



Corsham Regis
Primary Academy

SUBJECT LEADER IMPACT REPORT

SEND 2024-2025

Together **Everyone Achieves More**

INTENT



At Corsham Regis, we believe in providing every possible opportunity to develop the full potential of all learners. Our aim is that all learners with special educational needs participate in activities compatible with the efficient education of other learners and the efficient use of resources. All learners will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All learners are valued and their self-esteem promoted within the ethos of the Academy.

Parents/carers are important partners in the effective working relationship with the academy in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the academy. Parents/carers are encouraged to involve their child in the decision-making processes, including determining the level of participation, recording children's views and implementing and reviewing their Education Plan.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the academy. Where possible, all children are involved in making decisions, as soon as they start at the academy. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for success in their Education Plan. We involve them, when appropriate, in the review of their progress and in setting new goals and challenges.

IMPLEMENTATION (APPROACH TO PROVIDING SUPPORT)



At Corsham Regis, we have many approaches to providing support to our pupils, including:

- ▶ *Quality first teaching including highly effective differentiation.*
- ▶ *Interventions.*
- ▶ *Class concern/Individual Education Plan (IEP).*
- ▶ *My Support Plan.*
- ▶ *Education and Health Care Plan (EHCP)/ Statutory My Plan.*

IMPLEMENTATION (FURTHER SUPPORT)



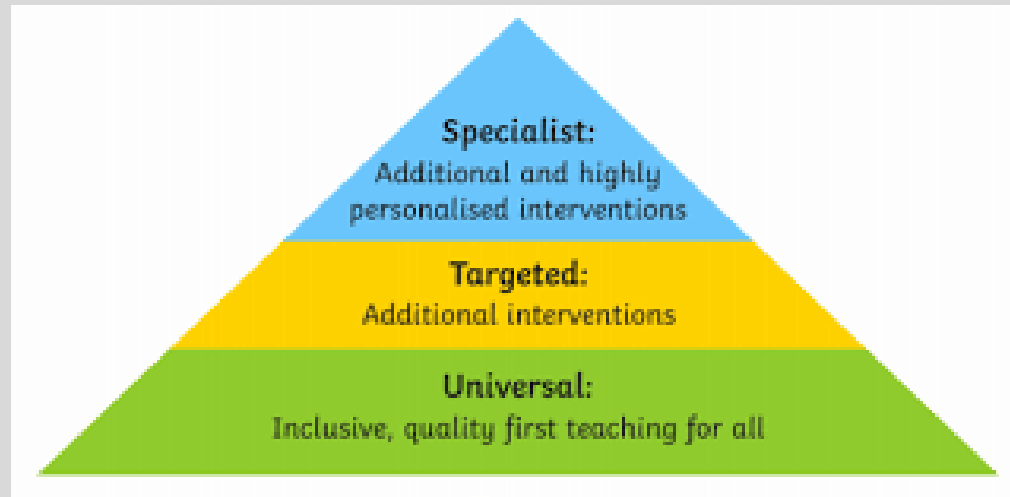
At Corsham Regis, we have specially trained Teaching Assistants (TAs) with a wealth of knowledge and resources, which can be used to further aid our pupils, on a short or long term basis:

- ▶ *ELSA*
- ▶ *Thrive*
- ▶ *Up and Under sports*
- ▶ *Speech and Language Therapy*

PROVISION (QUALITY FIRST TEACHING)



The needs of the majority of learners will be met in the classroom. In all classes, teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. A provision map under the four areas of need [see next slide] details our offer of support at each stage. As Wiltshire is a 'needs led' area, the provision settings provide for children with SEND must be tailored to the individual's needs regardless, or whether or not, a diagnosis has been obtained.



Provision Map			
Area of need	Universal	Targeted	Specialist
Communication and Interaction	<p>Multi-sensory teaching strategies used [practical activities, concrete resources, visual displays...].</p> <p>Text uses a readable font with letters formed in the way we teach.</p> <p>Tasks are differentiated to meet class need.</p> <p>Lots of teacher/child modelling.</p> <p>Vocab provided for new topics/learning.</p> <p>Word banks and scaffolds.</p> <p>Days mainly follow the same routine.</p>	<p>Children's IEP targets linked to communication worked on individually/small group with TA then maintained by teacher.</p> <p>Vocab provided for new learning. Changes in the daily routine explained where possible.</p> <p>Identified children have brain breaks, uniform flexibility, check ins, additional PE.</p>	<p>Specialist Speech and Language TA works weekly with S&L children on their given targets.</p> <p>Use of social stories.</p> <p>Additional PE.</p> <p>1:1 TA support for identified children.</p>
Cognition and Learning	<p>Multi-sensory teaching strategies used [practical activities, concrete resources, visual displays...].</p> <p>Tasks are differentiated to meet class need.</p> <p>Lots of teacher/child modelling.</p> <p>Vocab provided for new topics/learning.</p> <p>Word banks and scaffolds.</p> <p>Access arrangements in place for SATs/tests.</p> <p>Standard hearing and vision checks take place in FS2 and Y6.</p> <p>Access to dictionaries, thesauruses, atlases, etc.</p> <p>Access to manipulatives [maths].</p> <p>Spelling and sound mats provided.</p>	<p>Children's IEP targets linked to cognition/learning worked on individually/small group with TA then maintained by teacher.</p> <p>Overlays used by identified pupils.</p>	<p>1:1 TA support for identified children.</p>
Social, Emotional and Mental Health	<p>Whole school setting approach promotes health and well-being.</p> <p>PSHE sessions address mental health.</p> <p>ELSA and THRIVE school.</p> <p>Restorative justice used by all staff.</p> <p>Consistent behaviour policy used across the school.</p> <p>Open communication with parents.</p> <p>Quiet spaces inside and outside the classroom [reading areas].</p>	<p>Small group or 1:1 time with TA to work on certain areas of behaviour.</p> <p>Parents signposted to other sources of help if needed.</p>	<p>ELSA and THRIVE provided for identified pupils.</p> <p>School nurse sees identified pupils.</p> <p>1:1 TA support for identified children.</p> <p>External ELSA provided.</p> <p>Additional PE.</p> <p>Social stories.</p>
Sensory and/or Physical Needs	<p>Children in well-thought out seating arrangements.</p> <p>Powerpoints use less harsh blue writing on yellow/peach background.</p> <p>Ramp into school and lift within for wheelchair users.</p> <p>Accessible toilet.</p> <p>Brain/movement breaks during longer lessons.</p> <p>Not all overhead lights on.</p> <p>Displays used muted/pastel colours and are not overloaded with information.</p>	<p>Sensory needs catered for as appropriate [chew toy, fiddle toy, safe/dark space provided, time out area...].</p>	<p>Audio loop system for hearing impairment.</p> <p>We currently do not have any visually impaired/physically disabled children in school.</p>

IMPACT

- ▶ *All children receive a high quality education.*
- ▶ *Children can have Teacher/TA support within the classroom.*
- ▶ *As all children work together, it allows them to learn from each other.*

EVIDENCE

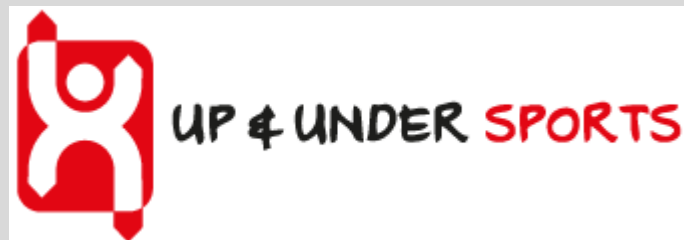


- ▶ *Children make the progress within class, as can be seen on our trackers.*
- ▶ *On talking to the children, it is clear they are happier to be supported in the classroom.*
- ▶ *More targeted provision is given to those identified as needing it.*



PROVISION (INTERVENTIONS)

Sometimes it is necessary for children to do additional interventions, which usually take place in the afternoons, to further support their reading, writing, maths or SEMH needs. In these instances, children are taken out of class to work 1:1 or in a small group with a Teacher or TA. These are high quality, short burst activities, that support the current class learning or aid the learning of a target. Some are planned by the Teacher/TA and some are through schemes.



IMPACT

- ▶ *Although we try not to remove the children from class too often, interventions target specific needs and learning that are better provided on a 1:1 or small group basis.*
- ▶ *The children generally enjoy some 1:1 or small group time and it does make an impact on their learning/retention.*

EVIDENCE





- ▶ *Children make progress due to extra interventions and support, which is recorded and analysed for each pupil.*
- ▶ *On talking to the children, when they have a specific spelling target or tricky area of maths for example, they prefer to work out of class.*
- ▶ *Children who have received ELSA and Thrive have made positive progress with their SEMH needs.*



PROVISION (INDIVIDUAL EDUCATION PLAN)

- ▶ *If a child continues to work below age-related expectations, despite the Quality First Teaching, an Individual Education Plan (IEP) will be put into place.*
- ▶ *An IEP will be generated and monitored by both the class teacher and TA, as well as the SENCo. Targets are SMART and based on the learner's needs/gaps.*
- ▶ *Every 2 weeks, targets are assessed and every 6 weeks they are developed, changed or new approaches set. This includes a meeting to share with parents.*

Individual Education Plan																									
Name: D.O.B:	Year Group: Class:	Date of plan:	Stage of SEN: SEN Support	Pupil Premium: <input type="checkbox"/> Yes <input type="checkbox"/> No																					
Area of SEND Need: <input type="checkbox"/> Communication & Interaction <input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/> Sensory and/or Physical			Child's Voice: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>																						
Strengths: •			What makes me happy...																						
Learning Difficulties: • • •			Things I am good at...																						
			Things I need help with...																						
			My teachers can help me by...																						
			My parents can help me by...																						
Strategies and Support that help: • • •			Attainment: <table border="1"><thead><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr></thead><tbody><tr><td>Review 1</td><td></td><td></td><td></td></tr><tr><td>Review 2</td><td></td><td></td><td></td></tr><tr><td>Review 3</td><td></td><td></td><td></td></tr><tr><td>Review 4</td><td></td><td></td><td></td></tr></tbody></table>				Reading	Writing	Maths	Review 1				Review 2				Review 3				Review 4			
	Reading	Writing	Maths																						
Review 1																									
Review 2																									
Review 3																									
Review 4																									

Individual Education Plan								
Teacher's Signature:			Child's Signature:		Parent's Signature:			
ASSESS, PLAN, DO, REVIEW					Review Date:			
Target (SMART)	Who will help me?	When? How often?	How? (Possible Intervention)	Outcome	Comment	Next Step		
1.				<input type="checkbox"/> Met <input type="checkbox"/> Not met		<input type="checkbox"/> New Strategy <input type="checkbox"/> New Target		
2.				<input type="checkbox"/> Met <input type="checkbox"/> Not met		<input type="checkbox"/> New Strategy <input type="checkbox"/> New Target		
3.				<input type="checkbox"/> Met <input type="checkbox"/> Not met		<input type="checkbox"/> New Strategy <input type="checkbox"/> New Target		
Child's Comment:				Parent's Comment:				
Teacher's Comment:				Next Steps:				

If the learner continues to make no progress, the Graduated Response to SEND Support will be used to access the child's needs. At this point, consideration will be given as to whether any outside agencies are required.

Graduated Response to SEND Support. These four parts are: Assess, Plan, Do and Review.

Assess	Class teacher and SENCO will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the academy's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.
Plan	If it is decided to place a pupil on an IEP, the parents will be formally notified. At Corsham Regis, parents are part of the assessment and review process for pupils. The plan will be generated by the class teacher, SENCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil. A My Support Plan will be considered where a child still isn't making progress. An IEP+ will be set up for children with an EHCP to work towards more specific targets related to their longer-term outcomes.
Do	The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group, the class teacher remains responsible for overseeing the planning and assessment of the intervention. The person working with them will carry out recorded evaluations.
Review	The effectiveness of the support and the impact on progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress. The information from this process will be used if a Statutory My Plan (EHCP) is requested

IMPACT

- ▶ *Pupils address their targets working 1:1 or within a small group, through high quality, short burst activities.*
- ▶ *Progress is kept in motion by assessing the targets every 6 weeks, or more frequently if necessary, and new targets or approaches being set.*

EVIDENCE

- ▶ *On revising the IEPs and monitoring, it is clear that many pupils achieve their targets within the 6 week time period.*




IMPLEMENTATION (MY SUPPORT PLAN)



A 'My Support Plan' is needed where an IEP has not been enough for the pupil to make the intended progress, or they have a diagnosis, such as ASD and their needs may increase over time. The targets on it are reviewed more frequently, the child is given additional support and outside agencies are consulted to provide additional support / strategies and ideas.

A 'My Support Plan' has the child at its centre and is still focused on SMART targets.



Wiltshire Council

.....'s Support Plan

Child/young person's name:
Preferred first name:
School/setting name:

Child's Photo here

Personal Information	
Date of birth:	Gender:
Home address:	
Year:	Group/Class/Tutor/Sessions/Days:
Key person/adult support/ratio:	
Child Looked After/SOQ: Y/N	Pupil premium: Y/N
Child in Need/Child Protection: Y/N	Other targeted funding:
Military Family: Y/N	
Home Language/s:	Ethnic Origin:

Parent/carer name(s):	Parent/carer name(s):
Address(es) (if different):	Address(es) (if different):
Phone number(s):	Phone number(s):
Email address(es):	Email address(es):
Other people who are important to me and why:	

One Page Profile (Child/Young Person's views)

Please replace this text by inserting the child or young person's one page profile here. Alternatively, schools and settings can use their own well-founded approach for gaining and sharing the child/young person's views.

The learner's contribution could cover the following areas:

- How they think they are getting on in school or setting
- Likes and dislikes
- Strengths and interests
- Comments on relationships with both adults and peers, and who is important to them
- What they find helpful in school or the setting and what they might find more helpful
- How they feel and how they learn in different situations and environments
- What they enjoy at the weekend and after school or setting
- Future goals – what the learner would like to achieve.

Assess, Plan, Do and Review Cycle 1

Date started:

Review date:

Summary of long-term outcomes:

(Based on what I find difficult)

-
-
-
-

Assess

Needs (Barriers to learning)	Assessment data (attainment/levels of development)

Plan

Outcomes for this term (These should be SMART: Specific, Measurable, Achievable, Relevant and Timebound with a review date)

Do

Provision delivered	Specific Activity (What, when with whom, group size, how often)

Review

Exit data/progress made/date	Reflection and review

Everyone's views on what's working well or not working

	What is working	What is not working
Child/young person's views		
Parent views		
Setting views		
Professional views - including name, service, date and type of involvement (visit and report, remote individual consultation, surgery discussion)		

Next steps

Feedback from child or young person at review:	Feedback from parents/carers at review:
Next step agreed following one cycle of review:	

IMPACT

- ▶ *My Support Plans help children to achieve through collaboration.*
- ▶ *The evidence recorded in a My Support Plan is more detailed and helps with applying for an Education and Health Care Plan (EHCP), should one be needed in the future.*

EVIDENCE



- ▶ *Parents with children on My Support Plans say they feel more supported, as they also have access to outside agencies.*
- ▶ *This year, we have used My Support Plan evidence to successfully apply for 3 EHCPs.*

PROVISION (EDUCATION AND HEALTH CARE PLAN)



If, after the 'My Support Plan' has been in place and reviewed several times, it becomes apparent that very little or no progress has been made, an EHCP may be requested. This enables a learner to receive specific support in/out class partly funded by the LA. If a child has an EHCP, they will have broad, end of key stage/phase outcomes. From these outcomes, the class teacher and teaching assistant will form more specific and measurable targets, which can then be reviewed at regular times throughout the year and will help to inform the discussion at an annual review meeting.

IMPACT

- ▶ *An EHCP provides extra funding for the child, allowing schools to buy additional resources or provided TA support as necessary.*
- ▶ *Outside agencies are involved, such as a speech and language therapists, who support the child at a deeper level with their specialist knowledge.*

EVIDENCE



- ▶ *We see pupils with an EHCP make progress, at their own rate, through support, resources and individual timetables, helping them learn through things they enjoy and can relate to.*
- ▶ *Pupils who have an EHCP receive a higher level of transition when they are transitioning to secondary school, in order to aid them with the changes.*

PROVISION (ELSA)



- ▶ *At Corsham Regis, one of our ELSA trained TAs meets 1:1 with children with emotional/social needs, at least once a week. Activities and interventions are needs based and targeted for each child.*
- ▶ *It is a very hands on experience, with practical activities, as well as lots of conversation. It lasts for 6 weeks, with a 6 week break, but pupils can be re-referred if necessary.*

IMPACT

- ▶ *Children come to Time To Talk with social or emotional needs, and leave with the tools to self-regulate their emotions.*
- ▶ *Children generally settle better in class after their Time To Talk sessions.*

EVIDENCE



- ▶ *On talking to the children, they all really enjoy and are enthusiastic about Time To Talk and the support they receive.*
- ▶ *We have had many children finish with Time To Talk, because their emotional/social needs have been met and they no longer require the support.*

PROVISION (THRIVE)



Thrive at Corsham Regis is all about being in tune with the child, creating a safe and friendly atmosphere and helping them develop their 'being', 'doing' and 'thinking'. Regular 1:1 sessions build a good relationship between provider and child, completing child led activities that link to the child's needs.

The Thrive Approach is underpinned by science and theory:

- ▶ *Attachment Theory*
- ▶ *Child Development Theory*
- ▶ *Neuroscience*
- ▶ *Play, creativity and the arts*



IMPACT

- ▶ *Children attending Thrive can go from being very stressed and upset to happy and relaxed within the session.*
- ▶ *Children increase their age based levels through practical activities and conversation.*

EVIDENCE

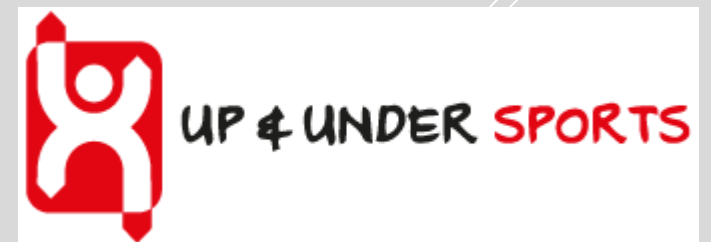


- ▶ *By populating an emotional development checklist, this pin points whether they need to work on their being, doing or thinking and activities match their current age, with the aim to bring it up to their current age.*
- ▶ *The comparison checklists, completed when the child is exiting the programme, usually show massive progress in all areas.*

PROVISION (UP AND UNDER SPORTS)



Up and Under provide small groups of selected children with time in which to not only exercise and learn/practice a sport together, but also to work on communication, leadership and turn taking skills.



IMPACT

- ▶ *Children get a chance to develop key skills in a small group environment.*
- ▶ *Children can apply those skills back in the classroom or in real life situations.*

EVIDENCE



- ▶ *Teachers can see improvements in their pupils' leadership, communication and turn taking skills.*
- ▶ *On talking to the children, it is clear they enjoy the activities and greatly benefit from the time.*

DATA (2024/2025 EYFS)



Fox class data 2024-25

23 pupils- 10/23 children achieved GLOD [43%]

PPM = 6 SEND = 8 Girls = 10 Boys = 13



Communication and Language (Prime area)	PSED (Prime area)	Physical Development (Prime area)	Literacy (Specific area)	Mathematics (Specific area)	Understanding the World (Specific area)	Expressive arts and design (Specific area)
14/23 = 61% 3/6 = 50% 3/8 = 38%	15/23 = 65% 4/6 = 67% 2/8 = 25%	18/23 = 78% 4/6 = 67% 5/8 = 63%	12/23 = 52% 3/6 = 50% 3/8 = 38%	17/23 = 74% 4/6 = 67% 6/8 = 75%	12/23 = 52% 3/6 = 50% 3/8 = 38%	19/23 = 83% 4/6 = 67% 6/8 = 75%
9/10 = 90% 5/13 = 38%	9/10 = 90% 6/13 = 46%	10/10 = 100% 8/13 = 62%	8/10 = 80% 4/13 = 31%	8/10 = 80% 9/13 = 69%	7/10 = 70% 5/13 = 38%	10/10 = 100% 10/13 = 77%



DATA (2024/2025 KS2 SATS)



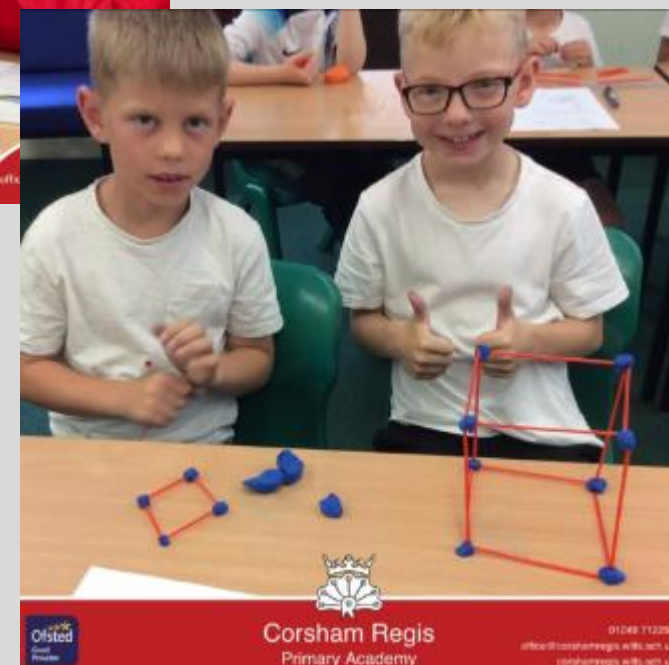
	Key Stage 2 SATs results 2025				
All pupils (21)	Reading 76% EXS + 19% GDS	Maths 67% EXS + 10% GDS	Writing 52% EXS+ 0% GDS	SPAG 57% EXS+ 5% GDS	Science EXS+ 67%
National	75%	74%	72%	73%	82%
Average scaled score Regis	101	101	n/a	101	
Average scaled score national	106	105	n/a	105	
Pupil Premium (9)	78% 0% GDS	67% 11% GDS	33% 0% GDS	33% 0% GDS	67%
SEND (7)	43%	43%	29%	29%	29%
All pupils (21)	Combined RWM 48%				
National	Combined RWM 62%				

DATA (2024/2025 KS1/KS2 SEND END OF YEAR)



	There are 6 children with SEND in Year 1	There are 4 children with SEND in Year 2	There are 7 children with SEND in Year 3	There are 8 children with SEND in Year 4	There are 5 children with SEND in Year 5	There are 7 children with SEND in Year 6
	Actual %	Actual %	Actual %	Actual %	Actual %	Actual %
Reading, Writing, maths combined (Expected +) WIG	16%	25%	0%	0%	20%	29%
Reading, Writing, maths combined (Greater depth)	0%	0%	0%	0%	0%	0%
Reading Expected +	33%	75%	14%	0%	20%	43%
Reading Greater Depth	0%	0%	0%	0%	0%	0%
Writing Expected +	33%	25%	0%	11%	20%	29%
Writing Greater Depth	0%	0%	0%	0%	0%	0%
Maths Expected +	50%	100%	28%	11%	20%	43%
Maths Greater Depth	0%	0%	0%	0%	0%	0%

PHOTOS/ REGIS MAGIC MOMENTS





FINAL REFLECTION/NEXT STEPS

- ▶ *This academic year, we have continued our relationship with Spurgeons, offering coffee mornings and support to parents who attend. We also have a good relationship with our school nurse, who we can refer pupils and parents to for advice and support.*
- ▶ *We have taken part in the PINS project, which has given staff a wealth of SEND linked CPD and provided support for parents with children who have SEND [diagnosed or not].*
- ▶ *We have successfully implemented timetables, targets, support and carried out annual reviews for pupils with EHCPs. Three more EHCPs have been applied for, two of which have been successful.*
- ▶ *We have good links with the Behaviour Support Team, Speech and Language and an Educational Psychologist and will continue to utilise their service.*
- ▶ *Next academic year, we are introducing The Hive! Led by an ELSA trained TA who is brilliant at pastoral care, it will be a sanctuary where pupils can go for emotional support and regulation, in order to support them to get back into the classroom.*