



SEN Report

January 2018

School Context

SEN Profile, Resources etc

Policy

The SEN Policy was last reviewed in December 2017. The policy was reviewed to ensure that it still complies with the current Code of Practice.

Key Contacts

SENCO: Miss Sophie Leadbeatter

SEN Governor: Mrs Carole Blunden-Lee

SEN Profile – January 2018:

Number of pupils with SEN (January 2018)

SEN Support	23
EHCP	3

- This represents 12% of the school population, which is lower than average compared to other schools nationally. There is at least one child with SEN in every class, however, most are concentrated in Years 4-6;
- The number of pupils who have an EHCP or are receiving SEN support is significantly lower than it was in 2012-13 and has been stable at around 10-11% for the last three years;
- 9 of the 23 children on the SEN Register also receive the Pupil Premium Grant (PPG) and are therefore seen as 'double disadvantaged'.

Type of SEN

Difficulty	No.	%
Social, Mental, Emotional and Health difficulties (SMEH)	3	13%
Cognition and Learning difficulties (CL)	9	39%
Communication and Interaction difficulties (CI)*	7	30%
Sensory or Physical (SP) difficulty	4	17%

* Includes Autistic Spectrum Disorder (ASD)

Budget Allocation

- The school does not receive a specific SEN allocation in its budget and is expected to meet the first £6,000 of a child's SEN provision from central resources. This rises to £10,000 for children with an Education, Health & Care Plan (EHCP). Where our costs are greater than £10,000, we are able to apply to the Local Authority (LA)

for top-up funding. We are currently allocated additional funds to provide 1:1 support for three children with significant and complex needs.

- To support SEN children, we do our best to ensure that we have a full-time TA in every classroom (either to provide direct support to a child or to release the teacher to work with them), high quality resources and access to additional support for mental and emotional health, speech and language and behaviour.

Deployment of staff and resources

- The Special Educational Needs Co-ordinator (SENCO) role is currently undertaken by Miss Leadbeatter (Year 6). She has a Post Graduate Diploma in Special Educational Needs (2017) from the University of Reading. During
- Our Family Support Advisor (FSA), Mrs Talbot, works with groups each afternoon, supporting speech and language, social skills and emotional literacy needs.
- We currently employ 3 SEN Teaching Assistants, all who support children with EHCPs.

External Agencies

Throughout the school year the following external agencies supported SEN pupils in the school:

- Educational Psychologist (EP);
- Speech and Language Therapist (SaLT);
- Support for Learning (SfL);
- Sensory Consortium;
- ASD Advisory Teacher;
- CAMHS.

Liaison with Secondary School Partners

Strong links exist with all our partner secondary schools. Close liaison took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector. Separate transition arrangements and induction visits were set up for SEN pupils where required.

Staff Development

During the year, teachers and teaching assistants have attended continued professional development in the following areas:

- Writing and reviewing IEPs;
- Differentiation – Sharing Good Practice;
- Supporting children with C&L needs;
- Network Meetings (SENCO);

Parents and Carers involvement

Parents of children on the SEN register are kept informed about their child’s targets and progress through regular meetings and access to an on-line IEP system. The SENCO attends these meetings as required. Parents of children with a Statement/EHCP are invited to attend annual review meetings and are formally asked for their views.

Attendance:

Group	Attendance
PP	96.2%
Non PP	96.9%

SEN	93.2%
Non SEN	96.9%
Double disadvantaged	95.1%
Non double disadvantaged	96.8%

There is a 0.7%(-) difference between the attendance of Pupil Premium and non - Pupil Premium children, a 2.8% (-) difference between the attendance of SEN and non-SEN children is 2.8% (-) and the difference between Double Disadvantaged and non - Double Disadvantaged children is 1.7% (-).

Evaluation of Previous Actions

What has been the impact of action taken? How do you know?

Statutory Assessments (July 2017)

- Year R: The one PPG child did not achieve good level of development, but has made good progress from baseline (1.3 average score to 1.8) and was only at 'emerging' for 4 areas of learning compared to 13 in October. The one SEN child (for SP) achieved good level of development.
- Year 2: There are 3 PPG and 2 SEN only children with one further 'double disadvantaged child. Of the three PPG only children, all were at expected standard+ in all three subjects with 2 at greater depth standard in reading. Neither of the two SEN only children was at expected standard+ for any subject. The 'double disadvantaged' child achieved expected standard in Maths only.
- Year 6: Neither of the two SEN children achieved 100+ / expected standard. One had an average score of 90 and the other had 96.5. The two PPG only children achieved 100+ / expected standard+ in reading, writing and maths and had an average score standard of 106.5 and 107.5 respectively.

Current Data (December 2017)

- 2017 Results: KS1: SEN children were below the national average in reading and writing, but in-line for maths. In KS2, no SEN children were at expected standard, so we were below in all subjects. Progress was also below the national average for reading and maths. However, it should be noted that cohorts were small.
- 2018 Assessment: Y6 (5 SEN) – currently 80% are on track to be at expected in reading, 40% in maths and 40% in writing. This would be in-line with or above national.
- There is only 1 SEN child in Year 2 and they are currently not on track for expected standard.

Across the school more children are working at or close to expected standard than in July 2017: reading 42% (+19%); writing 34% (+20%); maths 51% (+26%) and reading, writing and maths combined 31% (+20%). However, progress in maths and writing is currently slow and there is a -1.0 gap with 'all' children.

Groups:

Disadvantaged:

- The gap between PPG and non-PPG is greater for all subjects than both December 2016 and July 2017.
- The progress gap is narrower for all subjects compared to December 2016 and July 2017. Progress in reading and maths is better than this time last year, but writing is slower than in December 2016.
- Attainment is lowest in writing and greatest in reading. Only around 25% of PPG children are on track to be at ARE in RWM.
- Non-PPG children are making broadly sufficient progress in all subjects, while PPG children are doing so in

reading and maths. Progress is slow in writing, however.

- There are large progress gaps in Year 6 for writing and maths and also large attainment gaps. This class represents the largest PPG cohort.
- 10 of the 19 children who attract PPG are also on the SEN register.

ACTIONS:

- Lesson observations by SENCO
- Writing and reviewing IEPs (T) (May 17)
- Differentiation – Sharing Good Practice (T/TA) (Nov 17)
- Supporting children with C&L needs (T/TA) (Jan 18)
- Network Meetings (SENCO)
- Breaking Barriers Conference (June 18)
- SENCO to visit Kennel Lane and mainstream school w/ good SEN outcomes (TBC)

SEN:

- The gap between 'all' and SEN is narrower than in December 2016 and July 2017 in reading, writing, maths and combined. However, the progress gap remains similar to July 2017.
- The attainment gap is widest in reading and writing with only 40% on track in reading and 34% in writing. 51% are on track in maths.
- Just under a third of SEN children are on track to be ARE in RWM.
- Progress in reading is similar to that of all children. However, SEN children are currently making slower progress than 'all' children (i.e. 1 step or half a term slower).
- 'All' children are making broadly sufficient progress (8.7 Steps). SEN children are making broadly sufficient progress in reading, but slow progress in writing and maths.
- Half of the SEN children in Year 5 (3/6) are on track to be at ARE in RWM compared to around a fifth of those in Year 4 (1/5) and Year 6 (1/6).

ACTIONS:

- Lesson observations by SENCO
- Pupil voice
- Writing and reviewing IEPs (T) (May 17)
- Differentiation – Sharing Good Practice (T/TA) (Nov 17)
- Supporting children with C&L needs (T/TA) (Jan 18)
- Network Meetings (SENCO)
- Breaking Barriers Conference (June 18)
- SENCO to visit Kennel Lane and mainstream school w/ good SEN outcomes
- Reading professional reports – EP, SaLT etc (T) (Oct 17)
- SL to follow an SEN child from each year group every 2 weeks, observing their provision and differentiation in class.

Double Disadvantaged:

- The gap between the PPG only (i.e. not SEN also) and non-PPG is narrower than for all PPG children (i.e. PPG and SEN).
- The biggest gap - 29% - is in maths with only 5/9 children on track for ARE. The biggest gaps are in Year 1 and Year 6. Overall, 5/9 are on track to be at ARE in RWM.

- The narrowest gap - 17% - is in reading where 70% are on track to be at ARE. 2 children (Year 1 and Year 6) are not yet on track.
- PPG only children are making marginally faster progress (0.5) in reading and writing, but 1.5 steps on average faster in maths. Overall, PPG children are making accelerated phase to phase progress.

ACTIONS:

- Lesson observations by SENCO
- Pupil voice
- Writing and reviewing IEPs (T) (May 17)
- Differentiation – Sharing Good Practice (T/TA) (Nov 17)
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Current Situation (*Key findings from monitoring*)

Key Areas for Improvement (What needs to change to improve standards and/or quality of teaching?)

Attendance of SEN children is currently 97.2% which is in-line with the whole school average and above the national average. The attendance of children who are BOTH on the SEN and register and in receipt of the PPG is 95.5%, which is lower than the whole school average, but in-line with national. It is also an improvement on October 2017, when it was 93.2%.

- Observations and pupil voice suggest that most SEN children's engagement is good. They feel appropriately supported and challenged during the lesson.
- SEN children tell us that they have the opportunity to work independently and if they do work with an adult, it isn't always the teaching assistant. There is an expectation that they can and will do the work given to them.
- Support staff are generally used effectively to scaffold learning and to pre- or re-teach key concepts. Sometimes they take the bulk of the class while the teacher does this with small groups or individuals.
- Most SEN children are well planned for and the work they are given is pitched and matched to their specific need. Most teachers have a clear understanding of children's barriers to learning and how they can mitigate them.
- There is not always a clear link between IEPs and planning and there are occasions when differentiated tasks are not properly pitched / matched.
- There is inconsistency with the quality and regularity of some specific SEN interventions within classes. However, those undertaken by the FSA, 1:1 support staff and Intervention teacher are effective and evaluated for impact.

Pupil voice – June 2017:

All pupils contribute to reviews through questionnaires and where appropriate, discussions with their teacher about targets and progress. Pupils are invited, where appropriate, to attend annual review meetings. Curriculum targets are written in child friendly vocabulary. SEN pupils tell us:

- Overall, around 78% of SEN children are happy in school with 22% mostly happy.

- Although most children could give a general target, few were able to give specific targets for Reading, Writing and Maths.
- There continues to be wide participation in 'enrichment' - a large majority of the children have been on a trip, attended an after school club or had the opportunity to represent the school (choir, sports teams etc). The residential trips to RYG and Hooke Court were mentioned in Year 6 and 4.
- Most, but not all children thought they had the support they needed in school. They recognised, however, that the 6Bs, talking partners, listening and avoiding distractions helped them to learn. Bar modelling (a new initiative was also mentioned).
- Nearly every child said that 'talking', 'being distracted' or 'silly behaviour' was a barrier to learning. Although logs would suggest that this is low level and infrequent, this is something that should be addressed.

Pupil voice – October 2017:

- Overall, around 74% of SEN and/or PPG children (19) said they were 'always happy' in school, while 16% said they were 'mostly happy'. Two children (10%) said they were 'unhappy' in school. Where children put 'unhappy', the reasons included a particular child 'being mean' or 'annoying me' or family issues. This was followed up by the appropriate class teachers.
- Most SEN children thought they had the support they needed in school.
- They recognised that the 6Bs, talking partners, listening and avoiding distractions helped them to learn. Learning walls were also mentioned as helping them to learn.
- There is wide participation in 'enrichment' - a large majority of the children have been on a trip, attended an after school club or had the opportunity to represent the school (choir, sports teams etc).

Changes to Provision/CPD

What action will you take to improve (what, when, who etc)?

- Ensure that differentiation is given to those children with SEN.
- Teachers to ensure provision teaching is happening to meet the needs of those with cognition and learning needs.
- Teachers share key targets with children;
- Specific needs are planned for (i.e. tasks and learning are differentiated) in all lessons;
- Planned interventions are appropriately pitched and linked to IEP targets ;
- Develop consistent approach to tracking planned interventions;
- Supporting children with C&I needs (TA) (Apr 18)
- 'Over teaching', concrete resources, writing frames and other 'scaffolding' used as primary strategies to support SEN children;
- Continue to up-skill teachers and TAs in specific areas of SEN;

Success Criteria

If successful, what will be the impact of your actions? What will success look like?

- Attainment of SEN children at the end of KS1 and KS2 is in line with peers nationally (%-age at 'EXS' and average scaled score) in reading, writing and maths;
- Progress of SEN children at the end of KS2 is in line with peers nationally in reading, writing and maths;
- Across the rest of the school, children on the SEN register make accelerated progress;
- 'Double Disadvantaged' children's attendance, progress and attainment are in-line with children who are 'SEN only'.