

SEN Annual Report to Governors

End of 2018/2019

Type of support	Number of pupils				
	End Year2/3 New to Juniors 2019/20	End Year 3	End Year 4	End Year 5	End Year 6
Special educational needs (SEN) support K	34	18	19	17	23
Receiving Element 3 Funding – also SEN support E3	3	3	3	0	1
Education, health and care (EHC) plan/ Statement of Need E	0	2	1	4	3
Total	34	20	20	21	26

Cohort end 2018/2019: Total number of pupils on SEN register = 87/437 children = 20%

Gender of pupils on school's SEND register

	Year2/3	Y3-6
Boys	12	54
Girls	22	33

Ethnicity -

White British	Dual Heritage	Asian	Black	Chinese	Other	Refused
43 49%	9 10%	23 26%	6 7%	1 1%	6 7%	2 2%

Total number of SEND pupils eligible for FSM	13=15%
Total number of SEND pupils who are Pupil Premium/Ever 6	32= 37%
Total number of SEND pupils who are Looked After (Fostered LAC)	2 = 2%
(Adopted)	9= 10%

Staff Skills

Summary of staff CPD for SEND 2018/19	
Teaching staff	Teaching assistants & support staff
<p>AET Level 1 ASD Training – whole school Ongoing Hays Safeguarding Training for new staff Whole school Safeguarding Training – all staff Initial DSL training – NO Team Teach Training – LC, MC, JNB, NO Primary NQT teaching and Learning – SS, LD Forest School First Aid – AS Word Aware Improving Pupils Vocabulary – JH, NO DSL Signs of Safety – JH, NO Pre Key Stage Standards Moderation – LC, LE EA, AW, JC Refresher DSL Training – ME Exclusions Training – LC How can Literacy drive social mobility – LC NO Forest School and Autism – AS Health and Safety Training – all staff Dyslexia Whole School Training Attachment Training – Whole School</p>	<p>AET Level 1 ASD Training– whole school Buccolam/Epilepsy relevant staff to children Ongoing Hays Safeguarding Training for new staff Initial DSL training – SC KA Team Teach Training – CS, ML, MG Midday Supervisor Training – All dining supervisors First Aid Skills Base – JH, MG Forest School and Autism – MN Health and Safety Training – all staff 1st year Teaching and Assessing Learners with Specific Learning Difficulties (Dyslexia) - RHJ Dyslexia Whole School Training Attachment Training – Whole School</p>
<p>Impact on quality of teaching and learning Training over the past year has linked to the school development plan and therefore has recovered Dyslexia Training for whole school and specific staff. This has a direct impact on the provision provided in quality first teaching. Training for specific members of staff has impacted the identification of need and therefore the consequent provision that is made and information provided for parents. It then identifies clearer next steps for children. The school has continued to receive training on emotional well-being and this has been supported through whole school attachment training. All staff now have a stronger understanding of how to meet the need of our rising number of LAC children and those experiencing trauma. Safeguarding training has broadened and teachers are more confident in recognising the complex link between a child's experiences and their learning. This is integral to a positive learning environment and recognition of need. Staff's understanding is reflected in the interviews which took place as part of the EWE Project and the school's Dyslexia Kite Mark Reverification.</p>	

Accessibility

The school has wheelchair access to all areas of the school except two of the classrooms. An additional three classrooms on the ground floor have had their doors specifically widened to enable wheelchair access more easily and so four classes now provide access. There is a lift for access to the upper floor and an EVAC chair on the stairs in case of emergency. There are currently two disabled toilets on site and one has been further adapted to ensure the increasing needs of children can be met. There is also use of an

additional portable ramp for access as required. A number of rooms have lowered ceilings to provide a better environment for those children with hearing needs. The school is working with the Occupational Therapy team to provide the most appropriate provision. This year we have again ensured that we are providing as inclusive an environment and learning experiences as possible. We have taken children with arrange of physical, social, emotional and cognitive needs to our week long residential. Children have participated in specific sporting activities, developed their skills through a broad and creative curriculum and accessed learning needs through supportive resources and teaching methods in a well-constructed learning environment.

Parental involvement in review meetings

100% of parents attended annual review meetings

Attendance

Whole school attendance 95.6%

Attendance of pupils with SEN 94.6%

Year	Subject / No.	ALL	SEN	SEN Boy	SEN Girl	SEN PP	SEN Non PP	EHC
2015/16	Number	75	14	7	5	4	71	2
	Reading	104.3	99.7	96.9	97.2	97	104.7	116
	GPS	105.9	99.2	97.9	96.4	97.3	106.4	111
	Maths	105.4	101.1	99.9	101.2	100.4	105.7	105
2016/17	Number	78	18	6	12	6	72	2
	Reading	106.2	103.2	103.2	103.2	100	106.6	109.5
	GPS	106.9	103.2	103.3	103.2	102.8	107.2	118
	Maths	105.4	101.4	104	99.9	101	105.7	95.5
2017/18	Number	99	19	9	10	7	12	2
	Reading	106.4	98.6	96.8	100.3	101	97.3	108
	GPS	106.9	100.1	100.1	100.4	101.1	99.8	104
	Maths	106.2	98.5	100.9	96.4	100.1	96.3	102
2018/19	Number	112	26	20	6	13	13	3
	Reading	104.1	97	96.7	97.2	95.1	98.7	104
	GPS	105.8	97.2	96.8	98.5	93.5	101.3	98
	Maths	105.8	98.9	99.3	97.5	96.7	101.3	103.5

	What provision is being made for these pupils?	What impact is this provision having?
Pupils on SEN support	<ul style="list-style-type: none"> • Assessed on entry • Quality First Teaching – Task Plans, Resources, Differentiated Work, Focused Teaching • Dyslexia Friendly teaching approach and resources • RWI phonic teaching and reading scheme • RWI writing programme • Nurture intervention • Speech and Language Groups • Girls Club • Targeted Maths Support • Setting as required for Maths/Spelling • Big Moves • Breakfast Club • Homework Club • Pragmatic Semantics • Dyslexia Group • 1:1 tuition • Adult Reading Support • Circle of Friends • Rockets Nurture Provision • Fine Motor Skills • EAL provision – Racing to English • Anxiety Group • Play Interaction • Boys challenge group • Contact/advice with outside agencies and directed support • Support of the school nurse • TLG mentoring programme through the Knighton Church 	<p>SEN provision ensures all children have access to a broad and varied curriculum which is not hindered by need. Children are individually assessed on a regular basis and progress is tracked. The development of the whole child is considered and evaluations/assessments of these needs feed into the provision map.</p> <p>Formal assessments are made in; phonics through RWI assessments, and Reading Ages, Nurture provision through Boxall Profiles, Speech and Language through Mean Number of Utterances, Play Interaction through observation record sheets, individual children in Pupil progress Meetings and specific needs through SENco in house assessments and from outside agencies.</p> <p>Progress is also monitored through formal and informal observations, monitoring, Performance Management and Local Authority Tracking Data.</p> <p>Additional needs are also identified through the use of Durham Pips assessments as the children enter and leave year 3.</p> <p>Interventions impact both learning needs and the whole child. We believe that learning does not occur in isolation and that although interventions are measured for their impact they cannot be seen as working alone. It is through the combined factors of quality first teaching, clear identification of need regularly reviewed, a positive learning experiences and curriculum and targeted interventions that children make progress.</p>
Pupils with statements of SEN/EHC plans	<p>In addition to the above children are provided with; 1:1 support to facilitate access to the curriculum, personalized learning opportunities, support from local authority specialists, Annual Reviews.</p>	<p>1:1 support impacts children in a range of ways. For those with physical and medical needs, it enables children to physically access the school and have their needs managed safely by an adult. Sometimes this may involve toileting or administration of medicine or medical support.</p> <p>For others, provision enables children to remain part of whole class learning through careful monitoring of learning needs and by</p>

		providing access to the curriculum through a range of strategies. It builds on the targets set in the Annual Review and ensure progress is made accordingly.
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The school has worked hard to implement a graduated response to Special Education Needs. All teachers have been trained in how to recognise a range of needs and how these can be best met through Quality First Teaching. The school has achieved the Dyslexia Friendly Kite mark and had this recently re-verified by the local authority under the supervision of the British Dyslexia Association. All new staff are given training in Dyslexia Awareness and provision. All children primarily receive Quality First Teaching and this is supported through differentiation, resourcing, Learning to Learn strategies and a personalised learning approach based on assessments and observations and supported with interventions. All teachers are responsible for the progress of their children and they work closely with parents, staff and pupils to monitor and assess progress. This is supported by in house assessments which are carried out on entry to the school and as a concern arises. If a child is identified as not making progress or demonstrating a cause for concern they are identified through pupil progress meeting and ongoing conversations with the SENCO. Next steps are then planned and conversations with parents will take place. Next steps may include additional provision, focused support, deeper assessment and investigation or the involvement of outside agencies. The school monitors the impact of this provision and works with outside agencies to support, evaluate and develop strategies and resources to support the child. Parents are involved in this process through both formal and informal meetings. Should a child require more significant support, the school applies for Element 3 funding and monitors the impact of this. If a need is considered to be of an enduring and significant nature then the school may work with parents to seek an Education Health and Care Plan.

Reports from meetings between the SENCO and the SEND governor

- **Autumn** The SEN register and Provision Map from last year have all been considered for impact and tracking. We have a clear overview of what each child has achieved and the impact of each intervention.
- In line with new Ofsted expectations, all staff have received Level 1 training on Autism and those with the highest need children have received Level 2. Any who have not made the meeting or new staff will attend Manor's ASD training in October. We have significant number of children with ASD or tendencies and this is becoming an increasing factor to consider in our teaching styles.
- The EWE Project have contacted parents of those to receive Theraplay. This shall begin this term and we are looking forward to it having a positive impact on those children involved.
- TLG are having significant impact and are increasing the numbers of children they can work with from 2 to 5. We are very pleased about this!

- The school have welcomed the new year 3 children to the school and with this has come many positives and challenges. The cohort is a lovely group of children, who have shown that with clear instruction and guidance they can learn effectively.
- Year 3 Pupil Progress has identified Reading as a key priority with only 56% of the year group being at Expected Level. This will quickly be managed with RWI intervention and targeted support.
- LC has begun conversations with parents and these are proving to be really important in ensuring that EHC's can be put in place for the highest need children.
- Some children are requiring a very targeted personal provision map which is quite time consuming for all involved.
- We have advertised and are interviewing for teaching assistants to cover roles which have occurred through additional Element 3 funding applications.

Spring Term 2019

- Theraplay – Educational Psychology Service project 'Emotional Well-being in Education'. Theraplay for Looked After Children has begun and is taking place on a weekly basis.
- 3 EHC applications have either been submitted or almost submitted. These are key application for 2 LAC and adopted children and one child with highly complex needs. We are hoping these will be successful and impact significantly on their success in school.
- A new Self-esteem group has been set up run by Asha Davies. Asha is completing a PHD in Psychotherapy. The group is to support the self-esteem and understanding of emotional language of the LAC and adopted children in school.
- We have started another new teaching assistant this year to support a child in Year 6. Two teaching assistants left at the end of last year and one is on long term sick – therefore we are continuing to interview for additional teaching assistants.
- We have embarked on the Dyslexia Reverification process. This is a year long process of gathering evidence and ensuring good practice is evident in the school.
- Pupil Progress Meetings have taken place and this has continued to identify provision and additional children requiring support.
- Performance Management of all TA's is almost complete. A big task with 23 TA's in the school.
- The SEN register has been updated on SIMs and in addition many more Pupil Premium children have been identified.
- Ruth Jones is making good progress on the Dyslexia Qualification – this will enable her to diagnose dyslexia. This will be invaluable have should save money on private assessments.
- The new Evergreen Room has been put to good use supporting a range of children of all backgrounds and needs. It is essential that the school offers a nurturing approach and responds to the changing lives of children throughout the school.

Summer Term 2019

- The Dyslexia Kite Mark Reverification was on Friday 24th May. The school has been busily preparing and planning for this. A large folder of evidence has been submitted, a lengthy report has been written o outline what has taken place over the last three years and a report has been sent in response to outline what they are looking for. The process involves interviewing TA's, parents, children, Governors, staff, SENco and

class teachers. There are walk throughs, classroom observations and analysis of impact data also taking place. To support the process, the school has ensured that all l's are dotted and t's crossed. As always training of staff and governors has taken place, the school council have received training, parents have been invited in for workshops, coffee morning have been running and interventions have continued to show impact. The kite mark is invaluable in ensuring Quality First Teaching for SEN children is consistent across the school. It is hugely valued by all staff and our reputation continuously ensures that new admissions are in high demand.

- Data around Dyslexia shows that children have a settling in period when moving from the infants but that once provision has begun and children are able to apply the skills they have learnt and the majority make at least expected progress by the time they leave in year 6.
- Ewe Project. The school has continued to work with the Psychology Service to develop the EWE Project in school. There have been a number of interventions in school in response to this – these have included Theraplay and a Self-Esteem Group. On the teacher day, all staff are also contributing to the development of displays focused around the 'Curiosity Approach.' You will hopefully see the outcomes of this when you next tour the school.
- SEN support for SATs. The children have had their needs supported through a careful application of access arrangements. This involves a range of additional time, reading, small group, the use of additional resources such as ear defenders as well as consideration for their social and emotional needs.
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Next Steps:

- **Introduce the Voice 21 Oracy Project to develop oracy skills across the school.**
- **Increase identification and priority of need.**
- **Continue to enhance Dyslexia Provision and respond to outcomes of the reverification visit.**
- **Continue to develop EWE displays and provision for staff and children in school.**

LC September 2019