



## Annual report to Parents on the Implementation of the Special Educational Needs (SEN) Policy (January 2017)

### School Context

*SEN Profile, Resources etc*

#### Policy

The SEN Policy was last reviewed in October 2016. The policy was reviewed to ensure that it still complies with the current Code of Practice.

#### Key Contacts

SENCO: Mr Grant Strudley  
SEN Governor: Mrs Carole Blunden-Lee

#### SEN Profile – December 2016:

#### Number of pupils with SEN (January 2017)

SEN Support	19
EHCP	2

- This represents 10.3% of the school population, which is lower than average compared to other schools nationally. With the exception of Year R, there is at least one child with SEN in every class. However, most are concentrated in Years 3-5;
- 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% for the last three years;
- 10 of the 21 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)	4	19%
Cognition and Learning difficulties (CL)	9	43%
Communication and Interaction difficulties (CI)*	6	29%
Sensory or Physical (SP) difficulty	2	9%

\* 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 an additional £6,800 to provide 1:1 support for two children with significant and complex needs. We are also paying, from central resources, for 1:1 support for a child who does not yet have an EHCP.
- 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.



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### **Deployment of staff and resources**

- The Special Educational Needs Co-ordinator (SENCO) role is currently undertaken by the Headteacher. He holds the National SENCO Award and has a Post Graduate Diploma in Special Educational Needs (2012) from the University of Reading. During 2015-16, the Headteacher spent, on average, half a day a week as SENCO.
- Miss Leadbeatter (Year 5) is currently undertaking the SENCO training and will take over the role from April 2017 with support, initially, from the Headteacher.
- 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, two of whom 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;
- Behaviour Support Team (BST);

### **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 effective Individual Education Plans (IEP);
- Social, Mental & Emotional Health;
- Autism;
- Communication and Language;

### **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.



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### Evaluation of Previous Actions

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

#### **Statutory Assessments - July 2016:**

- **Year 6:** Overall, neither of the two children on the SEN register attained at Expected Standard in Reading or Writing. One did in Maths. Their progress was: -2.76 in Reading, -10.14 in Writing and -8.11 in Maths.
- **Year 2:** There were four children receiving SEN support - two of which were also disadvantaged and the other also EAL. None of the SEN children attained at Expected Standard in Reading or Writing, while one did in Maths.
- **Year 1:** The one SEN child did not pass the Phonics Check.
- **Year R:** There were no SEN children in the cohort.

#### **SENCO Actions:**

##### ***Improve the quality of teaching and support for SEN children:***

- Subscribed to on-line Individual Education Plan (IEP) and Provision Mapping system. There is now a consistent approach to writing targets and planning provision – the quality of targets has improved and IEPs are more regularly reviewed. Teachers now have quicker access to professional reports and are able to implement strategies and advice more easily.
- The SENCO uses a range of assessment tools to inform and advise teachers: Boxall profile; YARC, Salford Reading Test; HAST; Sandwell and Non-Verbal Reasoning. This means we (a) do not have to rely upon – or wait for – external professionals to provide advice and (b) we have good evidence to support referrals for external agencies when required;
- CPD has been delivered to teachers and TAs. This has included sessions on the effective writing of IEPs, supporting children with ASD and Communication and Interaction Needs. In addition, individual teachers have received support from SaLT, ASSC and Educational Psychologists. One of the support staff has trained to be an Emotional Literacy Support Assistant (ELSA). Further sessions are planned, including an external speaker on supporting children with Mental Health and / or emotional difficulties.
- An intervention teacher (0.6 FTE) was employed from September 2016 to support individuals and small groups. Her main focus has been the 'double disadvantaged' and initial assessments have shown accelerated progress for this group.

##### ***Improve school experience for SEN children:***

- The school attained Level 1 of UNICEF's 'Rights Respecting Schools' Award in recognition of our commitment to promoting children's rights and creating a safe environment for children;
- Analysis of behaviour and incident logs shows that a very small minority of children on the SEN register are more likely to be involved in incidents of poor behaviour, particularly outside during break and lunchtime. These children receive additional support and have pastoral support plans in place. SEN children are not bullied and they tell us that they are generally happy at school.
- The school's values include inclusion ('everyone') and we have a good record of ensuring that children on the SEN register participate in enrichment activities, including residential and other trips. One of our SEN children was elected to the School Council.



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### Current Situation

*Key findings from monitoring*

#### **Attainment and Progress – December 2016:**

- 10 of the 21 children on the SEN register are 'double disadvantaged' and also attract the Pupil Premium Grant (PPG).
- The attainment gap (SEN compared to 'all' children) is similar to July 2016 for this cohort in reading, writing and maths.
- The biggest attainment gaps are in Year 1, Year 2 and Year 6 in reading and maths. The smallest gaps are in Year 4 (all subjects) and Year 2 (maths).
- Progress in writing and maths in Year 4 is good. SEN children are making the most progress in reading. However, they are making slower progress than all children by an average 0.4 'steps'.
- 43% of SEN children are at ARE in maths - the gap with all children is -39%, which is smaller than the gap in reading and writing. The largest attainment and progress gaps are in writing, where only 17% of SEN children are at ARE.

#### **Quality of Teaching, Learning & Assessment:**

- 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.
- 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 – October 2016:**

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, 66% of SEN children say that they are happy, with a further 36% saying they are 'mostly' happy. This is a slight improvement when compared to May 2016.
- The most common reason for being 'mostly' happy was due to the actions of other children, but the mentions of 'name calling' or 'others upsetting me' as reasons were fewer than in May 2016.
- The number of children able to give a 'next steps' target has improved, however, a significant number are still unable to do so.



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- 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).
- Most, but not all children thought they had the support they needed in school. They recognised, however, that the 6Bs, talking partners, resources, displays, listening and avoiding distractions helped them to learn.

### **Attendance**

Group	2013-14	2014-15	2015-16	2016-17*
All Pupils	95.6%	97.1%	97.1%	96.9%
SEN Register	94.1%	96.8%	95.2%	96.9%

(\*To date)

- The attendance of SEN children is currently the same as 'all' children.
- The attendance of SEN children is in-line with or better than peers nationally.

### **Exclusions – Children on the SEN Register**

- During the academic year 2015-16 one child received two fixed term exclusions totalling 2 days. These were given for violent conduct towards other children and an adult.
- During the academic year 2016-17 so far, two children have received fixed term exclusions. One child was excluded for a total of 3 days for persistent disruptive behaviour, the other for 6.5 days for violent conduct towards children and adults.
- The children concerned have Pastoral Support Plans (PSP) in place. These include advice from external agencies such as BST and ASSC as well as 1:1 TA support throughout the school day.

### **Key Areas for Improvement**

*What needs to change to improve standards and/or quality of teaching?*

- Teachers need to ensure that IEP targets are reflected in their planning and that differentiated tasks are always correctly pitched and matched.
- Teachers implement external professional's advice.
- Improve the quality of the specific interventions undertaken in class.
- Interventions to be evaluated for impact.
- Look at early intervention for SEN children - are we doing enough in Year R / Year 1 to deal with underachievement in phonics, S&L and writing?

### **Planned Actions**

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

- SENCO to work with individual teachers on planning effective differentiated activities [GS, March 2017];
- Further CPD (individual and group) for teachers and support staff on specific SEN needs [SL & GS, April 2017];
- Standard 'impact forms' to be developed for non-class based interventions; SEN children to be discussed more fully at Pupil Progress Meetings [GS, February 2017];
- On-line IEP management system now on-line – continue training for teachers on how to use it effectively for writing and reviewing IEPs and for sharing professional reports [GS, February 2017];



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- Further develop the use of diagnostic tools (i.e. standardised tests) to support teachers understanding of needs and to measure impact [SL & GS, May 2017];
- SENCO to audit intervention strategies and resources being used across the school and provide opportunities to share good practice [SL & GS, April 2017];
- Undertake staff skills audit and design CPD programme to address needs [SL & GS, April 2017];
- Undertake regular monitoring of SEN children through observation, pupil voice, data analysis and work scrutiny [SL & GS, March 2017];

### Expected Impact

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

- Gap between SEN children and their peers is arrow or narrowing;
- SEN children perform as well or better than their peers nationally;
- Progress is accelerated in all year groups and more are working at or close to expected levels in each subject and combined;
- Most SEN children say they are happy in school and that they are challenged and well supported;
- Needs are planned for and met in all lessons (tasks and learning are differentiated);
- IEP / RAP interventions are appropriately pitched and targets are well matched;
- IEP / RAP targets linked to lesson plans;
- Teachers and TAs have good knowledge and skills to support specific needs;
- Pupil voice / books show children are moving from shallow to deep learning for their age / year

Grant Strudley  
SENCO  
27.1.17