

**NEWBOTTLE AND CHARLTON PRIMARY SCHOOL**

**ANNUAL REPORT ON INCLUSION**

Louise Thomas – July 2019

**Key Information**

**Inclusion Lead:** Mrs Louise Thomas [sen@newbottleandcharlton.co.uk](mailto:sen@newbottleandcharlton.co.uk)

**Inclusion Governor:** Mrs Diane Sheasby

**Inclusion Assistant / Higher Level Teaching Assistant:** Mrs Sally-Anne Hawes

**Local Offer from Northamptonshire:** [www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)

**Independent Advice and Support Services (IASS):** [www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)

**General information**

This year there have been between 11 and 12 children on the SEN register. These children are from across the school and are a mix of boys and girls. See the Inclusion Policy for more information about how we identify SEN at our school.

**Education, Health and Care Plans / High Needs Funding**

We do not have currently have any children needing EHCPs in school. We have successfully been granted continuation of High Needs Funding for two children. In addition, we have secured HNF for two further children, with a combination of physical and social, emotional and mental health needs. For these children, this funding is used to provide additional 1:1 support and a range of programmes to meet their needs. As far as possible we include the child in class and the support is always designed to enable the child to access their learning with growing independence. We continue to use detailed Individual Education Plans (IEPs) for all children on our SEN register; these set out clear, achievable targets and are monitored three times a year.

**Precision Teaching**

It has been another successful year with our precision teaching programme. Our dedicated Teaching Assistant takes children across every morning, 1:1, for a 15-20 minute session working on rapid recall of either sight words, spelling, or number facts. This benefits children who might have difficulties with retention of facts or fluency in reading and accuracy in spelling. We have discovered that it also has a huge impact on these children in a nurturing sense; they love the sessions and thrive as a result of the self-esteem developed.

## **Toe by Toe**

We have several children diagnosed with dyslexia in school, and have seen super results from the highly recommended programme *Toe by Toe* which takes place, 1-1, on a daily basis. This is a very structured, multi-sensory approach to the teaching of reading. We have now expanded this to include *Word Wasp*, which is a similar approach to the teaching of spelling, again on a 1-1 basis. Results are super, with one child now no longer needing any intervention at all.

## **Targeted Mental Health in Schools (TaMHS)**

We continue to take part in Northamptonshire's TaMHS project and we work closely with our link Educational Psychologist to gain access to further courses and training and develop what is on offer. Having achieved Bronze Accreditation last year we are now thrilled to have also achieved Silver Accreditation; as a result of the work of the whole staff on driving this in many ways across all elements of the day. This includes taking part in a dedicated Mental Health Awareness day, delivering specific nurture programmes, providing mindfulness activities in class, encouraging children to make use of the 'settle your glitter bottles', or taking part in staff-room mindfulness jigsaw puzzles! Staff have been trained in Protective Behaviours and this is a focus for the coming year.

## **Other agencies**

This year we have continued to liaise closely with a range of agencies, including our link Educational Psychologist, an outreach teacher specialising in emotional and social difficulties, the CAMHS team, medical professionals, social workers, occupational therapy and speech and language therapy, a dyslexia specialist and physiotherapy. We have also received training from TaMHS specialists (Protective Behaviours, Anxiety and Coping) as well as a clinical psychologist (Attachment Disorder and ADHD). In addition, an Early Help Assessment has involved liaison with a range of agencies. As SENCo, I have received training in SEN Descriptors and High Needs Funding from the Lead SENCo.

## **Data and impact**

As previously, we use iTrack as our main online tool across the school for measuring progress and this is updated three times per year. Alongside this, for those children on the SEND register, a provision map is used to document progress linked to the specific interventions and to assess impact so that we can continually improve. Our most effective interventions work well because they are delivered consistently and skillfully, whether it be precision teaching, dynamo maths or word shark. Progress is shared with parents through the IEP review process as well as written reports three times per year at each assessment point.

## **Communication**

We value the opportunity to work closely with parents / carers and other stakeholders. We always welcome feedback and suggestions, and involve parents fully in all decisions relating to the programme of support on offer and work with further agencies.