



Butts Primary School



Special Educational Needs and Disabilities

Early Years Foundation Stage

External Audit by North Star Inclusion Team

Update from Mrs Wynn - SENCO

Through this school year, Ms Fellows, Reception class teacher, and I have completed an Audit of how we work with our Early Years Foundation Stage (EYFS) pupils who have Special Educational Needs and Disabilities (SEND). We did this with the support of North Star Inclusion Advisory Team, who use a nationally recognised process to look at what we do and how we do it.

It was a very useful experience and we all learned a lot from each other. The Audit looked at several areas and reported on each.

Leadership of SEND

Mrs Wynn has co-ordinated change across the school in how children with SEND are supported with a clear emphasis on inclusion. Interventions and adjustments are made to support children's learning. She has drawn up a clear action plan and has made strides to complete priorities and actions. Mrs Wynn networks with other SENCOs in the Family of Schools and attends update meetings and training events. The school have signed up to the BRICS project and training is planned for September. Mrs Wynn is a member of SMT.

Outcome and the quality of teaching and learning for children with SEND

Mrs Wynn knows individual children well and uses her wealth of experience to support and nurture children who have had a rocky start to their lives. She co-ordinates support across the school and listens to their voice. She applies the principles of nurture in practice and supports staff to employ emotion coaching. Children were settled and joining in class activities. Adjustments have been made and additional support organised to support children with SATs.

Working with children and parents/carers of children with SEND

Parents are supported to understand SEND processes and are signposted to further support. Parents are supported to attend appointments with advice followed-up in school. Transitions are planned for children moving to the next stage of their education. Information leaflets have been designed to support parents further. Mrs Wynn is planning to design a parent survey.

Assessment and identification

Staff bring concerns to Mrs Wynn at an early stage. Staff will discuss concerns with parents and interventions are put in place in a timely manner. Children who have complex needs are assessed as soon as information has been gathered for EHCPs. Parents and children are supported with transitions to specialist settings. Staff have worked together on a SEND learning journal and one page profile to enable pupil information to be communicated across key people.

The efficient use of resources

Work-stations have been set up for children requiring direct teaching in small chunks and their learning is then supported back in the main classroom. Teaching assistants in Reception Class support children's language development using quality interventions such as Black Sheep and Wellcomm. Advice from SALT is followed and resources such as Picture Exchange Communication System (PECS) and Augmented Language Display (ALD) boards are used to support early language development. Staff were able to confidently talk about stages of language acquisition and how to support children with communication skills such as turn taking and listening behaviours. The classroom was set up with engaging resources (natural and real) and organised in clearly defined areas that support children's independence and characteristics of learning. This set-up further supports children of all stages of development to be included in the main room with their peers. The outside area has large space for gross motor development as well as a covered area for all-weather outdoor learning.

Quality of SEND provision

The school knows its learning priorities and this is reflected in the organisation of additional support. Interventions are recorded on a daily basis including pupil response to input. Timings of pupil reviews have increased parental input and children's views are taken into account. Teaching assistants follow advice from external agencies and have embedded practice over time.

Feedback from Marie Stokes – External Reviewer:

"It was a pleasure visiting your school today and meeting the staff and children. Thank you to Mrs Wynn, the SENCO, for participating fully in the review and for your hard work in collecting the evidence. The children with SEND are well-supported to enjoy school and enjoy learning in a rich environment in Reception class."

Comments from SEND Link Governor, Mary Mortiboys

It was a delight to read this external audit of our Early Years Foundation Stage. It confirms what good practice takes place not only in EYFS but throughout the school and highlights the inclusivity and equitable practice that are core values of Butts Primary School. Well done to all staff.