



SEN Annual Report for Otley, The Whartons Primary School

Report by	Katie Manderville	Period	2023-24
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1. Executive Summary

During the Year 2023-24, Mrs Katie Manderville was the SENCo who worked on a 0.2 basis as SENCO and a 0.4 basis as EYFS teacher.

14.4% children were on the SEND register with the majority of needs being ASC, speech, language and communication and SEMH.

This year, our inclusion team for children with complex needs has worked across the school again. They have continued to develop Sensory Circuits which they run each day for children with emotional regulation difficulties and sensory needs. The Individual Provision Map has continued to evolve using targets and pupils views as it replaces the Individual Education Plan.

Our "Going home club" has grown and improved. The inclusion team have used either the school hall or Yr4 classroom and Nurture room to allow the children with ASC and other neurodiversities to decompress and regulate before leaving school to help with transition to home.

2 Lego clubs (KS1 and KS2) have taken place at lunchtimes for a few children who have difficulty with the freedom of the lunchtime playtime. This enabled their lunchtime to be broken down into 20 minute chunks, e.g. KS1: 20 minutes lunch, 20 minutes Lego, 20 minutes free play outside.

Trauma informed practice, STARS, B-squared and Team Teach (safe handling) training have all taken place for staff.

2. School characteristics

	2022-2023	2023-24
Total number of children on school roll	197	194
Number of children on SEN register for this period	32	28 (in March 2024)
% of children on school roll with SENs	16.2%	14.4%
Number of children with EHCPs	2	3

Breakdown of SEN register by primary category of need	2022-2023	2023-24
Cognition and learning	7	3
Sensory impairments	1	2
Behavioural, social, emotional and mental health needs	10	8
Speech, language and communication needs	7	8
Autistic Spectrum Disorder	6	6
Physical disabilities	0	0
Medical needs	1	1
Other difficulty/disability	0	0

Spread of needs across year groups

	2022-2023	2023-24
Reception on SEN register	5	4
Year 1 on SEN register	4	5
Year 2 on SEN register	1	7
Year 3 on SEN register	5	2
Year 4 on SEN register	2	3
Year 5 on SEN register	4	2
Year 6 on SEN register	11	5

3. Funding arrangements

Total funding received by school (elements 1 and 2)	
Number of pupils for whom top up (element 3) funding is being claimed	
Total funding received by school (top up funding, element 3)	
Total delegated SEN funding received by the school (elements 1, 2 and 3)	

4. Current SEN staffing infrastructure

	Staff	FTEs
Head Teacher	1	
Special Educational Needs Co-ordinator	1	
Higher-level teaching assistants (HLTAs)	3	
Teaching assistants (SEN inclusion team)	4	
Learning mentors	2	
Other		

Training opportunities provided in this period

[illegible]

5. Range of interventions currently in place

Description	Focused Learning Time
Number of students currently accessing intervention	Changes throughout the year
FLT groups are created and reviewed at each Pupil Progress Meeting. These interventions are based on gaps in pupils learning and will include children with additional needs. The groups are teacher led and focus on areas such as: sentence structure, maths, raising confidence and so on.	

Description	TA Log Books Intervention Time
Number of students currently accessing intervention	Children on SEND register and B Squared
Each child on B-Squared or who has an IEP work on theirs as an intervention at key points throughout the week. The targets and impact are recorded in TA Log Books and reviewed during the weekly meeting between the class teacher and teaching assistant. This is an effective way to review progress and set new targets.	

Description	IDL
Number of students currently accessing intervention	Several from each year group
IDL is an online programme for pupils with dyslexia type tendencies as well as pupils with cognitive, learning and memory difficulties. It is based on repetition and overlearning and children access the resource independently. Children progress at their own pace and complete assessments within the programme to move up to the next level.	

Description	Sensory Circuits/Friendship group (2 groups)
Number of students currently accessing intervention	
<p>A Sensory Circuit is designed with the aim of helping children to regulate and organise their senses, in order to achieve the right level of alertness required for effective learning. They are a good way to both energise and settle children so they can focus and engage better in the classroom.</p> <p>Sensory Circuits are divided into three main activities : Alerting, Organising and Calming. Each section should only take about 5 minutes.</p> <p>Alerting activities are aimed at preparing the brain for learning and the demands of the school day. At school we use things like, “Super Yoga” , playing songs on the Boomwhackers, hoola hoops, skipping ropes or bats and balls.</p> <p>Other skills relative to this intervention are: gross and fine motor skills; turning taking; listening and attention.</p> <p>This year we introduced “Friendship group” which was for children who struggled with the structure of Sensory Circuits, but needed a sensory activity to start their day and encourage positive social skills, e.g. sharing and taking turns.</p>	

Description	Learning Mentor Time (nurture)
Number of students currently accessing intervention	
<p>Zones of Regulation – to enable pupils to talk about their feelings through drawing.</p> <p>Nurture time – providing the opportunity for children to talk when needed</p>	

Friendship groups to help children form positive relationships with their peers.
 Welfare checks and ensure the safety of vulnerable pupils and their families.
 Early morning Check-ins – for children present with anxiety as they come into school.
 Drawing and talking intervention.

Description	Nurture room
Number of students currently accessing intervention	
To help children with sensory and medical needs regulate their emotions so that they are ready for learning. This is also used after sensory circuits to help child regulate their emotions before returning to class. The room is safe and small and can be sensory equipment e.g. gym balls and spinners can be used.	

Description	Speech and Language
Number of students currently accessing intervention	
Away with Words SALTs and NHS SALTs give reports for some of our children with speech and language difficulties. They have targets that the children work on with Tas during the school day. Some targets are based on listening and attention and/or communication and interaction. Other targets are based solely on speech sounds.	

Description	Drawing and Talking
Number of students currently accessing intervention	
Time with our Learning Mentor to draw then talk about what they wanted to chat about through their drawings. This is a therapy session that has helped some of our SEMH children.	

Description	Going home club
Number of students currently accessing intervention	
Some of our children struggle with the transition from school to home as they need to decompress and regulate their emotions after the busy school day. Children within this group have sensory needs and, are at times, heightened and need recuperation time before leaving school. This helps children avoid having a meltdown after leaving for home.	

Description	Lego club
Number of students currently accessing intervention	4 KS1 / 2 KS2
Lego clubs run at lunchtimes for a few children who have difficulty with the freedom of the lunchtime playtime. This enables their lunchtime to be broken down into 20 minute chunks, e.g. KS1: 20 minutes lunch, 20 minutes Lego, 20 minutes free play outside.	

Description	Messy play
Number of students currently accessing intervention	4+
A fun time for children to engage in sensory play while creating positive relationships. A time to work with SG Learning Mentor in a relaxed environment.	

6. Attendance

Whole-school attendance rate	
Attendance rate for those on SEN register	

7. Description of SENCO's current quality assurance arrangements

Quality assurance and performance management of teaching assistants
<ul style="list-style-type: none"> • Look at TA Log books • Pupil Progress Meetings • Regular meetings with teachers and support staff. • Regular meetings with inclusion team and Learning Mentor. • Learning walks to observe provision and impact. • Organise training where needed, e.g. Team Teach and B-Squared

Quality assurance and performance management of other staff
<ul style="list-style-type: none"> • Learnings walks and lessons observations • Book scrutinies • Pupil progress meetings

Quality assurance of interventions
<ul style="list-style-type: none"> • TA Logbook scrutinies • Pupil Progress Meetings • Target tracker updates • B-Squared data set targets and assessment • IPM reviews • Termly meeting with parents: extra time given for SEND & PP • SEND triage meetings with teachers

8. Compliance with statutory duties

	✓ / ✗
All provision is in place for students with EHCPs	✓
Annual reviews have been conducted on time	✓
The school's SEN policy reflects reality within the school	✓
The school has responded to all professional recommendations made in this period	✓
Students with disabilities have accessed all relevant school activities including trips	✓

9. SENCo's summary

What has worked well this year

Sensory Circuits has developed and staff have become more confident with setting up and delivering it. More children have needed Sensory circuits and it became too many for one group, so staff divided it into 2 groups. The second group were the children who struggled with transition to school, structure, focus and social skills, so this group evolved into "Friendship Group" where the children would play together with apparatus like hoops, scooters balls etc. before joining their class for learning.

Home club has also become much more organised with staff preparing relaxing activities for the children to help them calm down before the transition to home. The number of children who need this has grown and the club now spreads between Yr4 classroom and the Nurture room unless there is no assembly, then they use the hall. There is good communication between teachers and the inclusion team so intimate care plans can be followed and contact between parents and staff is good.

All staff have done STARS tier 1 training, Trauma informed practice and Team teach training.

What could have worked better

SEN TAs have worked as a team, but this has sometimes been difficult.

New system for funding with FFI being replaced with EHCPs has caused a lot of confusion. This will hopefully settle down in 2024.

SENCO's priorities for next academic year

- Zones of Regulation training for all staff.
- STARS training on visual supports for children with ASC for all staff.
- SENCO to start NPQ SENCO September 2024.
- Apply for 2 more children EHCPs October/November 2024.
- Continue the transition from FFI to EHCPs for children with FFI.