



SEN Information Report 2024

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1. School Profile

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Bowdon Church School is a large, three-form entry primary school with 624 children on roll. 115 children (18.3 % of the school population) have Special Educational Needs or Disabilities (SEND), with 16 of these children (2.6%) having an Education and Health Care Plan (EHCP). Compared to national figures these are average, although EHCPs are low – nationally 17.3% have SEN, with 4.3% having EHCPs. 17 children on our SEN register (14.9%) also qualify for Pupil Premium; 2 of these have an EHCP at the time of writing and one application is in for another child. There are 7 EHCP applications currently with the LA awaiting needs assessment and at least a further 2 to submit during the school year. There is consultation with Alternative Provision in some areas.

At BCS we have another level of SEN which precedes EHCPs and SEN Support – Teacher Observation. Children in this category of SEN may / may not have longer-term SEN needs, but because of concerns raised by staff or family, we also monitor their progress closely. There are a total of 79 children in this category, with various needs ranging from possible ASC to dyslexic tendencies to temporary medical needs.



Seven new EHCPs have been finalised since the last SEN Information Report. These children's needs range across all four broad areas of SEND and vary significantly in severity.

2. Identifying children with SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 or mainstream post-16 institutions

A special educational need can affect one or more of the four following areas:

- **cognition and learning** – this includes children who have moderate or specific learning difficulties, such as dyslexia.
- **communication and interaction** – this includes children with speech and language delay and those with difficulties in social communication.
- **social, emotional and mental health** – this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.
- **physical and sensory issues** – this includes children with impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia – developmental coordination delay.

There are clear procedures in place for identifying children with SEN at BCS. At all points throughout the process, clear communication between the class teacher (CT), SENCO and family is essential.

When concerns are raised about a child in school, by staff or family, the first step is for the CT to identify the area(s) of concern and complete an 'Initial Concerns Sheet' about the child. The CT then refers to the Graduated Approach document from Trafford for relevant strategies, and using this, may complete a BCS pathway sheet indicating what QFT strategies will be used for each of the four areas initially identified.

In conjunction with this, an Assess, Plan, Do, Review - APDR (often referred to as an Individual Education Plan - IEP) document must be completed by the CT, using SMART targets. An APDR cycle is typically between a half term and one term in length. If the child makes progress towards these targets, a second cycle with new targets may be started. If there is little/no progress, the targets must be revised or refined, and a second cycle of APDR begins. At the end of this cycle, if progress continues to be limited, a referral may be made by the SENCO for additional help from an outside



agency such as SENAS, EP, SALT, OT, Longford Park, school nurse etc. Another discussion with parents is critical at this point as referrals require parental permission.

In some cases, a One Page Pupil Profile (OPPP) is created for a child – this highlights key areas of need, behaviour displayed, strengths, interventions, assessments, triggers, strategies and key messages for anyone working with the child. Children with a dyslexic diagnosis or dyslexic tendencies should also have a OPPP tailored to their profile. Children help co-produce these via their input into their 5-point plan which is a child friendly version of the OPPP. This is also a new document this year, recommended by Longford Park.

We also use Individual Behaviour Plans, individual timetables and RAMPs (Reduced Anxiety Management Plans) for certain children that are struggling to regulate in school and present with unexpected behaviours. These children frequently require additional support from other adults in school so the documents are to support consistency in approach from teachers, assistants and SLT. The majority of these children have EHCPs.

Health Care plans are created for children with additional medical needs. This includes key information on the child and their family, diagnosis information, contact information for the family and doctor in case of emergency, and what actions to take should an emergency occur.

The Health Care Plans, Behaviour Plans, RAMPs and the OPPPs are all available on Google Drive and CPOMS, and staff need to be familiar with them for the children they regularly interact with. Each classroom has a red folder containing the Health information relevant to that cohort too.

3. Early Years at BCS

There is a three-form intake at Bowdon Church School in Reception. Children come from a huge variety of nurseries across Cheshire and Manchester, including the closely affiliated nursery on-site. In Reception at BCS, the children learn through a combination of play and formal teaching to support the requirements of the EYFS curriculum. Children are offered opportunities throughout the day to cover all of the aspects of the 17 goals across 7 strands of learning in the early years. The formal sessions are planned carefully to ensure children build on specific skills, while play-based experiences enable the children to consolidate their skills, knowledge and understanding, and enable them to become independent and resilient learners.

The children have the opportunity to spend lots of time both inside and outside, they free flow in and out of the outdoor classroom area as well as our wooded area on site. The children explore a range of activities available to them and these opportunities are provided to them in all weather conditions. The school day is designed to promote high levels of involvement and deep level learning.

We work closely with feeder nurseries and the Local Authority to enable early identification of any additional needs and support a smooth transition to Bowdon Church School. Parents are encouraged to take an active role in supporting their children on this journey, and regular communication between home and school is a vital part of this support for the child, particularly when additional needs are identified.



This year, SEN involvement with children in Reception is significantly up on last year, (2 arrived with EHCPs and we have applied for 2 more already) which in itself was a significant increase on previous years. There are children arriving in Reception now with needs already identified, or needs being apparent shortly after arrival - we have had much more targeted input from SALT, OT and EPs this year than previously. SENAS involvement at this stage continues to be slightly more difficult to manage due to the changeover from the EYFS team to the more general SENAS team. Overall, children's social skills, SALT needs and general behaviour are requiring far more input now, but this early identification should help in the longer term.

4. Interventions at BCS

We have an extensive array of interventions at BCS, which range from simply supplying extra physical resources to class-based teacher-led interventions; group/1:1 interventions with a specially trained Teaching Assistant; group / 1:1 pastoral sessions; agency-led interventions; and privately commissioned therapy services. Quality First Teaching interventions are delivered in the classroom, while a lot of formal SEND group interventions happen in small group rooms around school.

The pastoral lead, Zoe Power, carries out surveys using the Sterling Test for Wellbeing, for KS2 children. Any children with concerning responses are triaged and added to our SEMH/pastoral list of concerns for ongoing monitoring. Where necessary, children were seen in groups or on a 1:1 basis. As a result of the increased SEMH issues, the pastoral team includes two part-time TAs who work closely with the pastoral lead and SEN team. The pastoral team also uses a programme called Bounce Together to deliver the Sterling Wellbeing questionnaire on an annual basis to monitor children's wellbeing in school and at home.

Below is a list of all out-of-class interventions and which of the 4 areas of need they apply to. For more information on any of these, please contact the SEN team.

COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES	SENSORY AND/OR PHYSICAL NEEDS
Lego Therapy	Precision Teach	Pastoral 1:1	OT
Social Communication	Class intervention groups	Pastoral groups	Physio
Narrative Therapy	Phonics groups	Reflection Room	Sensory room
Vocab Skills	1:1 support	Calm corners	Sensory trails
Developing Thinking Skills	Rapid Writers	Gardening club	<i>Tac Pac*</i>
Colourful Semantics	Toe by Toe	Structured Play groups	Rapid Writers
	Word Wasp	Safe Space	Calm corners
	Individual reading	Play Therapy	Dark Den



Listening and Following Instructions	Reading fluency	Place2Be counselling	Individual sensory bags
Listening Comprehension	See & Learn	<i>Pet Therapy*</i>	Tailored fine motor skill interventions
Stride Ahead	IDL numeracy	<i>Expressive Art*</i>	
Speed Up	IDL literacy	<i>Homunculi*</i>	
Individual SALT programmes	1 PLUS	<i>*not reintroduced since Covid lockdown</i>	
Selective Mutism – sliding in; shaping	Power of 2		
	Claro-scan Pen		

5. Progress Made by Pupils With SEND

Pupils with SEND at BCS continue to make good academic progress. This is primarily due to excellent levels of Inclusive Quality First Teaching (IQFT) in the classroom. Children with significant learning needs have targeted support in the classroom, with some group and 1:1 interventions led by Teaching Assistants taking place outside the classroom to aid better focus for those involved, and those working in the classroom to continue working without distraction.

Most of the new interventions introduced have been focused on children with SEMH and Physical & Sensory needs. We believe that addressing a child's needs as early as possible is critical to academic progress - if the child's most basic physical and emotional needs are not met first, academic progress is very difficult to achieve. The overall impact of these interventions is difficult to quantify in terms of academic progress, however they have had a notable impact on children's participation in class, ability to self-regulate their emotions and maintain focus, which undoubtedly lead to better outcomes for them. All interventions are back up and running since Lockdown rules were lifted, with the exception of Expressive Art, Homunculi and Pet Therapy.

1. The sensory room in the Rec/Y11 corridor continues to be an important feature of the school's SEN and behaviour support provision. This has been hugely popular and is being used regularly by children in the school. There is currently a timetable scheduled for five days a week where children receive tailored 1:1 intervention, and the room is also available for students on an ad-hoc basis, with supervision from adults always required. Time tabled sessions are led by TAs, who receive demonstrations and support for the children accessing the room, with plans created by Imelda McCoy, designed to meet their sensory profiles. These have had a significant positive impact on behaviour for children with ASC, ADHD and sensory needs in particular. Children look forward to these sessions, receiving the intervention between one to five times a week, resulting in less anxiety and class disruption, and a noticeable feeling of calmness when they return from a session. There are also



outdoor sensory trails and trails that are set up in the hall, with some activities placed strategically around school for children to engage with inside/outside their classrooms.

- Precision Teach – this is a whole school approach we have adopted to helping children catch up and fill gaps in their learning. It can be applied to any child in any area of the curriculum, but is particularly focussed on quantifiable areas where improvement can be easily measured, such as phonics, spellings, number bonds, times tables, etc. We have not reintroduced Precision Teach champions since Lockdown, this is under review.

ATTAINMENT OF PUPILS WITHOUT SEND COMPARED WITH PUPILS WITH SEND: WHOLE SCHOOL



The above charts show attainment across the school for children with SEN vs those without any identified SEN. While 72% of children without any SEN have a combined attainment at/above the expected level for their year group, 47% of children with SEN are working at the expected level in all 3 areas - this is a very positive figure for children with SEN across the school.



Writing is the area that has the lowest attainment for children both with/without SEN, however while only 8% of children with No SEN are working just below or well below the level expected for their year group, 45% of children with identified SEN are working below the expected level in writing. Writing is typically the biggest barrier for children with SEN – we are introducing more resources to close this gap such as greater access to ICT (Chrome books and laptops in KS2) and an online reading, spelling and writing programme called IDL, however we do not see it ever matching the percentage of children with No SEN achieving the expected level or above, primarily due to the delay in the impact of reading upon writing - in children with No SEN we see that impact in the primary phase, but it is slower to evidence itself in SEN children.

3. Update on the school's implementation of the SEND system

There are systems and pathways in place to identify and signpost staff on how best to support children with SEND in their class. Using the Graduated Approach, which is full of practical ideas for all four areas of need, is established practice in school now. While the SEN team is available to support teachers in the production of Assess, Plan, Do, Review cycles (APDRs) and Individual Education Plans (IEPs), most teachers are now confident in applying their own experience of the Graduated Approach to create SMART targets of their own. Much of the targeted intervention is pinpointed using APDR cycles, which often involves extra support and input from a TA, but may also involve prompt/cue cards and other resources to help build independence in children. Precision Teach is a very useful additional tool in measuring progress towards specific targets and is properly embedded this academic year.

1:1 TA support in the classroom, directed by the CT, is the most common and widely used method of helping children with SEND make good progress. Groups that are working below, or towards their year group age related expectations are those most commonly targeted in class. Sometimes these children will work with a TA, or the CT, while the other adults support the rest of the class. With the help of our tracking system, Insight, this makes targeted intervention for pupils much easier – those with identified SEND and those without, but also those who may be struggling in certain areas of the curriculum.

This year continues to see a significant investment in the SEN offer school presents: we have a half day every other week with Trafford SALT in-house. Overall, this has been a huge help with early need identification where we refer to the service but then have support delivered via our SLA with the service, somewhat bypassing the usual 18 week lead times for SALT. We have a whole day of Occupational Therapy every other week, focussing on sensory integration and gross/fine motor skills - training staff and assessing children's needs, writing reports and goal sheets for school and the family. Finally, due to a lack of EP capacity at the LA, we now solely engage a private EP who has done cognitive assessments and observations for children in school that we are struggling with or need to refer for an EHC Needs assessment. Statutory work continues to be delivered by the LA EP Services. All this has added significantly to the SENCO workload, but is having a very positive impact on the children that these professionals are working with.



One of the biggest changes in SEN practice has been the whole school screening of children for dyslexic tendencies, using GL Assessments Rapid, Cops and Lass programmes. This has helped to identify children who may be struggling with phonics, spellings, reading and other important learning skills such as auditory/visual/sequential/working memory, focus, verbal and non-verbal reasoning skills and colour discrimination. This data is then used to inform teaching and learning practice, with some children moving onto interventions such as Precision Teach and IDL. This has largely been well-received by the school community and it has resulted in a significant increase in parental engagement - requests for meetings, further information and some private referrals for dyslexia diagnosis. We received our dyslexia award last summer and have mentored other schools towards achieving their award since then.

We have spent a lot of time and resources in building up staff confidence, developing champions for different interventions and taking some of the pressure off those who felt overwhelmed with too much responsibility by training others to support them too. This has the added benefit of not having 'too many eggs in one basket'. The more staff that have confidence in delivering a variety of interventions, the better future-proofed we are as a school, as we become less reliant on a small number of staff to deliver interventions. Should a staff member be taken ill or leave school, there are now teams of staff confident in delivering a variety of interventions.

All interventions are tracked using our Intervention Groups spreadsheet. Staff running interventions complete baseline and end of programme reports, while some assess on a weekly basis, such as Lego Therapy. We use a RAG rating system to determine the success of an intervention, based on feedback from staff and discussions with children. If a child is not benefiting at all from an intervention, they get a red rating, indicating it has been unsuccessful. In this situation, the student will stop the programme and/or an alternative intervention can be trialled. An orange rating indicates some progress towards the desired outcomes have been achieved – in this situation the student may complete another cycle of the intervention, with adjustments, such as the peer dynamic, time of day, place of delivery, or the adult leading the intervention. In some instances, it might be necessary to simply postpone the intervention as external circumstances may be having an impact on its success. A green rating indicates success – in this instance the child is responding positively to the programme and may do another cycle with adjusted targets, if deemed necessary.

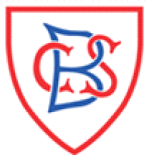
A two-week rolling programme of interventions has also been set up to avoid children missing the same lessons every week. This has been very successful in maintaining a balance between inclusion in the classroom, and necessary interventions taking place.

Finally, we ran a parent workshop with Tim Watson, EP, for 8 weeks in the Autumn Term. 10 families participated and feedback was excellent. This was supported in school by Dylan McCarthy and Zoe Power. Tim will return to school to deliver some of this training to staff members next academic year.

4. EHCPs and other referrals

We currently have 16 children with EHCPs in school for which we receive an additional £122,285.

In addition to this we have made (as of Feb 2024):



- *6 further EHC Needs applications*
- *Referral to Alternative Provision*
- *6 referrals to the TASC pathway (autism).*
- *18 referrals to the TCAS pathway (ADHD)*
- *6 referrals to SENAS, plus a number of drop-ins to Jackie Tarpey's clinic (no referral required)*
- *Support from Longford Park for 2 children*

- *2 referrals to the sensory impairment team - significant support in place with regular visits for one child*
- *Support for 2 private referrals to Owl Therapy Centre for ASC*

At times we do not make official referrals but call on LA services for advice, such as Jackie Tarpey's drop-in clinic, the school nurse, or Alistair Black from Behaviour Services.

5. SEND funding

As of the start of Spring 2, 2024, the school receives Element 3 funding totalling £122,285. This is primarily spent on 1:1 support for children with EHCPs. In addition to this, the school has an allocated cost centre for SEN resources that may be required throughout the year. The school engages with private EP support - annual allocation of days agreed each year, OT support on a bi-weekly basis, which started in Spring 1, 2023. SALT SLA for bi-weekly sessions began in September 2022. Provision here is assessed annually in the financial year and the school can engage privately on a needs and disposable funds basis.

6. Staff development

Both SENCOs completed their NASENCO training and regularly participate in SENCO clusters, SENCO forums and TTSA meetings for SEND. Dylan McCarthy also participates in a SEND Peer Review with 3 other Church schools in the local authority (St Mary's, St Anne's and Altrincham C of E). This year we have also joined the Chester Diocesan SEND group - there is one meeting each term.

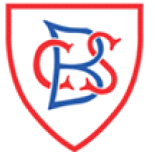
SENCO forums x3 – SENCOs

Whole staff training on SEN at Bowdon, delivered by SEN Team on September INSET day. Further training on Attachment Theory delivered to the whole school on January Inset.

SALT - we have bought into a SLA with Trafford for one half day a fortnight for additional in-school training and support - Therapist is Julia Freeman - feedback has been fantastic from TAs in terms of tailored CPD delivery.

Paediatric First Aid training – whole school

TTSA - SEN, Autism, ADHD, Sensory and Lunchtime Management Courses - the Sensory course is delivered by Dylan McCarthy and Imelda McCoy.



Team Teach training for members of staff around school who are frequently called upon to support pupils presenting with unexpected behaviours - whole school training completed last year.

Emotional Literacy Support Assistant - Jackie Yeung has completed her ELSA training and is now being mentored by the EP team in Trafford. Imelda McCoy has started the ELSA course this year.

Longford Park - we have bought additional support from Longford Park's Outreach programme for two children. This support was provided by the manager, Yvonne Quigley.

7. Next steps

- Continue to develop staff confidence in SEN and support implementation of the Graduated Approach
- ASC, ADHD, SALT and behaviour training for new TAs and CTs in supporting children with SEN
- Continue to develop our dyslexia practice in school in line with the expectations from our Dyslexia Award for Schools
- Continued roll out of GL Assessments for Dyslexia
- IDL numeracy and literacy programmes embedded to support children working below or towards ARE
- OPAL playground to support positive playtimes - roll out for children beginning in February 2024 - good playtimes for children with SEN means good playtimes for all
- Organise Annual Reviews - 4x Y6 transition reviews have been completed in the autumn term with secondary schools - there are 7 more annual reviews to complete this academic year for other children
- Embedding a whole school restorative approach
- Support from Longford Park for children presenting with challenging behaviour
- SEND review with other diocesan schools in Trafford (St Anne's, St Mary's, Altrincham CofE)
- Engaging private EP services to support our increasing need in school
- Engaging private OT services to support children with fine motor skills and sensory needs, incorporated with developing staff skills to lead future interventions.
- Regular use of Widget - a tool for creating visual timetables, visual aids, social stories etc.
- Trial Claro-Scan pen for use on iPads to support reading
- Use Stockport's Language Services to support assessment of EAL pupils in their first language for new pupils with suspected SEN.
- Continued increase in parental engagement with SEN team - Parent workshops run by Tim Watson, EP were a huge success for all those that attended. A coffee afternoon was held pre-Christmas and we plan to have another one in Summer 1.