

2022-2023 Annual SEN Information Report

The information and data in this report relates to the academic year 2022-23

Provision

Dunstable Icknield Lower School is a two-form entry mainstream school. We have a Nursery for children aged 3 and above, with a capacity for 60 places, and two classes in every year group from Reception to Year 4. The maximum whole school roll is 360 pupils.

During the year 2022-2, the number of pupils receiving SEN Support (inc EHCPs) rose from 44 in September to 62 in July and the number of children with EHCPs rose from 5 to 6.

Profile of Pupils

Level of need	Number of pupils
EHCP	6
Stage 2	25
Stage 1	31

Area of need	Number of pupils
Speech, language and communication difficulties	36
Social, emotional and mental health difficulties	16
Autistic Spectrum Disorder	3
Moderate learning difficulties	2
Physical difficulties	1
Medical	1
Other difficulties	3

SEND Progress 2022-23 - %

- is less than expected EXP is expected progress + is more than expected

	Reading			Writing			Maths			
	-	EXP	+	-	EXP	+	-	EXP	+	
Year 1 14 pupils	50	36	14	36	64	0	21	72	7	
	50	50		36	64		21	79		
	80	20	0	80	20	0	40	49	11	
Year 2 9 pupils	31	46	23	23	62	15	8	23	69	
	31	69		23	77		8	92		
	75	25	0	50	50	0	62	25	13	
Year 3 13 pupils	75	25		50	50		62	38		
	14 pupils	-			EXP			+		
	14	14			36			50		
Communication and language	14	14			36			50		
	14	86								
Literacy	14	14			36			50		
	14	86								
Mathematics	14	14			50			36		
	14	86								
Personal, social and emotional development	14	14			29			57		
	14	86								
Physical development	14	14			14			72		
	14	86								

Reception Progress 2021-22 - %

- is less than expected EXP is expected progress + is more than expected

	-	EXP	+
14 pupils	14	36	50
Communication and language	14	86	
Literacy	14	36	50
	14	86	
Mathematics	14	50	36
	14	86	
Personal, social and emotional development	14	29	57
	14	86	
Physical development	14	14	72
	14	86	

To address children making less than expected progress, the following measures were in place

- The teachers in school provided children with additional needs extra support in specifically identified areas of need such as; phonics, letter formation, rapid recall of mathematical facts, reading, writing, spellings and times tables. Younger children also received support in areas such as speech and language development.
- The children's emotional well-being was targeted through group and individual interventions by our family worker and Nurture TA
- Extra reading took place in school with key readers
- Children working behind in phonics were supported through the Little Wandle 'Keep Up' programme and the Little Wandle SEND programme
- Children with an EHCP had access to an additional adult in the classroom to support their needs and some had an individualised timetable
- Where necessary, children with SEMH difficulties had an adapted timetable and access to an additional adult
- Children were assessed for SEMH needs using the Boxall Profile
- Some children were provided with additional resources to help them access their learning successfully, such as writing slopes, timers, desk dividers, pencil grips, special pencils, ear defenders

Children with EHCPs have been able to access learning at their personal level, particularly those who need an individualised timetable.

Annual Reviews / EHC Plans

- 4 EHCP annual reviews took place. Updated EHCPs have been received. One request to cease EHCP has been requested.
- 7 EHCP Needs Assessments were requested and granted.
- 1 EHCP request currently in Needs Assessment

External Agencies

- Speech and Language Service
- Edwin Lobo Centre – Community Paediatric Service
- Educational Psychologist – statutory assessment only
- CAMHs through MHST programme.
- Chiltern Outreach programme
- Jigsaw SEMH support