: e.g; Therabands, theraputty, pencil grips, overlays, coloured exercise books, wobble cushions, talking tins, lego, visual resources, DCD friendly scissors...

Updating Standardised Assessments: GL YARC, DASH



GL annual purchases: online dyslexia and dyscalculia screeners
Additional swimming lessons
Meed SEND Alliance annual membership

Staffing for SEND

3 x 1:1 teachers
Play Therapist = 6 sessions (1 child)
SENDCo

Additional support for learning that is available to children and young people with SEND

ALL pupils will access:

- High quality teaching
- An adapted curriculum
- Reasonable adjustments to the environment and equipment
- Additional assessment for learning
- Flexible working groups
- Personalised target setting
- Full access to after school clubs and educational visits

Some pupils with additional SEND needs will access:

- Targeted interventions and support matched to need.

These could include;

- Additional phonics interventions
- Targeted maths interventions
- Social Skills and Communication groups
- Fine Motor Skills/Handwriting group
- Gross Motor Skills groups
- Precision teaching
- Pre-teaching / reinforcement
- Personalised progress tracking and assessment of need
- Access to additional adult support for specific Teaching (such as SaLT goals/Physio goals)
- Additional time, breaks and other access arrangements during assessments

A few pupils with complex or significant needs will access:

- A personalised provision timetable
- Access to specialist services and therapists
- High levels of adult support and small group working

All support and provision is part of the cycle of the Assess, Plan, Do and Review graduated approach.

Structured Intervention Programmes (Wave 2 Intervention) delivered this year

Sensory Circuits:

This structured programme continues to be an effective and much enjoyed intervention for children that require support to self-regulate and be 'ready to learn' when arriving at school. The 3 activities are designed to alert, organise and calm. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' level of alertness required for effective learning.

Memory Magic:



This structured programme aims to develop memory skills through learning 'tricks' that help children discover how to support their working memory and learning. The pre and post assessments evidence that 83% of the group increased their ability to hold information in their working memory. Quantitative assessment through observation and questioning demonstrated that all children were able to give at least 1 example of how they had used a 'trick' to support their learning in class. Further analysis of their retention and application of the 'tricks' in class will be undertaken in September 22.

Lego Therapy

Children work together to build LEGO® models and through this have the opportunity to develop social skills such as turn taking, collaboration and social communication. This is a much enjoyed structured programme and the impact has been evidenced through improved turn taking and verbal communication within the sessions and this has begun to transfer into class and the playground.

1st class @ number

Children in Year 2 that have required additional work on the area of basic number engaged well in the programme and were evidenced to have applied the taught skills in their class maths lessons.

Jump Ahead

This intervention routinely takes place in Reception and Year 1 for children that are not meeting ELG in physical development and/or have difficulties in motor skills.

Typing Club

This online child friendly typing programme is delivered to our UKS2 learners that are likely to require the use of a laptop as their normal way of working in secondary school, such as some children with dyslexia and/or DCD. Alongside this they have the opportunity to become familiar with assistive technology such as 'speak to text' and 'read aloud' software.

Colourful Semantics is a wave 3 intervention and a visual approach used to develop children's speech as it helps children understand the structure of sentences, using colour codes to identify grammatical structures. It has proven effective in progressing expressive language and increasing individual confidence. However, It has also been used to support children with improving the structure of their writing.

All interventions are discussed by SENDCo/Teacher/TA during the intervention and at the end, to evaluate effectiveness. The SENDCo often runs interventions every half term.

Targeted Intervention (Wave 3)

All of our children with EHCPs have highly tailored intervention delivered 1:1 or with peers depending on the intervention and its purpose, in order to facilitate access to the curriculum e.g. Literacy, Mathematics etc. and may have additional targeted support to help develop communication and interaction and/or to meet other needs such as sensory. As do many of our children with SEN Support, to accelerate progress or enable children to achieve their potential. Speech and language programmes are recommended by our school link Speech and Language Team (SALT). These are often included on Individual Therapy Goals for our children that are assessed by and receive from SALT. A variation of Lego therapy is used 1:1



and 1:2 as part of our Speech and Language Intervention across the school, which focuses more on developing vocabulary and sentence structure.

All children that have been referred to SALT that receive Therapy Goals receive intervention at least 3 times a week, such as colourful semantics and bucket time, delivered by the class TA or their 1:1 and overseen by the SENDCo and SALT. All children with OT/Physio exercises are supported with this at least 3 times a week. Other interventions include Toe By Toe, individual timetables/reward-work systems, catch me cards, sensory diets, daily reading, precision teaching of target phonics/whole word reading/spelling/number skills, 10min fine motor box activities, comic strip conversations and social stories.

CPD for SEND

SENDCo:

Half termly meetings and training with the Meed SEND Alliance for SENDCos (often free training is provided via outside professionals)

Termly meetings with the NEARS SENDCo Cluster Group (School link professionals often deliver training within these sessions)

Therapy In Schools Sensory training – 3 half days

Lego Therapy Training – half day

Zones of Regulation recap training

EBSA training – 1 day course

The SENDCo is currently undertaking the L7 Diploma in Teaching & Assessing Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy.

TA training

The TAs and SENDCo will agree CPD for SEND on an individual basis, dependent on their needs and the needs of the individual children they support.

Half a day at Woodlands Meed Special School within a class of pupils with similar needs to children they are supporting at school. This gave them the chance to ask questions to SEND teachers and observe strategies and use of resources, which has been highly beneficial to them and other staff in meeting complex and high individual needs.

Team Teach

Lego Therapy training

Speech and Language training via SALT

The SENDCo meets with the TA team weekly to share news, deliver training and discuss whole school issues and individual children. The Senior Leadership Team and Curriculum Leaders often attend to deliver training.

Teachers

The SENDCo has the opportunity in staff meetings to share SEND news and strategies/resources to improve high quality teaching in the classroom. The Headteacher and Teachers will agree CPD for SEND on an individual basis.

Pupil voice

An advantage of a small school is the capacity for the SENDCo to be present in all classrooms and shared areas at times throughout her days in school. This gives her the opportunity to 'check in' with learners and their teachers, and proactively respond to their communication and needs, and collect their communication and needs shared through their teachers and TAs.



All children are encouraged to talk about their learning and wellbeing, and share their views throughout the school day.

All children with an ISP meet 1:1 with the SENDCo termly, to celebrate their efforts and attainment. They set a target for themselves and comment on their learning. For children with communication difficulties, other means are used to obtain their voice, such as visual timetable pictures placed on a happy or sad face, or a Journey Map showing where and what resources they choose/avoid to play and learn with. The Colour Monster and Zones of Regulation has also been used to capture the pupil voice.

Children with SEND are asked key questions about their learning before and during reviews so that their voice can be included. Child views are requested at the beginning and end of any targeted provision so that we can see how useful the children feel they have found the provision. Adults will read the questions and scribe for children who need it.

We believe that every child's voice can be heard and it is our responsibility to find the communication strategy that works for them.

Our RSHE curriculum provides opportunities for pupils to explore and voice their emotions, thoughts, curiosities and views in a safe space amongst their peers, and are aware that the adults are available to listen and talk to them 1:1 when they every they need.

Parent/carer voice

Our seesaw platform provides opportunities for parents to directly contact their child's class teacher and responses are usually the same day. A member of the senior leadership team is always on the gate at arrival and pick up, to have a chat with and receive and pass on messages for staff. Office staff can also take messages via the telephone and email. The SENDCo is available via the office telephone number and her school email. Parents often request to come in to talk with the class teacher and are regularly invited by the SENDCo and teachers, to discuss concerns and also celebrate progress and achievement.

Parents are invited to discuss their child's ISP when they are reviewed and are encouraged to support their children at home and feedback on their child's wellbeing and learning. Various strategies have been trialled to engage all parents in this process. This year support and feedback has increased but strategies will continue to be trialled to strive to achieve 100% of parents taking an active role in their child's learning.

External agencies

The SENDCo and staff foster working relationships with many agencies to improve outcomes for our pupils. When we review the progress children with SEND make against their outcomes, we will make our best endeavours to involve other agencies. Some of the agencies are advisory services with a designated school link advisor. Some provide termly or annual meetings with the SENDCo to discuss whole school or individual child issues. With parental consent, a referrals can be made regarding an individual and the advisor will usually visit the school to talk to the SENDCo and teaching staff involved with the child, observe and meet with the child to assess their needs. They often meet with parents and children to discuss the needs of the child, and/or provide a report with recommendations for supporting the child. Some of the agencies we work with are:

Speech and Language Therapy (NHS) - whole school training on request / referrals for individual children

Occupational Therapy (NHS) - referrals for individual children

Physiotherapy (NHS) - referrals for individual children

Child and Adult Mental Health Service CAMHS (NHS) - referrals for individual children

Educational Psychology Service - annual planning meeting/ telephone consultant on request/ referrals for individual children



CARM: Autism and Social Communication Team – termly planning meeting/ telephone consultant on request/ referrals for individual children
 CARM: Learning and Behaviour Advisory Team – termly planning meeting/ telephone consultant on request/referrals for individual children
 Early Help – termly meeting/ad hoc advice/referrals for individual children
 School Nursing Team - ad hoc advice/referrals for individual children
 Alternative Provision Providers- outreach support/referrals for individual children
 SENAT- support for children with EHCPs
 SENDIAS- support and advice for parents of children with SEND.
 Pupil Entitlement – Fair Access- support for children at risk of exclusion/low attendance/School avoidance
 SNO- Special Needs Officer – advice for SENDCos for all areas of SEND.
Some agencies continue to only offer remote services due to COVID-19.

Complaints relating to SEND

Parents/Carers can speak to the class teacher or the SENCo; they can also speak to the Headteacher or Assistant Headteacher.
 Further to this any complaints can be raised with the Governing Body.
 Complaints and concerns are taken seriously and dealt with proactively as a priority within a timely manner.

External Developments regarding SEND

JVQ access arrangements as discussed in report
 EHCNA submissions have changed in terms of emailing requests rather than online submissions. Some mandatory documents have also changed.
 The EHCPs report template has been updated.
 The local area- West Sussex- Ordinarily Available Inclusive Practice and Inclusion Framework piloted a self-evaluation tool Sept.20-Mar.21. This has been undertaken by the Head teacher and SENDCo in the Autumn term 21 and used as a tool to evaluate and strategically plan to improve inclusion in our school. It will be reviewed yearly.
 In March 22 the Government produced the SEND Review. This proposal includes (amongst others):

- Mainstream provision to be improved through teacher training, professional development, and identifying and sharing best practice.
- Introduction of a new SENCo National Professional Qualification (NPQ), to replace the current NASENCo, and an accredited Level 3 SENCo qualification for Early Years.
- Improved funding for school's budgets, supporting children with the most complex needs, family hubs, internship programs, and improving specialist and alternative provision.

The CARM service has introduced weekly telephone consultations for all staff in school settings. Half hour appointments can be made on line. Children can be discussed anonymously.

School Actions 21-22	Impact 2022
Plan and carry out learning walks to take place to inspect Dyslexia Friendly Classrooms. ✓	Teaching staff know how to ensure their classrooms and lessons are Dyslexia Friendly and have knowledge of inclusive practices. Classes are making better use of assistive



SEND progress/ISPs – increase parent/carer engagement to improve partnership working with parents:

SENDCo emails ISPs to parents and follows up to receive feedback. Use Seesaw platform to also send ISPs to parents as this platform receives a good response rate. Where possible, ISPs are planned and delivered at Parents' Evenings to increase engagement and feedback. ✓

Increase pupil ownership of ISPs and targets. Strengthen the support and progression between review cycles to support pupils in class to meet targets. ✓

Strengthen the review process by developing evidence of target outcomes. ✓

Develop the Graduated Approach with children receiving SEN support to capture the impact of intervention to allow for it to be meaningfully shared with services and parents. ✓

Update SEND Assessments to ensure validity. ✓

Convert the group room into the 'Ivy Room' to use as a nurture and break out space. ✓

Audit of current resources ✓

technology has been introduced and used across the school, and has been effective in reinforcement learning and independence. Teachers and TAs are increasingly ensuring text is visually accessible for all, target vocabulary is accessible, support is given for memory and writing, and learners have opportunity for success.

Children know where to access resources.

The Seesaw approach reached some families, but not all, that have not engaged well with their child's ISP in the past.

Alongside their ISP, the SENDCo meets with each child individually to create a 'child friendly' target sheet. Copies are made for home, the teacher, and one kept in the child's tray and children retrieve them for reference in lessons. This has greatly increased the child's ownership of their learning and enabled teaching staff to proactively assess, encourage and reinforce the targets in class. SMART targets are evidenced using pre/post standardised and non-standardised assessment to clearly evidence targets are met/not met and progress.

DASH and GL YARC have been purchased. Outdated assessments have been removed.

SEND resources have been reviewed and streamlined by the SENDCo. SEN resources re-organised. Tired and out of date resources have been removed and replaced if needed. Some resourced have been placed in classrooms for effective use.

Stock of concrete SEN resources for specific pupils to use in the classroom has increased, according to cohort needs e.g. pen grips, coloured overlays, wobble cushions
Stage readers library reassessed and increased

The 'Ivy Room' has been created by removing many visible resources to create a clear space for brain breaks, movement breaks, sensory



SENDCo to take the lead as TA line manager and meet weekly with the TAs. ✓
Observations of TA intervention and feedback ✓

Embed the teachers' use of progression tools to identify need:
SpLD checklists ✓
SALT Progression Tools ✓
Plan-do-review graduated approach ✓
PKS descriptors

Use the strengths of locality schools to develop inclusive practice. ✓

Universal support for children with SEMH/sensory differences to reduce barriers to learning and as part of high quality teaching and inclusive practice ✓

resources and interventions such as Lego Therapy.

The weekly meetings are effective in updating TAs on school and SEND news, raising and resolving issues across the school and developing a peer support network. The TA intervention observations were very positive and promoted self-confidence and many fed back that it was a positive and useful experience.

As a school we are good at early identification of need. The use of tools to assess need prior to SENDCo involvement is in progress. The progression tools are used to track individual progress for children that are working below age related expectations.

The SENDCo and a TA spent half a day at Woodland Mead to observe inclusive practice. This will be offered to all TAs next year. Collaboration with St. Marks began in the Summer Term and working relationships will be developed throughout the year.

Ivy Room used appropriately and sensory resources accessed.
Calm corner in a classroom with sensory resources, and other calm areas for children to access. Resources and strategies used such as Therabands/theraputty, Catch me cards, individual reward systems, movement/brain breaks/bean bag breaks/Jump Start Johnny and other physical blast activities. New RSHE curriculum, additional outdoor learning.

SEND Development 22-23

AUTUMN TERM

Share OAIP self-evaluation and framework with teachers and collaboratively update self-evaluation and share curriculum adaptation good practice and develop this in classrooms. Introduce the OAIP as a classroom toolkit to further equip teachers to use the WSCC Inclusion Framework to develop their inclusive practice. SENDCo to lead a termly SEND staff meeting to support teachers to achieve excellence in inclusion practice – share SEN Toolkit for SpLDs.

Learning Walk with SEND Governor to evaluate Curriculum Adaptation through lesson observation, pupil voice questionnaire and book scrutiny.



Update 'Class Profiles' to equip teachers with the tools to develop their understanding of SpLDs, checklists to identify needs, high quality teaching inclusive practices to apply in the first instance before SENDCo involvement, and universal practical ideas and resources. Referral form to request SENDCo input.

Evaluate the effectiveness of SEND assessments with curriculum leaders and adapt accordingly. Introduce 'Trouble with Maths' as a classroom resource to assess and support children that are making slow progress in number.

Continue to arrange visits to Woodlands Meed for TAs and contact locality schools to utilise their strengths by staff observing inclusive practice. Twineham could showcase a 'skills swap' with St. Mark's to celebrate strengths.

English Curriculum Leader to analyse the effectiveness of the new phonics scheme, 'Sounds Write' for children with SEND.

Develop the use of Colourful Semantics as a tool to improve writing outcomes in Year 2.

Hidden differences and difficulties:

An ongoing focus for 2022-2023 is to support children in the aftermath of COVID-19 and a rise in children presenting with SEMH needs, that are met in our school using whole approaches and universal resources. SEMH is the second largest primary area of need for children with an EHCP or SEN Support in schools (Gov.uk 21-22 data). Our school data shows that for many of our SEND, we have identified SEMH as a secondary need which needs to be explored further. The SENDCo and ASCT are working closely to put in place initiatives:

- Lunch time club – a weekly lunch time club run by the SENDCo for children that do not want to play on the playground and/or engage in high interest activities chosen by the group, such as Pokemon, board games, puzzles or Lego builds. Social skills development and tools for the playground will be taught alongside the activities with targeted outcomes. (Autumn 22 after half term)
- Classroom sensory resource box – a box of resources for children to freely access to meet their sensory needs when learning in the classroom. (September 22)
- Playtime resources/areas rota to enable timetabled choice of play and 'quieter' areas

Introduce new Provision Map to track plan-do-review for SEND and children of concern. The new format will enable the child's entire learning profile from Reception to Year 6 on one page, which will give a clear picture of progress, strengths, and assessment data. This will allow teachers to identify the inclusive practice and intervention each child has already received at Twineham and inform planning of further support.

Introduce and use the EYFS County Wide ISP template July 22 to staff for use in EYFS.

SPRING TERM

Peer ambassadors in the playground (January 23)

Develop Curriculum Leaders analysis of SEND progress in their subject to report to SENDCo to inform SEND Development Plan for strategic planning, to further remove barriers to learning and improve outcomes for children.

Introduce and use the County Wide ISP for Primary Schools (currently draft July 22)



Analyse primary needs and additional needs of SEND pupil population and compare to national data. Analyse impact of Covid-19 on children with SEND and PP/+ and plan provision to overcome the impact.

Analyse progress of SEND/PP/+ in the Autumn Term and plan adaptations / intervention to support children that have not made progress.

Learning Walk with SEND Governor to revisit Curriculum Adaptation through lesson observation, pupil voice questionnaire and book scrutiny. Analysis of increased and consistent good practice.

SUMMER TERM

Analyse progress of SEND/PP/+ in the Autumn Term and plan adaptations / intervention to support children that have not made progress.

EEF – TA Supplementary Scaffolding Framework and EEF Making Best Use of Teaching Assistance guidance report, was shared with staff in September 22.

Staff meeting on analysing the current practice and rigorously define the role of TAs and consider their contribution in relation to the drive for whole school Improvement.

Learning Walk with SEND Governor to observe and evidence good practice of use of TAs in learning; through lesson observation, pupil voice questionnaire and TA questionnaire.

Analyse provision for children who's wellbeing and learning has been affected by COVID-19 and plan for further support. See Covid-19 Catch up funding information on our school website for further information on how we have supported our children on their return to school.