

## Queen Mary Infant and Nursery School

### School context

- Queen Mary Avenue Infant and Nursery School is a three form entry school serving a wide and diverse population.
- Our vision and values drive our daily work and staff are committed to supporting the pupils and their families to overcome the barriers they may face. We are fully inclusive and, as collective, the staff team possess a vast range of skills and experience to meet the varying needs of the children in our care. The staff go the extra mile on a daily basis to ensure that provision for our pupils is of the highest quality
- Relationships are at the heart of our school and we recognise that we can achieve more when we work together, not only as a staff team, but with everyone associated with the school.
- We were graded as good by OFSTED in May 2019. Prior to this the school had been graded as requires improvement in May 2017 and November 2014.
- We strongly believe that everyone can succeed and achieve their dreams and we value and nurture each child's unique talents so that they can 'Dream Big, Shine Bright'.
- Our values of respect, hard work, pride, kindness and honesty are promoted at all times and our team strives to create an environment where pupils can flourish and achieve their full potential.
- The school is situated in the Sidney Sussex ward but 39% of the pupils live in the East Marsh area. In the latest Index of Multiple Deprivation (IMD) this area was ranked 25 out of 32,844 in England, where 1 was the most deprived and 32,844 the least.
- The 2019 IDSR places the school in the 80<sup>th</sup> percentile of the school deprivation indicator (0.4) and in the top 20% of all schools for the proportion of Ever 6 Free School Meals pupils. At this time 34% of pupils were identified as Ever 6 and this has now risen to 57% of pupils.
- Our families therefore face many of the typical issues that arise from living in a deprived area such as high levels of mobility, unemployment, poverty and crime and low levels of adult education and aspiration. In consequence, a large majority of children's skills and abilities are below that which is typically expected when they start school in Nursery or Foundation Stage Two.
- We place a very high value on the pastoral care and welfare that we offer and we recognise that this is central to ensuring that the pupils can fulfil their potential and have the best possible start to their education. 8% of pupils and their families are currently supported by our Safeguarding Officer to help them overcome challenges they face and 22% of pupils benefit from pastoral interventions in school. This changes on a termly basis to ensure a wide range of pupils access the support they require.
- Our senior leadership team is well supported by our governing body and an experienced business manager. The school budget is managed carefully, effectively and creatively but we are finding it increasingly difficult to meet the needs of our pupils with the funding which is available to us.

## SEND Provision

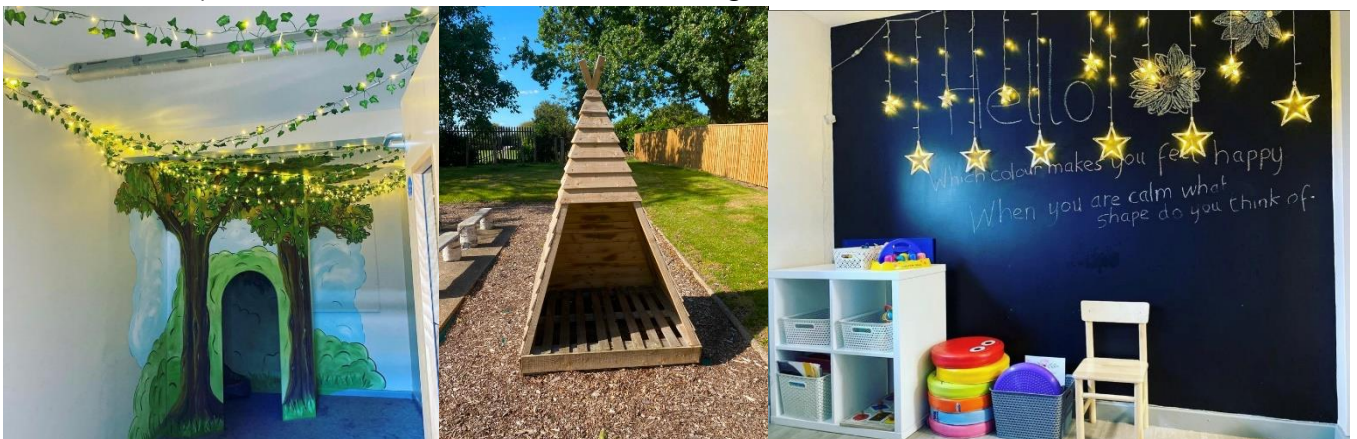
- Our current SENDCo was appointed in September 2019 and there has since been an overhaul of SEND provision.
- The SENDCo recently completed the NASENCO national award.
- We now have clear systems in place for identifying and monitoring the progress of SEND pupils using a graduated approach.
- We recognise the benefits of early identification and use Ages and Stages Questionnaires as pupils join us in EYFS. This allows us to pick up any potential special educational needs at the earliest opportunity and monitor these pupils from the outset.
- Data from the questionnaires is also used to inform teaching and learning and to plan interventions for pupils with lower scores.
- We work closely with the families of SEND pupils to gather and share information about their children and also to ensure that a consistent approach is used at home and school.
- Edukey is used throughout the school to record progress, interventions, outcomes and other key evidence for SEND pupils. All personal learning plans are produced using this programme.
- Each pupil on the SEND register is provided with their own skills box to support their personal learning plans. These contain activities and resources which are specific to the needs of individual pupils.
- As appropriate, we make effective use of the SEN Toolkit to assess the specific needs of our SEND pupils. This includes PHAB tests, Welcomm, Black Sheep Press and Sandwell Maths. We also make use of visual stress tests and the Nessy Dyslexia screening tool.
- This helps to provide the most appropriate support for SEND pupils and identify which programmes and interventions to implement.
- We recognise the importance of providing quality CPD for our staff team and have recently provided the following training in the last academic year –
  - Makaton
  - Autism with Young Minds Matter
  - ADHD with Young Minds Matter
  - Dyslexia
  - Selective mutism
  - Speech and Language
  - Nurture Group Training for pastoral staff
  - Trauma Informed Training with Karen Treisman
- We have built strong relationships with a number of external professionals to support the needs of our pupils. These include –
  - The Child Development Centre
  - Schools Advisory Service (specialist teacher and Educational Psychologist) and
  - SEND Outreach.
  - The Education Team for Hearing and Vision
  - SALT
  - Compass
  - Young Minds Matter
  - Fortis
  - Family Hubs
  - Educational Psychologists
  - School Nurse

## Pastoral Support

- We follow a trauma informed approach throughout the school to ensure that all children feel safe, secure and valued. Primarily this is based on positive interactions between the member of our school community and provides a safe environment.
- We also use a number of additional strategies to ensure that our pupils feel cared for. These include positive recognition (through Dream Big Shine Bright postcards, certificates etc), morning greetings and check-ins, community time, shine time and use of calm spaces.
- A number of our pupils also require pastoral support and the provision for vulnerable pupils and their families was recognised by OFSTED as a strength of the school.
- Each term class teachers nominate pupils who they feel would benefit from pastoral support and carry out strengths and difficulties with each of these pupils.
- The questionnaires are then analysed by the SENDCo and eligible pupils are allocated to a weekly pastoral group such as Lego therapy, Forest Schools, Talk About for Self-Esteem, Talk About for Friendships, Karen Treisman resources etc. This term we are providing pastoral support for 68 pupils (22% of school population). Of these 68 pupils, 40% of them also have special educational needs (27 pupils).
- Our dedicated safeguarding lead supports families with more complex pastoral needs and we work closely with a number of external agencies to meet their needs. This includes a number of the agencies listed above plus social workers.

## Nurture Provision

- Our nurture provision is available for a small number of pupils who cannot access the mainstream classroom full time.
- The timetable for these children contains a mixture of academic and nurture based activities as appropriate to the needs of each child.
- They are based in two small nurture rooms run by four teaching assistants and are also allocated to a paired mainstream class.
- The teacher for each child's paired class is responsible for their planning and assessments.
- Each term we use the Doyles readiness scale to assess each child's ability to return to the mainstream classroom. When the scale indicates a certain level of readiness, the pupils start to transition back into their paired class supported by their nurture TA. Reintegration into the mainstream classroom is built up over time with the ultimate aim of them returning to their paired class full time. Four children are currently based in our nurture provision and all of them are now able to access the mainstream classroom for at least one session each day.
- We are therefore well placed to support the LA in keeping pupils in mainstream school, rather than in specialist out of area settings at substantial additional costs.



## Challenges

- The number of pupils identified as having special educational needs and disabilities has risen in recent years and 21% of pupils are on our current SEND register. We are monitoring the progress of a further 10% of pupils following a graduated approach in line with the code of practice. The national percentage of pupils with SEND is 12.6%
- We currently have 6 children in school with a band 6 EHCP and 1 with a band 7 EHCP which means 2.2% of pupils have an EHCP. This is well above national and local averages. We have a further 3 ECHARs in process.
- In addition to this, a further 6 children receive early year's inclusion funding which makes up an additional 1.9% of our school population. 3 ECHARs are in process for these pupils in readiness for them starting full time education.

|                                | N1                     | N2                                                                                  | FS2                           | Y1                                                                                             | Y2                                                                                                | School                                                                                                          |
|--------------------------------|------------------------|-------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Number of pupils in year group | 20                     | 58                                                                                  | 71                            | 82                                                                                             | 80                                                                                                | 311                                                                                                             |
| SEND                           | 0<br>0% of year group  | 6<br>10% of year group                                                              | 8<br>11% of year group        | 21<br>26% of year group                                                                        | 31<br>39% of year group                                                                           | 66<br>22% of school                                                                                             |
| EYPP/Ever6                     | 3<br>15% of year group | 22<br>38% of year group                                                             | 43<br>61% of year group       | 59<br>72% of year group                                                                        | 50<br>63% of year group                                                                           | 177<br>57% of school                                                                                            |
| Ever 6 and SEND                | 0                      | 3<br>5%                                                                             | 7<br>10%                      | 16<br>20%                                                                                      | 20<br>25%                                                                                         | 46<br>15% of school                                                                                             |
| High need                      | 0                      | 6 with EYIF<br>10% of year group<br><br>ECHARs are in process for 3 of these pupils | 2 EHCPs<br>2.8% of year group | 2 EHCPs<br>2.4% of year group<br><br>Plus 3 additional ECHARs in process<br>3.7% of year group | 3 EHCPs<br>3.7% of year group<br><br>1 pupil with temporary additional staffing due to SEMH needs | 7 EHCPs<br>2.2% of school<br>6 EYIF<br>1.9% of school<br>3 more pupils with ECHARs in process<br>0.9% of school |

- The situation in September will be very similar with 13 pupils receiving EYIF or top up funding for an EHCP.
- We are very creative with staffing and we do not place a full time one to one TA with every child with an EHCP. However, the projected staffing costs to meet the needs of these pupils in 2021-22 is £135,567 and our expected top up funding will be £74,200. This leaves a shortfall of £61,367.
- If we were to employ a full time TA for each of these children the cost would be £207,712 with a shortfall of £133,512 which is just not feasible.
- Our budget plan for next year show that we will be spending more than we receive creating a deficit of £49,278 in 2021-22.

- Due to their complex needs, 4 of the 13 pupils with EHCPs/ECHARs in process struggle to access the mainstream classroom full time. These pupils have full time one to one TA support and are based in our nurture. See nurture provision section for more information.
- At our recent budget meeting with the LA we hoped to add further staffing to meet the needs of our pupils with EHCPs/ receiving EYIF next academic year but were advised against creating a further in year deficit.
- We have just received a consultation to be the named school for a pupil with a band 7 EHCP but unfortunately we feel that the attendance of this child would be incompatible with the efficient education of others and the efficient use of resources for the reasons stated above. As an inclusive school this is not a decision we have taken lightly and we feel very upset that financial restraints are preventing us from supporting this request.