



SEND Report 2022 - 2023

Owner:	Vice Principal
Date Ratified:	20/09/2023
Date of Review	20/09/2024



1. Aims

This report forms part of a suite of documents and policies which relate to supporting children with Special Educational Needs (SEND) within the school. The report reviews the support implemented for SEND pupils throughout the academic year along with reviewing the SEND profile of the school.

2. Introduction

Phoenix Infant Academy is an above average sized, thriving infant school with a 9 place Resource Base which caters for children with Autism and/or Complex Needs.

At Phoenix Infants, we are committed to ensuring that all pupils, including those with Special Educational Needs (SEND), receive quality first teaching through an innovative, broad and balanced curriculum where gaps in learning and misconceptions are addressed accordingly. Through working with all stakeholders (children, parents/carers and external agencies), we strive to raise aspirations and expectations for all to ensure pupils, including those with SEND, make the best possible progress and achieve their full potential.

This SEND report outlines the provision we offer for our children.

3. SEND Profile

At present, SEND pupils make up 31% (82 pupils) of the whole school population, which is higher than the national average (12.6% reported in Special Educational Needs in England, 2021/22).

Across the school, there are 13 children with Educational Health and Care Plans (EHCPs), which is 4.8% of those on roll. This is slightly higher than the national average of 4% (Special Educational Needs in England, 2021/22). There are also a number of applications in process.

Phoenix Infants works within the SEND Code of Practice (2014) framework. The four areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

We use these areas to identify children with SEND.

Below is an overview of the number and percentage of pupils with SEND Support or an EHCP in each year group.

	Reception	Year 1	Year 2
SEND Support	17	35	17
EHCP	2	7	4
Total Number of Pupils	19	42	21
Percentage of year group	23%	47%	24%



There is a high number of SEND Support in Year 1. The SENCO works closely with families and the next class teacher to ensure a smooth and thorough handover. This also includes liaising with external agencies when appropriate.

Overview of Needs:

**based on child's prime area of need

	MLD	SLD	SPLD	SEMH	SLCN	SPD	ASD	PD	HI	VI	Total
Year R	1	0	0	2	11	0	1	0	1	1	17
Year 1	0	0	2	2	33	0	4	1	0	0	42
Year 2	4	2	0	2	9	0	2	2	1	0	21
Total	5	2	2	6	54	0	7	3	2	1	82

The profile above shows that Speech, Language and Communication is the greatest areas of need at Phoenix Infants.

This is reflected in our intervention structure; where we have two Learning Support Assistants delivering group and 1:1 Speech and Language interventions. The school also has an external Speech and Language Therapist who visits each campus fortnightly to assess identified pupils and train staff.

We work closely with Slough Borough Council's Autism Outreach Service to ensure we are following best practice to support children with Autism. In our Resource Base, we follow the TEACCH approach.

Social, Emotional and Mental Health is also a high area of need. The school buys in SEBDOS, which supports families and children individually. We also have a member of staff who is ELSA trained.

The SENCO works closely without external professionals to ensure pupils get early and appropriate support. Teachers use professional recommendations to inform planning and create specific and achievable targets for pupils. This helps the school to gather evidence for statutory assessment when required. Class Teachers meet with the SENCO half termly for Inclusion Surgeries which forms our ADPR process.

4. SEND Provision

Phoenix Infants take pride in their approach to identifying and supporting SEND pupils. The school's aims are to:

- Ensure early identification, assessment and intervention are in place for SEND pupils
- Emphasise the importance of quality first teaching and how this contributes to pupil progress
- Ensure a process of Assess, Plan, Do, Review (APDR) is implemented and systematic
- Ensure that children with SEND can access all subjects in the curriculum. Where appropriate, work is adapted
- Progress of SEND children is closely monitored and reviewed in half termly meetings
- As part of the APDR process, where appropriate, staff use professional recommendations, strategies and targets to support children with SEND



- Involve all stakeholders to ensure partnership work, this includes the child's and parent's voice and professional. Social Care will be part of this process if appropriate
- Achievements of SEND pupils are recognised and shared with children and parents
- Create an environment where children are risk-takers and acknowledge that it is acceptable to make mistakes
- Have high aspirations for all children to ensure they make progress and become independent learners
- Support children who have barriers to learning outside of cognition and learning

5. Pupils with EHCPs

Children with EHCPs receive the above approach alongside:

- A provision map which outlines provisions from their EHCP
- Where necessary, a child with an EHCP might have additional adult support which is reflected in their EHCP funding. We strive to promote independent learning so pupils are prepared for the future, therefore additional adult support in the classroom can be used to work with groups
- Before a child with an EHCP joins our school, it is decided whether they will access our Resource Base. This is a joint decision between the school, parents and the Local Authority.

Children with an EHCP have an Annual Review where parents, the class teacher and SENCO meet to discuss their progress. This is monitored by the Local Authority. On occasion, these are called early if the school and/or parents are concerned about a child's progress.

6. Resource Base

Our Resource Base is called The Nest. It caters for children with Autism and/or complex needs. We have 9 spaces for children with an EHCP.

Children access The Nest in the mornings where they receive targeted interventions tailored to their needs. In the afternoons, the children access their Mainstream classes where work is adapted for them. This will be under review in 2022/2023 to ensure all children's needs are being met.

A child having an EHCP does not automatically mean they will access The Nest. As mentioned above, before a child with an EHCP joins our school, it is decided whether they will access our Resource Base. This is a joint decision between the school, parents and the Local Authority.

The Nest Class Teacher is responsible for the teaching and progress of children in The Nest, overseen by the SENCO.

7. Staff Responsibilities

The SENCO is responsible for overseeing the SEND provision at each campus.

Every child, regardless of SEND, are the class teachers' responsibility. Through quality first teaching, an inclusive environment and reasonable adjustments, most pupil's needs can be met. Where pupils continue to make limited progress, it is the class teachers' responsibility to speak to the SENCO. From



this, observations or assessments make be undertaken. Teachers are then expected to implement recommendations with support from the SENCOs.

8. 2022 – 2023 SEND Pupil Progress

The Nest

78% of children in The Nest made expected progress from their starting points. This is assessed against our Nest Curriculum.

Mainstream

The number of children in Reception achieving ELG was above national average.

69% of children with SEND passed the Phonics Screening Check. 6 children were disapplied.

In the End of Key Stage data, there was an attainment gap between SEND and non-SEND children. However, most children with SEND made progress from their starting points. Where they didn't make progress, support was implemented.

9. Working with External Agencies

Phoenix Infants works with a range of external agencies depending on the needs of the children. The school work alongside:

- SEBDOS (Social, Emotional and Behavioural Difficulties Outreach Service)
- Child Development Centre (CDC)
- Littledown School
- Slough Educational Psychology Service
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Slough Speech and Language
- Sensory Consortium (Hearing Impairment)
- School Nursing Team
- Independent Speech and Language Therapist

The School work collaboratively with agencies to ensure the pupils can reach their full potential.

10. Evaluating the Impact of SEND Provision

Throughout the year, the SEND provision is monitored closely. This is through triangulating evidence from learning walks, observations, book looks, data and pupil voice. The SENCO meets with staff regularly to discuss and review progress. We also speak with parents and gain their views on their child's progress.

11. Trained Staff

Miss Austin and Miss Jarrett both hold the National Award for SEND Co-Ordination.

Mrs Mahmood receives regular training from Slough SALT.

Inclusion Support Staff receive fortnightly CPD in a range of SEND areas.



Teaching staff are given regular training in a range of SEND areas.

12. Equality

Pupils with SEND are given equal opportunities to participate in extracurricular activities and undertake additional responsibilities in school, for example the School Council. All children, including those with SEND, are encouraged to attend school trips.

There is suitable disabled access.

Phoenix Infants follows the guidance of the Equality Act 2010 and ensures that staff, pupils and parents are treated equally.

13. Admissions

Our admission policy is on our website and a paper copy can be available upon request. Phoenix Infants treats all pupils equally in relation to admissions.

Children with an EHCP will be considered as part of a consultation process. This is where we carefully review whether they can meet a child's needs and liaise with previous settings and professionals to ensure they are making an informed decision based on the child's best interests.

14. Next Steps for 2020-2021

- Review the afternoon provision for children accessing The Nest to ensure their needs are being met.
- Widen the school's social, emotional and mental health provision through continuous ELSA support
- Lessen the attainment gap at the end of KS1, with a particular focus on quality first teaching and adaptations