

SEND Journey Torkington Primary School 2023



‘OUR VISION FOR CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IS THE SAME AS FOR ALL CHILDREN AND YOUNG PEOPLE – THAT THEY ACHIEVE WELL IN THEIR EARLY YEARS, AT SCHOOL AND IN COLLEGE, AND LEAD HAPPY AND FULFILLED LIVES.’ (INTRODUCTION TO SEND CODE OF PRACTICE 0-25 YEARS, 2015: 11).



Intent

SPECIAL EDUCATIONAL NEEDS

What are your aspirations for your SEND children?



The aspirations for SEND children, as we do for all the children who attend Torkington Primary School- the dream for life and the gold at the end of the rainbow, for a child to be whatever they want to become. All children should have the opportunity to be healthy, happy and independent with the correct level of support and guidance whilst with us at Torkington.

Our role as a school and myself as SENCo is to prepare all our children to take the next step in their educational journey beyond year 6, and this journey begins with us as soon as they walk through our purple gates.





Inclusion at Torkington

- ▶ At Torkington our curriculum promotes academic, social, physical and moral development. We raise aspirations and expectations for all pupils through our Growth Mind set philosophy and continually strive to ensure 'No Child Left Behind!' Our children's social and emotional well-being is a key consideration to our approach and we have a child therapist on site to provide additional support when required.
- ▶ At Torkington our curriculum promotes academic, social, physical and moral development. We raise aspirations and expectations for all pupils through our Growth Mind set philosophy and continually strive to ensure 'No Child Left Behind!' Our children's social and emotional well-being is a key consideration to our approach and we have a child therapist on site to provide additional support when required.



IMPLEMENT

SPECIAL EDUCATIONAL NEEDS

Stockport Inclusion Footprint



- ▶ The Stockport Inclusion Service is a team of specialist teachers and mentors, who have skills, expertise and experience in supporting children and settings in meeting the needs of children who have special educational needs in mainstream schools.

Who to contact

- ▶ We have a link Inclusion Lead- Liz Hitchinson, as well as supporting specialist teachers with SEMH- Gemma Webster and C&L- Ann Worrall.

The Inclusion Service team and how they support us.



- ▶ The Inclusion Service is a multifaceted team who work in partnership with families and schools to help settings build on and develop their capacity to meet the needs of children and young people with SEND.
- ▶ They work to help Torkington provide the most effective, enjoyable, stimulating and happiest of learning journeys for children and young people that would otherwise struggle to access the curriculum in school, so that learning gaps are reduced, and their experience of education, and the wider opportunities it offers, are as positive and as rewarding as that of others.
- ▶ To do this they work with us to build the confidence and skills amongst our staff working with these children and young people, so we are able to provide and deliver teaching and experiences that meet individual needs, as well as contribute to wider efforts for our whole school improvements through universal strategies and targeted interventions.



SEND Provision Pyramids

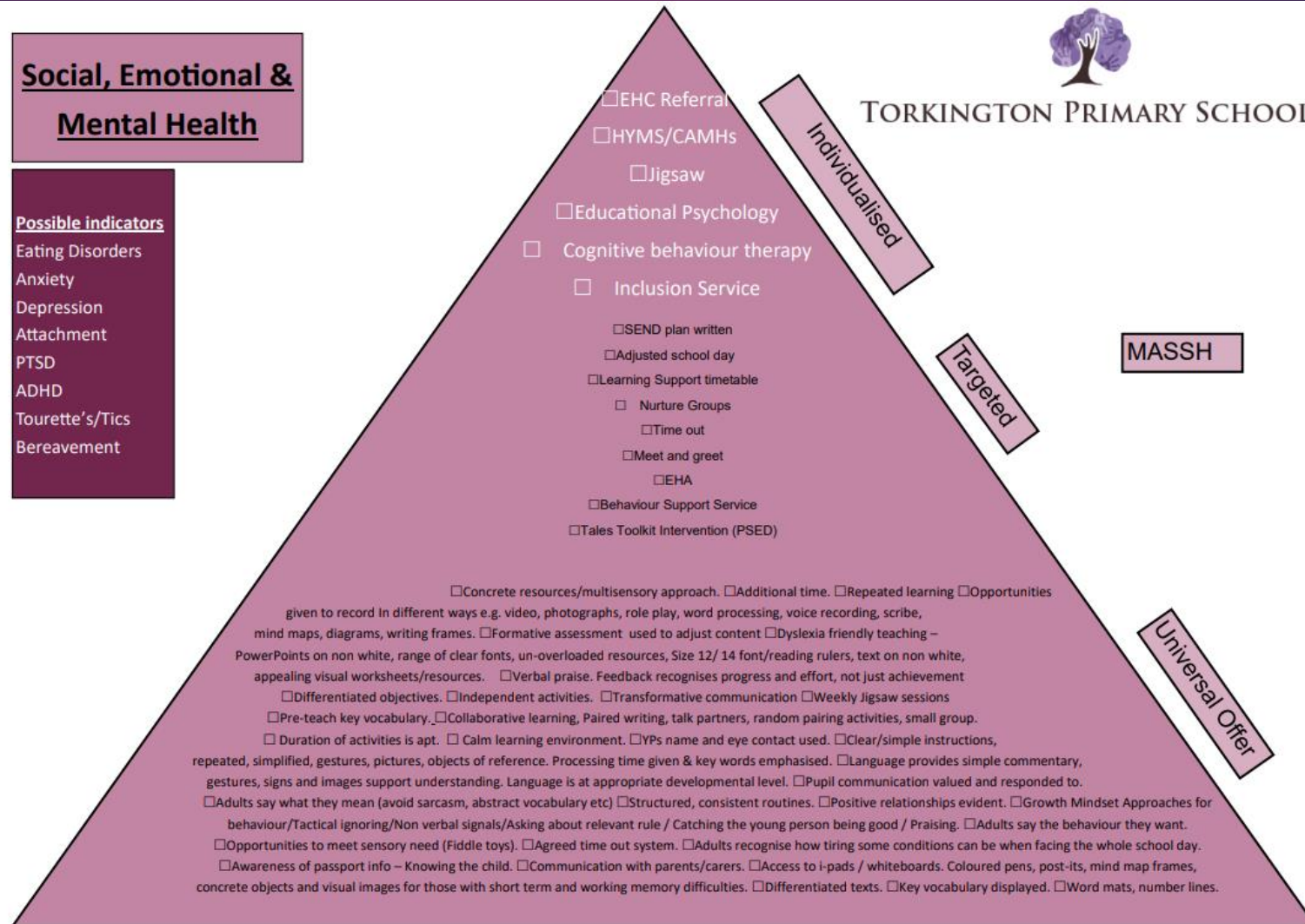
Social, Emotional & Mental Health

Possible indicators

Eating Disorders
Anxiety
Depression
Attachment
PTSD
ADHD
Tourette's/Tics
Bereavement

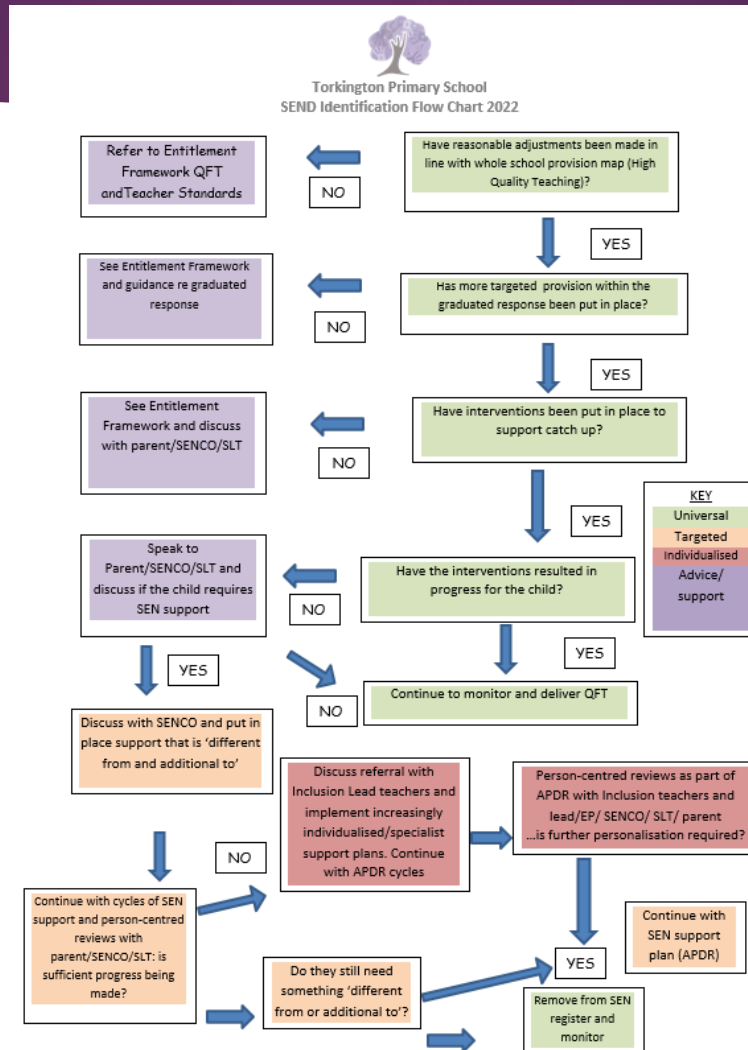


TORKINGTON PRIMARY SCHOOL





SEN Identification and Support Flowchart



How do you ensure that expectation is as high for SEND children as for everyone else in the school?



- ▶ We continuously review our creative curriculum. We ensure the children are totally immersed in a topic before being asked to learn and write about the topics in class. We have found that some children struggled with writing when they had insufficient knowledge of a subject, or didn't feel enthusiastically engaged with the theme. The solution has been to ensure topics such as World War II are explored through drama, art, history, music and PE, which gives children the same starting point. We also link this idea with our knowledge organisers that are sent out as the children's holiday homework prior to the half term that they will be learning about the topic. This involves the children and parents learning about what we are going to cover in class, including the key vocabulary and encouraging them to complete a holiday homework piece of learning about the new topic.



How do subject leaders incorporate any adaptations for SEND children in their curriculum plans?



- ▶ Hannah- English lead- purchased phonics interventions now being used in KS1 and Yr3
- ▶ Streaming for phonics to allow smaller, more targeted sessions.
- ▶ New VIPERS planning and resources for guided reading
- ▶ Clear differentiation in subject plans
- ▶ Our curriculum is continuously reviewed to ensure coverage and depth. Using different methods of learning through ICT, DEAL Drama and formal written methods to support and encourage all children.
- ▶ Pre teach and vocab lessons to support children in their learning are provided for all children in all subjects' areas.
- ▶ PE- Teach active is a great resource to support children who learn in different ways.



What training is available and how would you describe the take-up?

- ▶ SEN INSET throughout the year
- ▶ Staff are informed about the courses on offer
- ▶ Lots of uptake for webinars offered in SEND Week of Action
- ▶ Dyslexia
- ▶ Autism training- 3 modules
- ▶ Medical needs
- ▶ Team Teach

How well are SEND children (age appropriate) able to articulate their learning and the support that they receive?



- ▶ Children complete pupil voice forms with staff when beginning and completing/reviewing an intervention program
- ▶ Child centred review format- see attached agenda and example of the way in which children are involved in the review process.
- ▶ Pupil voice is always at the heart of what we do in school- they lead the way for change and reflection. Each new piece of work or book look focus begins and ends with the children. This links with our school council created learning promise created by all the children and is displayed in all classrooms.

Parents and Carers



We believe that the partnership between home and school is very important and constantly strive to develop this link. There are many opportunities for parents to become involved in the work of our school and we welcome you to play an active role in your child's education. Parents' time and expertise can be used in many ways and is greatly valued. We welcome you to attend interactive parent workshops, wellbeing and SEND drop in sessions; we actively encourage our parents to take part in daily school life through our reading volunteer programme, class assemblies, school performances, trips, visits and celebrations.

When asked what parents/carers want from schools and settings, these are some of the comments received:

- ▶ Look at all my child's needs holistically.
- ▶ Prepare my child for the real world; help him be resilient.
- ▶ Use the strategies and advice from outside agencies and within SEN Support/EHC plans consistently.
- ▶ Be compassionate listeners...listen to us...hear us...work with us.
- ▶ Be flexible, willing to adapt – each child is unique.
- ▶ Ensure SENCOs have enough time to meet with us to invest in relationships with us.

Stockport definition for co-production with parents and carers:

- ▶ **'Co-production happens when all voices are actively listened to from the start of the planning process. This involves a mutual respect for each other's views, with an open and honest relationship, that is transparent and continually evolving to achieve meaningful and positive outcomes'**.

What do you do to build trust and rapport with parents/carers?



- ▶ This relationship with parents begins before the children even enter school. As a school we all strive to build strong relationships with our parents. We are open, supportive and ensure we are available as much as possible. At the moment this is more support over the phone or email. But for some cases this still needs to be a face to face meeting.
- ▶ Nursery- ASQ is sent home as part of our welcome pack and then returned to school prior to the children starting. This provides us with a picture of the child's strengths and development points. We then baseline the children on entry and use intervention tools such as Wellcomm as we know that SALT is a key area for development in our younger children.
- ▶ Regular meetings- emphasising the parent's voice being paramount in the planning and support of their child.
- ▶ Child centred reviews include the parents voice first along with the child's.
- ▶ Parental workshops- remotely at this time- I can add examples if you like .i.e. phonics/tales toolkit to support the early formation of language as our focus in EYFS and KS1.
- ▶ This was one of the key points in my action plan for this year, which I wanted to develop this year, by planning coffee mornings, offering professional training course for parents in school such as narrative workshops, and BSS/LSS led sessions. Use of new SEN support plans, the focus on coproduction and our new provision pyramids. As a school I think we are great at supporting our children, but now need to share this better with the parents.
- ▶ Updated and more interactive SEND section to our website. Where I can add up to date information, support or courses that ay interest my parents.
- ▶ Class Dojo, Dyslexia week, SEND Week of Action



What involvement does the designated Governor have with SEND policy and practice?



- ▶ All action plans, policy and website updates are shared with Helen
- ▶ Due to INSET now being more remote, I share the INSET PowerPoints and activities with Helen too.
- ▶ Full meeting at the start and end of each academic year at least.
- ▶ Helen is always available to discuss any successes, questions or concerns I may have.





IMPACT

SPECIAL EDUCATIONAL NEEDS



Data

SEN SUPPORT & EHCP TORKINGTON PRIMARY SCHOOL ACADEMIC YEAR: 2021/22 | PUPIL GROUP: SEN SUPPORT & EHCP 27 of your school's 235 pupils are classified as having a SEN EHC Plan or Support provision, this is 11.5% of your cohort. This is 4.5% lower than the national average of 16.0%. 7.2% (8) of your girls have a SEN EHC Plan or Support provision, 4.0% lower than the national of 11.2%. 15.3% (19) of your boys have a SEN EHC Plan or Support provision, 5.3% lower than the national of 20.6%.

NC Year	Girls	Boys	Total
R	0	2	2
1	0	3	3
2	0	2	2
3	1	2	3
4	3	4	7
5	0	3	3
6	4	3	7
Total	8	19	27

KS1



KS1 Summary List

2022

Estab. No.	Establishment	Cohort **	READING			WRITING			MATHS			RWM*		RWMS*
			<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	≥EXS
	SLCN	168	70.8%	29.2%	6.5%	81.0%	19.0%	1.2%	64.9%	35.1%	4.8%	18.5%	0.6%	18.5%
	SLD	3	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	SPLD	21	90.5%	9.5%	0.0%	100.0%	0.0%	0.0%	95.2%	4.8%	0.0%	0.0%	0.0%	0.0%
	VI	3	33.3%	66.7%	33.3%	33.3%	66.7%	0.0%	33.3%	66.7%	33.3%	66.7%	0.0%	66.7%
2089	Torkington Primary School	30	16.7%	83.3%	43.3%	13.3%	86.7%	26.7%	20.0%	80.0%	26.7%	76.7%	23.3%	76.7%
	No SEN/Unknown	28	17.9%	82.1%	46.4%	14.3%	85.7%	28.6%	21.4%	78.6%	28.6%	75.0%	25.0%	75.0%
	SEMH	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
	VI	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%

KS2



KS2 Test Summary List (DfE)

DfE 2022

Estab. No.	School	Cohort	RWM*		READING			WRITING TA		MATHS			GPS					
			●● ≥Exp	● High	Avg. SS	● <Exp	●● ≥Exp	● High	●● ≥Exp	● GDS	Avg. SS	● <Exp	●● ≥Exp	● High	Avg. SS	● <Exp	●● ≥Exp	● High
	SLCN	87	9.2%	0.0%	95.0	70.1%	26.4%	3.4%	16.1%	1.1%	95.4	71.3%	25.3%	5.7%	96.3	73.6%	23.0%	5.7%
	SLD	10	0.0%	0.0%	95.0	100.0%	0.0%	0.0%	0.0%	92.0	100.0%	0.0%	0.0%	92.0	100.0%	0.0%	0.0%	
	SPLD	66	22.7%	0.0%	101.0	40.9%	56.1%	13.6%	29.9%	1.5%	99.1	48.5%	50.0%	4.5%	96.6	68.2%	30.3%	1.5%
	VI	8	25.0%	0.0%	100.2	50.0%	37.5%	0.0%	37.5%	0.0%	98.0	62.5%	25.0%	0.0%	102.2	37.5%	37.5%	12.5%
2089	Torkington Primary School	30	93.3%	23.3%	109.0	6.7%	93.3%	53.3%	93.3%	43.3%	108.3	6.7%	93.3%	43.3%	107.7	10.0%	90.0%	36.7%
	MLD	2	100.0%	0.0%	107.5	0.0%	100.0%	50.0%	100.0%	0.0%	104.5	0.0%	100.0%	0.0%	100.0	50.0%	50.0%	0.0%
	No SEN/Unknown	23	95.7%	30.4%	109.5	4.3%	95.7%	56.5%	95.7%	47.8%	109.3	4.3%	95.7%	52.2%	109.1	4.3%	95.7%	43.5%
	PD	2	100.0%	0.0%	110.0	0.0%	100.0%	50.0%	100.0%	50.0%	103.5	0.0%	100.0%	0.0%	106.0	0.0%	100.0%	0.0%
	SEMH	2	50.0%	0.0%	104.0	50.0%	50.0%	50.0%	50.0%	0.0%	101.5	50.0%	50.0%	0.0%	99.5	50.0%	50.0%	0.0%
	SLCN	1	100.0%	0.0%	107.0	0.0%	100.0%	0.0%	100.0%	100.0%	116.0	0.0%	100.0%	100.0%	112.0	0.0%	100.0%	100.0%

How do you evaluate the impact of intervention work?



- Pupil voice at the start and end of the intervention
- SMART targets and clear outcomes for the interventions
- Baseline and exit data
- Impact on class work and discussions with teachers
- Support from external professionals who can guide us in supporting our children- used out LSS/BSS support time differently not just 1:1 based support for a few children
- Parent voice
- Provision mapping- to provide a clear picture of what has worked and also interventions that were not successful and why. Linked with The Entitlement Framework and updated SEN plans and provision pyramids.
- Clear transition throughout the school, to ensure interventions or bespoke support that work for a child/group of children are continued into the next years group
- Pupil profiles- state what helps them to learn and feel secure in school
- Case studies
- Monitoring data each term and having a discussion with key staff for next steps for the children
- SEND Clinics- open door forum to discuss success and also development points for the children and interventions tried

How do you know your aspirations are being met in terms of achievement?



Our children have succeeded in lots of areas in their time at Torkington and left us prepared for young adult life. This can be measured in academic achievements and progress in the usual half termly testing and monitoring of interventions.

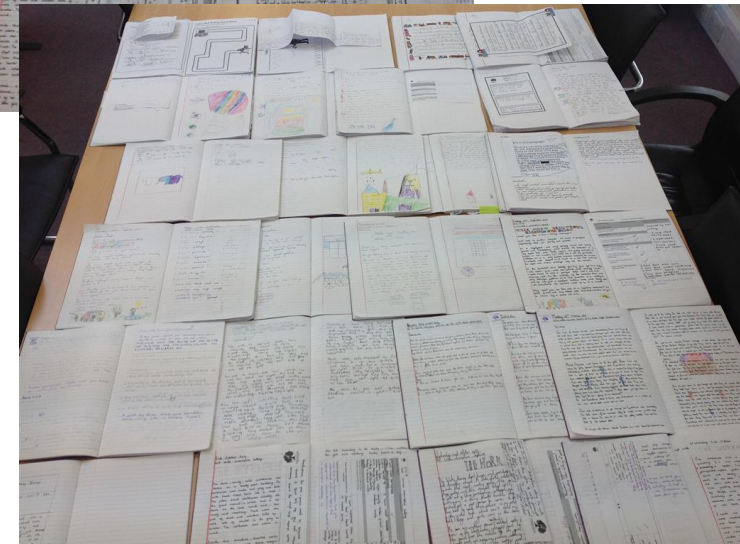
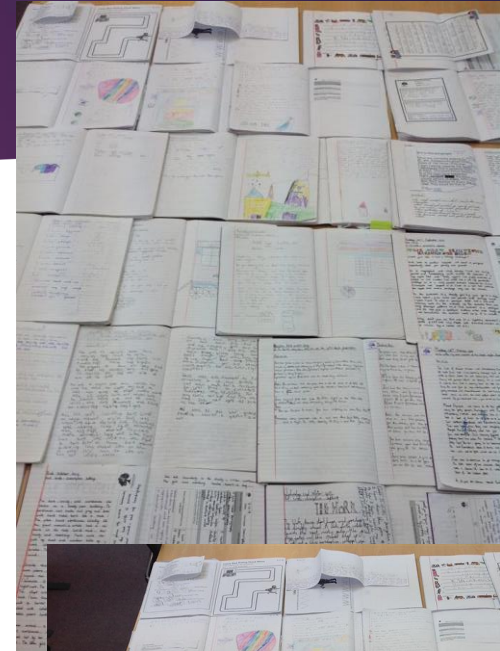
But also in their social, emotional and mental health too. I think that we support the 'whole child' to generate life skills, by recognising if their needs are purely academic or is there an underlying need to support their courage and self-belief. Which will then impact on their academic abilities too. Do they need support in forming friendships, developing communication skills, or support in understanding their emotions and those of others to become more empathetic? All key skills that children need in life.



How do you ensure that expectation is as high for SEND children as for everyone else in the school?



- ▶ Learning walk feedback from Ann and Gemma





NEXT STEPS

SPECIAL EDUCATIONAL NEEDS

Key Priorities 2022-23



- ▶ Be able to offer specific, specialist intervention to support children with Speech, Language and Communication needs.
- ▶ Be able to offer more support to Social, Emotional and Mental Health children and Vulnerable Pupils.
- ▶ To enhance our SEN provision through the use of ICT
- ▶ To develop new working relationships with the Inclusion Lead Liz Hitchinson
- ▶ To develop new relationships and working routines/support with Ann (Cognitive and learning teacher) and Gemma (SEMH Teacher)
- ▶ To raise standards of children with additional needs across the school (SEN , LAC and PP children)
- ▶ Continue rigorous monitoring- EduKey, learning walks, interventions
- ▶ Developing new staff skills –ECT/MMU Students
- ▶ ENGAGEMENT MODEL

See SEN Action Plan for more detail





Stockport Engagement Model

- ▶ The engagement model is an assessment tool that helps schools in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study.
- ▶ The model has 5 areas: exploration, realisation, anticipation, persistence and initiation.
- ▶ Engagement identifies and celebrates all pupils' progress, including the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.
- ▶ Engagement can help schools reflect on how well the bespoke curriculum they offer to their pupils is helping them progress. It will not necessarily replace a school's existing plans, assessments and reporting systems, but adds value to them by helping schools assess pupils' progress from a different angle.
- ▶ Effective use of the engagement model is based on regular observational assessment and reflective pedagogy. Assessments should be conducted by someone who knows the pupil well so that schools are able to identify existing educational barriers.
- ▶ Progress through each of the 5 areas of engagement should be measured by identifying how established the pupil is against each of the areas of engagement. This will differ for each pupil according to their profile of needs as set out in their Education, Health and Care (EHC) plan.



Stockport Engagement Model

- ▶ The model combines a formative and summative assessment approach. It should be used to assess pupils' progress and development regularly throughout the year. This enables a continuous cycle of 'assess, plan, do and review' to take place, which enables the pupils' achievements and progress to be measured over time.
- ▶ Schools are not required to submit data to the Department for Education (DfE) about the achievements and progress of each pupil. However, schools must report which primary-aged pupils are being assessed using the engagement model.
- ▶ Schools can use the engagement model across all key stages. The model can be used as a tool for assessing why pupils who are currently working below the level of the national curriculum but are engaged in subject specific study, may have begun to plateau or regress in their anticipated development outcomes.
- ▶ This video explains further: <https://youtu.be/eEdv9bAjBA0>

<https://www.gov.uk/government/publications/the-engagement-model>