



## Water Mill Primary School SEND Strategy Statement 2024-2025

This statement details our school's use of our Special Educational Needs and Disability funding to help improve the attainment of our pupils with SEND.

It outlines our SEND strategy, how we intend to spend the funding in this academic year and the outcomes for pupils with SEND last academic year.

### School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of eligible pupils with SEND	16%
Date this statement was published	April 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Paula Rudd
SEND Lead	Claire Hoyer
Governor / Trustee lead	Sarah Ogunsina / Nooreen Khan

### Funding overview

Detail	Amount
SEND funding allocation this financial year (2024/2025)	£188,140
SEND funding carried forward from previous years	£0
<b>Total budget for this financial year (2024/2025)</b>	<b>£188,140</b>

# Part A: SEND Strategy Plan

## Statement of intent

Our intention at Water Mill Primary School is that all pupils, irrespective of their background or the challenges they face, make at least good progress across all subject areas. We believe that only by having the highest expectations of all learners, can the highest possible standards be achieved.

We will identify the challenges faced by our pupils with SEND and intend to support them by addressing their individual needs and barriers to learning. Carefully planned quality interventions in small groups, and individually, will enable us to ensure pupils with SEND make at least good progress, in line with their peers.

High quality teaching underpins our strategy. This approach has been proven to have the greatest impact on closing the gap, whilst simultaneously benefitting our pupils with SEND in school. With a focus on expert teaching and training needs, it is the intention that the attainment gaps between pupils with SEND and non-SEND pupils will narrow.

We will use the most effective evidence based research and recommendations to inform our actions and to guide our decisions to maximise our impact on improving outcomes for pupils with SEND.

## Challenges

This details the key challenges to achievement that we have identified among our pupils with SEND.

Challenge number	Detail of challenge
1	<b><u>Speech &amp; Language</u></b> Speech and Language skills in Reception are often lower for pupils eligible for Pupil Premium that for other pupils.
2	<b><u>EAL</u></b> 48% of our pupils who have English as an additional language. Emersion in the English language is important for these pupils and extensive support is provided in class in order to develop a pupil's language and understanding.
3	<b><u>SEND &amp; Pupil Premium</u></b> 69% (25/36) of pupils with Special Educational Needs are also in receipt of Pupil Premium funding.
4	<b><u>Attendance</u></b> Attendance is lower (on average) for pupils with SEND. Persistent absence is strongly linked to pupils with SEND.

5	<b><u>Deprivation</u></b> Deprivation in the local area is higher than the National Average. Support and resources are limited at home.
6	<b><u>Covid-19</u></b> Impact of Covid-19 (and other absences) on pupil development.

## Activity in this academic year

This details how we intend to spend our SEND funding **this academic year** to address the challenges listed above. 72675

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,307

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
To improve the quality of teaching and learning for all pupils through effective targeted support for pupils with SEND to ensure they make good progress.	Teaching Assistant support in each class, so that each class has one dedicated TA to support those pupils who need it.  TA's will provide robust in class support to pupils with SEND.	The EEF states that good teaching is the most important lever schools have to improve outcomes for pupils. Supporting high quality teaching is pivotal in improving pupil outcomes and research tells us that high quality teaching can narrow the disadvantage gap.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</a>	CH has specific responsibility for inclusion. Progress will be monitored through lesson observations and learning walks, discussions, book scrutinies, meetings with parents and pupil voice.	CH	£74,307 approx (TA support)  £12,000 approx (Extra teacher support)
For staff to be equipped to support pupils with SEND through quality first teaching and through specific adaptations to	CPD provided as a result of learning walks.  CPD provided following individual	Well trained staff will support pupils with specific needs and provide a learning environment matched to their needs.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-benefit-of-professional-development#:~:text=Indeed%2C%20research%20tells%20us">https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-benefit-of-professional-development#:~:text=Indeed%2C%20research%20tells%20us</a>	SLT to identify appropriate training for staff through learning walks, with the needs of the	CH	£2,000 approx

<p>the curriculum to enable pupils to access learning more independently.</p>	<p>assessment of pupil needs.</p> <p>CPD provided by outside agencies where appropriate for pupils with high needs.</p>	<p><a href="#">%20that.can%20narrow%20the%20disadvantage%20gap.&amp;text=lt%20is%20therefore%20hugely%20encouraging.the%20new%20National%20Professional%20Qualifications.</a></p> <p>Staff will be confident to adapt the curriculum via adaptive teaching strategies that enable pupils to access the learning independently.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a></p>	<p>pupils in mind, to ensure the pupils with SEND are appropriately supported throughout the school.</p> <p>Resources and training guidance will be implemented and impact measured through observations and data provided (if applicable).</p>		
<p>Develop staff knowledge in the use of the Toolkit Tracker to focus and further improve the assessment of pupils with SEND.</p>	<p>To use the Toolkit Tracker alongside the Language &amp; Literacy/Maths Continuums to streamline SEND assessments to enable class teachers to monitor achievements more closely.</p>	<p>The SENDCo is skilled in using the Toolkit Tracker to monitor the progress of the pupils with SEND and it is clear to see that assessments are more obvious and clear. Usual school assessments sometimes make it difficult to see the smaller successes of the pupils with SEND, but by using the Toolkit Tracker alongside the Language and Literacy and Maths Toolkits will enable us to celebrate this. It will also enable class teachers to have a more focussed look at what the pupil's next steps are, thus closing the gap.</p>	<p>Staff will receive further training on the Toolkit Tracker. CH will ensure that all information added is correct. Teachers will update this termly following the use of the Language and Literacy/Maths continuums. CH will monitor the use and effectiveness of this Tracker and how it will improve the assessment of</p>	<p>CH</p>	<p>£1,000 approx</p>

			the pupils with SEND.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £66,175 approximately

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Pupil Speech and Language skills in EYFS and KS1 are much improved.	Use of Wellcomm to accelerate progress of Speech and Language in EYFS and KS1.	<p>EEF research shows that on average, oral language approaches have a high impact on pupil outcomes and such programs can add an additional 6 months of additional progress. This is significant for 4-5 year olds.</p> <p>Pupils will be assessed on entry to Reception in September 2024. Trained staff will deliver the intensive interventions on a regular basis.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	Implementation will be monitored regularly, alongside the trained staff member. Data will be shared and discussed, including steps forward.	CH & RG	£3,538 approx
Increase the % of pupils with SEND making at least expected progress in all year groups.	Teaching Assistants will provide targeted interventions for pupils with SEND. Afternoons will be spent working 1:1 with those who need extra support – this will include target interventions	The EEF evidence shows that improving teaching/intervention quality leads to greater impact on the outcomes for pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective strategy. The EEF evidence shows that improving teaching/intervention quality leads to greater impact on the	Implementation will be monitored regularly and updates on interventions will be provided following guidance from outside agencies, where required, or following	CH	£52,022 approx

	covering ITP targets.	<p>outcomes for pupils. This can add at least 5+ months of progress.</p> <p>Teaching Assistants will work closely with Class Teachers to identify the needs of individuals and interventions will be matched to the needs of the pupils with SEND. Assessments against the Language and Literacy Continuums will form the basis of interventions to ensure small steps in progress are achieved.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	assessment discussions with the SENDCo.		
Increase the % of pupils with SEND making at least expected progress in Phonics and Reading in KS2.	Extra Teaching Assistant provided to deliver daily 1:1 Phonics and Reading interventions in KS2.	<p>EEF research shows that such programs can add an additional 6 months' worth of progress.</p> <p>Pupils will be assessed on exit from Year 1 and those who need further Phonics and Reading support will be supported. This interventions will also be in place for those children in KS2 who are new to the school, or for those children who require extra support, identified following assessments.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	Implementation will be monitored regularly with the trained staff member. Data will be shared and discussed, including steps forward.	CH & RH	£10,615 approx

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,500 approximately

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Pupils with high needs SEND are supported externally by qualified experts who will support school to implement focussed in class support to help them progress.	Pupils with high needs SEND, and their families, will have direct support from outside agencies such as Pupil and School Support, Communication and Autism Team, Educational Psychologist and Speech and Language Therapist.	Support from outside agencies will ensure staff are confident to deliver interventions and support that is tailored to individual needs.	Regular meetings with the SENDCo will happen on a termly basis to share information and plan workload.  Further conversations in school will happen as individuals attend school.	CH	£4,000
Pupils with specific needs will feel more supported through the use of sensory resources.	Purchase specific resources to support the needs of pupils with specific needs.	Pupils in school require support from resources that can support their concentration and ability to self-regulate. School will purchase a repertoire of resources to support pupils who need them. These will include: fidgets, wobble cushions, therabands, ear defenders etc...  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	Resources purchased and in use across the school for specific pupils.	CH	£1,000 approx
For pupils with emotional and well-being needs to feel more supported	SENDCo to attend Sensory Circuit Training	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of 4+ months over the course of the year.	SENDCo to attend training and share	CH	£1,000 approx

through the use of alternative measures.		SENDCo to develop a sensory circuit in school and train staff to use this with specific pupils who may need the support.  <a href="https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers---april-2018.pdf?sfvrsn=8">https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers---april-2018.pdf?sfvrsn=8</a>	information with staff.  Monitor use with specific pupils.		
To improve the attendance of pupils with SEND.	To implement our full range of attendance awards to encourage our high expectations for attendance at school.	There is a clear link between poor attendance and poor attainment/progress.  We will be introducing some new attendance incentives for both pupils and their families. These will include ½ termly popcorn and pizza afternoons for pupils with above 98% attendance. Termly, parents will be able to win £75 worth of food vouchers, providing their child's attendance is above 98%. There will be a weekly trophy and PE session for the class with the highest attendance.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence</a>	Following the model suggested and ensuring external agencies are following Birmingham's guidance for supporting families.  Monitored ½ termly.	CH	£500 approx  Part funded by the DLP project
Pupils feel more able to discuss their emotions through emotion coaching and have a better understanding of why situations make them feel a certain way.  Staff in school are better equipped to support pupils emotionally.	Embed TIASS into everyday practice.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of 4+ months over the course of the year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	TIASS action plan in place – regularly reviewed with the Educational Psychologist.  Learning walks to observe in practice.  Regular monitoring.	CH	Funded by the DLP project

<p>Pupils will be more aware of how certain situations make them feel and why, and will be taught strategies to enable them to manage their emotions more effectively.</p>	<p>Use of My Happy Mind resources across the school to develop pupil understanding of their well-being.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of 4+ months over the course of the year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	<p>Time planned within assemblies to deliver whole school content.</p> <p>Time within individual class timetables to deliver content, as part of the PSHE curriculum.</p>	<p>CH</p>	<p>Funded by the DLP project</p>
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**Total budgeted cost: £161,982**

This total is below the total of the total Notional SEND Budget – this is contingency, in case figures in the costings boxes fluctuate. Any spend over and above the Notional SEND Budget will be taken out of the main school budget and recorded in the review of this SEND Strategy. Any monies not spent this year, will be carried over to the next academic year.

## Part B: Review of academic year 2024-2025 – reviewed in May 2025.

### Teaching (for example, CPD, recruitment and retention)

Desired outcome	Chosen action / approach	Estimated Impact	Actions (and whether you will continue with this approach)
To improve the quality of teaching and learning for all pupils through effective targeted support for pupils with SEND to ensure they make good progress.	Teaching Assistant support in each class, so that each class has one dedicated TA to support those pupils who need it.  TA's will provide robust in class support to pupils with SEND.	Teaching Assistants (TA's) in each class are a valuable resource. TA's are responsible for supporting the children to make the best progress they can following guidance and direction from the class teacher. They work closely with class teachers and are involved in whole class work, small group interventions and targeted interventions for those children with SEND and for those children who require extra support.	<b>Next steps:</b> Continue into the next academic year taking into consideration the needs of specific children when allocating Teaching Assistants to classes. Training needs and CPD will be identified through learning walks and through staff conversations – a training plan will be drawn up based on these needs. CPD will be in house and externally, depending on needs and wants.
For staff to be equipped to support pupils with SEND through quality first teaching and through specific adaptations to the curriculum to enable pupils to access learning more independently.	CPD provided as a result of learning walks.  CPD provided following individual assessment of pupil needs.  CPD provided by outside agencies where appropriate for pupils with high needs.	Staff have had consistent training on the use of scaffolds and adaptive teaching strategies – this has been ongoing CPD for some time. Through learning walks and discussions with pupils, it is evident that these adaptations are having an impact on the independence of these pupils.  External bodies have reviewed the use of these in all classes, giving feedback to individuals – which has then been acted upon to improve practice.	<b>Next steps:</b> Adaptations to the curriculum is a part of normal practice in the classroom. This will continue next year.
Develop staff knowledge in the use of the Toolkit Tracker to focus and further improve the	To use the Toolkit Tracker alongside the Language & Literacy/Maths Continuums to streamline SEND assessments to enable class	Unfortunately due to capacity this year and other training priorities, this has not been completed.	<b>Next steps:</b> This will be prioritised next academic year.

assessment of pupils with SEND.	teachers to monitor achievements more closely.		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Desired outcome	Chosen action / approach	Estimated Impact	Actions (and whether you will continue with this approach)
Pupil Speech and Language skills in EYFS and KS1 are much improved.	Use of Wellcomm to accelerate progress of Speech and Language in EYFS and KS1.	Pupils in EYFS and KS1 have made accelerated progress with their Speech, Language and Communication skills through the use of Wellcomm. The Teaching Assistant in Reception is highly skilled in providing a consistent level of support in class and also through intervention support using the Wellcomm programme. Pupils with assessments lower than expected on entry to Reception have received a robust package of care to ensure improvements in their language skills have been made and this has had a huge impact on their ability to communicate with their peers and with staff, but also in their ability to access the curriculum.	<b>Next steps:</b> This will be continued next year, as this is having a significant impact on the pupils' speech and language skills.  Year 1 staff will continue to receive training from our speech and language therapist in Wellcomm to ensure pupils in Year 1 receive the same support when they move from Reception.
Increase the % of pupils with SEND making at least expected progress in all year groups.	Teaching Assistants will provide targeted interventions for pupils with SEND. Afternoons will be spent working 1:1 with those who need extra support – this will include target interventions covering ITP targets.	Spring Term Progress Assessments 2025 <b>Reading</b> SEND – 78.1% (43.8%) Non-SEND – 89.4% <b>Writing</b> SEND – 71.9% (34.4%) Non-SEND – 93.6% <b>Maths</b> SEND – 62.5% (50%) Non-SEND – 70.9%	<b>Next steps:</b> This will be continued next year.

		<p>There is still a considerable gap between the progress of pupils with SEND and pupils who are non-SEND.</p> <p>However, it is important to mention that comparing these assessments with spring term 2024 for pupils with SEND (data in brackets), we can clearly see that the progress of this group of pupils has increased considerably since this time last year. This is down to the interventions and support in place.</p>	
Increase the % of pupils with SEND making at least expected progress in Phonics and Reading in KS2.	Extra Teaching Assistant provided to deliver daily 1:1 Phonics and Reading interventions in KS2.	<p>The Phonics Teaching Assistant Lead has ensured that pupils who have phonics skills lower than the expected level for their year group have received support through daily 1:1 keep up support. Pupils have been assessed on a regular basis and have made accelerated progress to support them to catch up. Pupils have achieved their targets and have exceeded these, by being moved off the programme due to the development of their skills.</p> <p>This is having a significant impact on their ability to read and access the curriculum in their classes.</p>	<b>Next steps:</b> This will be continued next year, due to the significant progress being made by pupils.

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Desired outcome	Chosen action / approach	Estimated Impact	Actions (and whether you will continue with this approach)
Pupils with high needs SEND are supported	Pupils with high needs SEND, and their families,	Outside agencies are well used to support those pupils who are at Specialist Support level on the	<b>Next steps:</b> This will be continued next year.

externally by qualified experts who will support school to implement focussed in class support to help them progress.	will have direct support from outside agencies such as Pupil and School Support, Communication and Autism Team, Educational Psychologist and Speech and Language Therapist.	Code of Practice. Time spent and regular liaison with the SENDCo proves successful in ensuring pupil needs are being addressed quickly and efficiently. Close working with the Educational Psychologist, Pupil and School Support and the Communication & Autism workers has meant that staff are well supported in strategies for intervention for particular pupils.	
Pupils with specific needs will feel more supported through the use of sensory resources.	Purchase specific resources to support the needs of pupils with specific needs.	Sensory resources have been purchased for the Sensory room and specific classrooms to ensure those who require support can access these freely. Use of these resources has shown greater concentration in pupils and a quiet space to regulate their emotions.	<b>Next steps:</b> This will be continued next year.
For pupils with emotional and well-being needs to feel more supported through the use of alternative measures.	SENDCo to attend Sensory Circuit Training	The SENDCo has attended Sensory Circuit training with the Occupational Therapy Team.  Pupils have not yet begun this programme of support, as time is needed to arrange training and resources.	<b>Next steps:</b> Continue to develop this next year. The SENDCo will deliver training to the Teaching Assistants, who can use this with small groups or individual pupils who need this support. Resources will need purchasing to make this easily accessible.
To improve the attendance of pupils with SEND.	To implement our full range of attendance awards to encourage our high expectations for attendance at school.	The attendance of our pupils with SEND is currently 89%, compared to non-SEND pupils at 95.3%. There is a significant difference in the attendance of our pupils with SEND and part of this is due to a number of part-time timetables in place this year which do impact the attendance figure. Without these pupils, the SEND attendance would be 91%, so this would still be significantly lower than the pupils without SEND.  Work with our attendance officer will continue, along with new initiatives and support in place in September 2025, and this will support this group of pupils to attend school more often.	<b>Next steps:</b> Review attendance initiatives and support via attendance officer and school support. Work alongside families where attendance is lower than the expected standard.

<p>Pupils feel more able to discuss their emotions through emotion coaching and have a better understanding of why situations make them feel a certain way.</p> <p>Staff in school are better equipped to support pupils emotionally.</p>	<p>Embed TIAAS into everyday practice.</p>	<p>The Educational Psychology Team conducted a learning walk of school provision and use of TIAAS strategies. In discussion with the SENDCo, strategies are in place and staff are going above and beyond to support our pupils.</p>	<p><b>Next steps:</b> TIAAS will continue next year. The SENDCo will attend further TIAAS Network meetings to gain further information and guidance.</p>
<p>Pupils will be more aware of how certain situations make them feel and why, and will be taught strategies to enable them to manage their emotions more effectively.</p>	<p>Use of My Happy Mind resources across the school to develop pupil understanding of their well-being.</p>	<p>My Happy Mind was implemented as part of the DLP. We had to adapt the way this was implemented in school, due to our tight timetables. We have found the impact of this has not been significant this year.</p>	<p><b>Next steps:</b> We will not be continuing this programme next year.</p>