

# SEN Annual Report to Governors

End 2017/2018

Year 2/3 new to Juniors 2018/2019

Type of support	Number of pupils
Special educational needs (SEN) support	13
Receiving Element 3 Funding – also SEN support	3
Education, health and care (EHC) plan/ Statement of Need	2
Total	18

Year 3

Type of support	Number of pupils
Special educational needs (SEN) support not E3	17
Receiving Element 3 Funding – also SEN support	0
Education, health and care (EHC) plan/ Statement of Need	1
Total	18

Year 4

Type of support	Number of pupils
Special educational needs (SEN) support not E3	17
Receiving Element 3 Funding – also SEN support	2
Education, health and care (EHC) plan/ Statement of Need	2
Total	21

Year 5

Type of support	Number of pupils
Special educational needs (SEN) support not E3	14
Receiving Element 3 Funding – also SEN support	4
Education, health and care (EHC) plan/ Statement of Need	4
Total	22

Year 6

Type of support	Number of pupils
Special educational needs (SEN) support not E3	17

Receiving Element 3 Funding – also SEN support	<b>1</b>
Education, health and care (EHC) plan/ Statement of Need	<b>2</b>
Total	<b>20</b>

Cohort end 2017/2018: Total number of pupils on SEN register = 81 children = 19%

### Gender of pupils on school's SEND register

Boys	45
Girls	36

### Ethnicity - based on

White British	Dual Heritage	Asian	Black	Chinese	Other	Refused
38%	12%	23%	2%	0%	2%	2%

Total number of SEND pupils eligible for FSM	17/81 = 21%
Total number of SEND pupils who are Pupil Premium/Ever 6	28/81 = 35%
Total number of SEND pupils who are Looked After (Fostered LAC)	3/81 = 4% (including one now back at
(Adopted)	4/81 = 5%

### Staff Skills

Summary of staff CPD for SEND 2017/18	
Teaching staff	Teaching assistants & support staff
SP – SENco Award JH Safeguarding Training CS Hearing Impaired Course JH/LC CBT Training Whole School Theraplay Staff Meeting Barleycroft Curiosity Approach – LC/RHJ Epipen Training – relevant staff Epilepsy Training – relevant staff	In house RWI Training TA's. Lego Therapy Training SP/MN/BB Trauma Workshop LC/RHJ Girls and Autism – LC/RHJ CBT Training – RHJ/KA Mindfulness Training – KA Attachment Training - DC Epipen Training – relevant staff Epilepsy Training – relevant staff
<b>Impact on quality of teaching and learning</b> A lot of training last year related to greater understanding and development of a well-being approach in school. This affects early identification of need and how this need is responded to. This is particularly pertinent in terms of impact due to the increasing numbers of adopted children and those with more complex needs. Additional training relates to specific children's needs and how these are understood and met within the classroom setting.	

## Accessibility

The school has wheelchair access to all areas of the school except two of the classrooms. One classroom on the ground floor has had its door specifically widened to enable wheelchair access more easily. 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.

## Parental involvement in review meetings

100% of parents attended annual review meetings

## Attendance

Whole school attendance 96.3%

Attendance of pupils with SEN 94.2%

Met Expected Standard	2015/16	2016/17	2017/18 19 children
Reading	42.9%	65%	42%
Writing	42.9%	80%	47%
GPS	36%	75%	58%
Maths	71%	55%	47%

Ave. scaled scores	2015/16 SATs							2016/17 SATs						
	ALL (75)	SEN (14)	SEN Boy (7)	SEN Girl (5)	SEN PP (4)	SEN Non PP (71)	EHC (2)	ALL (78)	SEN (18)	SEN Boy (6)	SEN Girl (12)	SEN PP (6)	SEN Non PP (72)	EHC (2)
R	104.3	99.7	96.9	97.2	97	104.7	116	106.2	103.2	103.2	103.2	100	106.6	109.5
GPS	105.9	99.2	97.9	96.4	97.3	106.4	111	106.9	103.2	103.3	103.2	102.8	107.2	118
M	105.4	101.1	99.9	101.2	100.4	105.7	105	105.4	101.4	104	99.9	101	105.7	95.5
2017/18 SATs														
ALL (428)	SEN (19)	SEN Boy (9)	SEN Girl (10)	SEN PP (7)	SEN Non PP (12)	EHC (2)								
106.4	98.6	96.8	100.3	101	97.3	108								
106.9	100.1	100.1	100.4	101.1	99.8	104								
106.2	98.5	100.9	96.4	100.1		102								

	What provision is being made for these pupils?	What impact is this provision having?
Pupils on SEN support	<ul style="list-style-type: none"> <li>• Assessed on entry</li> <li>• Quality First Teaching – Task Plans, Resources, Differentiated Work, Focused Teaching</li> <li>• Dyslexia Friendly teaching approach and resources</li> <li>• RWI phonic teaching and reading scheme</li> <li>• RWI writing programme</li> <li>• Nurture</li> <li>• Speech and Language Groups</li> <li>• Girls Club</li> <li>• Targeted Maths Support</li> <li>• Setting as required for Maths/Spelling</li> <li>• Big Moves</li> <li>• Breakfast Club</li> <li>• Homework Club</li> <li>• Pragmatic Semantics</li> <li>• Dyslexia Group</li> <li>• 1:1 tuition</li> <li>• Adult Reading Support</li> <li>• Circle of Friends</li> <li>• Rockets Nurture Provision</li> <li>• Fine Motor Skills</li> <li>• EAL provision – Racing to English</li> <li>• Anxiety Group</li> <li>• Play Interaction</li> <li>• Boys challenge group</li> <li>• Contact/advice with outside agencies and directed support</li> <li>• Support of the school nurse</li> <li>• TLG mentoring programme through the Knighton Church</li> </ul>	<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. Progress is also monitored through formal and informal observations, monitoring, Performance Management and Local Authority Tracking Data. Additional needs are also identified through the use of Durham Pips assessments as the children enter and leave year 3.</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. For others, provision enables children to remain part of whole class learning through careful monitoring of learning needs and by providing access to the curriculum through a range of strategies. It builds on the targets set in the Annual Review and ensure progress</p>

		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 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. 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 where next steps are planned. These 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 2017**

- Children new to Year 3 have settled in well and brought with them their own individual needs. All children have been assessed in RWI, Reading Ages and Durham Pips. This is then used to form the basis of provision. Only one child has an EHC but the school is working to try to provide as much teaching assistant support through flexible timetabling.
- The Provision Map has been updated and considered with teaching assistants to ensure the right children are receiving the right provision. The Provision Map continues to be flexible in responding to need and is expanding to offer a range of interventions to meet the diverse needs of the school. Interventions have now started across the school having gone through a period of preparation and assessment.
- The SEN register has been updated and matched to SIMs records to ensure funding and data is consistent.
- LC has met with the outside agencies such as Speech and Language, LCI, Educational Psychology service etc to set up a programme of assessments and support throughout the next 6 months.

- LC has met with Governors to discuss the SEN Annual Report to Governors – available on the website. This reflects SEN information from 2016-2017 and gives an overview of the previous year's SEN information.
- The Website has been updated to include the latest SEN Policy, SEN Annual Report to Governors and Accessibility Plan.
- Two children who had been refused the EHC process before the Summer have now been appealed and are in the process of going through assessment for an EHC.
- LC has started teaching her Year 6 group five mornings a week to support the number and range of needs in Year 6.
- LC has attended Year 2 Annual Reviews at the Infant School in order to offer support and increase knowledge about children in preparation for transition next year.
- LC is continuing to reapply for Element 3 funding, apply for new children who require funding and apply for children who require EHC's.
- The school has advertised in house for a SEN HLTA role to offer support to the SENco in terms of in house assessments of children, the referral process and the day to day running of teaching assistants and subsequent support for children in the school.
- LC has met with the Homestart team to consider funding options which may help support parents and children bridging the gap between home and school.
- The school nurse has begun drop in sessions for parents on the first Thursday of the month. This is to again to help with the breadth of support offered to parents and children.

### **Spring Term 2018**

- Theraplay – Overdale Junior's have been given the opportunity to work with the Educational Psychology Service to take part in a research project to regarding Emotional Well-being in Education. This is with a particular emphasis on Looked After Children but will have impact on the emotionally well-being facilities offered to the whole school. We are very excited about this project.
- The school have recently had the support of ADHD Solutions to support and identify children with traits of ADHD. This has resulted in some very helpful assessments and greater identification of need. It is also part of our exploration of additional outside agency support.
- We have been allocated an excellent ASD advisory teacher from the Local Authority who has been working closely with children diagnosed with Autism.
- RHJ has been supporting myself with the SEN provision and management. This has been invaluable in ensuring a range assessments are carried out promptly and that the needs of children are met.
- Theraplay – Educational Psychology Service project 'Emotional Well-being in Education', is now up and almost running in school. We have met to organise a working party who will meet on the 19th June to write the action plan and consider the surveys and feedback from all stakeholders. The infant school will be attending and will then be able to support the process.
- ADHD Solutions have met with specific parents to support and offer advice.
- Annual Reviews are almost completed for the year. All successful in ensuring quality provision for children.

- New teaching assistants have taken up their post as funding has been allocated. They have already made excellent contributions to the school and are fitting in beautifully as part of the team.
- Teachers have received the first part of their dyslexia training which will be completed before the summer. This will then be given to teaching assistants and new staff in readiness for the kite mark update next year.

### **Summer Term**

- Teaching assistants have been performance managed by RHJ and LC. This has involved meetings and observations and will conclude with evidence for the SEN impact folder.
- Staff have been allocated to children in readiness for next year and transitions between year groups and key stages is already beginning for all SEN children with significant need.
- SLT are considering best use of staff next year to take into account the intensity of support required around safeguarding needs and emotional well being.
- 4 Element 3 applications have been place since May. This number will increase over the next few months and into the next academic year to ensure best provision for children.
- Transition work between infants and juniors is taking place involving meetings with parents, meetings with outside agencies, coffee mornings, visits and personalised transition booklets.
- SENco's within the MAT are meeting on 19<sup>th</sup> June for our first Network Meeting with GB.
- Additional support for Year 5 children is now up and running. It is in place to provide those children with a boost before they enter year 6.

### **Next Steps:**

- **Embed EWE Project and wellbeing approach.**
- **Reverification of Dyslexia Kite Mark**
- **Continue to embed quality first SEN teaching**
- **CPOMMs introduced to manage complex caseload**
- **Develop the Curiosity Approach school wide**
- **Manage appropriate provision for new year 3's**
- **Support raising of attainment in writing.**

**LC September 2018**

