

SENCo's Annual report to Governors

Evaluation of SEN School Offer 2015-16

Name of School: Eastry Church of England Primary School	SENCo: Mrs K. Plant
Date of report : July 2016	SEN Governor: Mrs J Willis

Special Educational Needs and Disability (SEND) Profile for past 12 months

Currently a data-base is kept of pupils with additional needs. These are either deemed to be 'SEN Support', 'EHCP' (Education, Health and Care Plan) or 'School Aware'.

- 16 pupils on the data base for SEN
- 3 pupils have EHC plans
- 13 pupils are at SEN Support
- 38 pupils are at School Aware

There no significant changes in numbers from 2014-15.

This represents 7% of the school population as SEN. With 1.4% of the school population having an EHCP.

The national average for incidence of SEN Support pupils is 13% of the school population and for EHCP pupils is 1.4%

Of pupils with SEN in our school, there are pupils with a diagnosis of Autistic Spectrum Disorder (ASD), Speech, Language and Communication difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Visual Impairment, Physical Impairment, Behaviour Emotional and Social Difficulties, Developmental Verbal Dyspraxia, Hypermobility, Dyspraxia and Dyslexia.

The school are in the process of applying for 3 new EHC Plans to support our pupils.

Progress and Achievement of SEND pupils in the last 12 months

	No of pupils
Reception	3
Year 1	2
Year 2	2
Year 3	3
Year 4	2
Year 5	3
Year 6	1

Across the school very few pupils met the expected standard for their year group. However all of these pupils continue to make small steps progress across the core subjects and some made expected progress within core subjects but failed to close the gap.

With the rise in age-related expectations and the change in assessment data, it is unsurprising that SEND pupils are not reaching the average age-related expectations at this stage. This is a common picture nationally.

At present we are waiting for guidance from the DfE on how to calculate progress and how to compare our results to a national average.

Arrangements for Identification and assessment of SEND pupils

All pupils at Eastry Church of England Primary School are monitored closely. Where a learning issue is identified, strategies are put in place to address gaps in learning and the child put on the School Aware register. The class teacher looks at their practice to see if small changes can be made in the

Quality First Teaching to provide extra classroom support. Where these strategies are not successful further assessment is carried out and extra advice is sought. These pupils will be placed on our SEN register. This is the first response of a graduated response model and is recorded on a provision map for this child.

All pupils, have their progress and learning needs discussed termly at pupil progress meetings between the Head Teacher, SENCo and class teacher. Support is monitored and either continued or new strategies tried as the next step in the graduated response.

Where a new child joins the school, the previous school will be contacted and information gathered to best support the child. If necessary this starts the process of plan, do, review.

Parents of all pupils at Eastry C of E Primary School are offered 2 parent evenings a year to discuss the progress of their children. In addition, parents of SEND children are offered a transition meeting at the end of the year. Parents of SEN children are also offered meetings throughout the school year to keep them updated and informed; an open door policy is in place and parents can easily access the SENCo or FLO (Family Liaison Officer).

Update on Equalities & Accessibility Arrangements

A review of the Accessibility Plan shows that all short term activities have been successfully completed. Feedback from parent reading groups was positive and the intention is to repeat these in the next academic year. The school website continues to be updated with information to share with stakeholders and a new parent tested out signage in the school.

Our Equality Objectives are ongoing. We continue to monitor and analyse pupil achievement and aim to raise the attainment on core subjects of our vulnerable learners. A triangulation of data, book scrutiny and teaching observations concluded that provision for our vulnerable children is generally good, with evidence of personalised learning in class, quality learning in books and focused support by adults on these pupils.

Update on SEN Provision Arrangements (Curriculum and Interventions)

Wave 1 interventions are part of Quality First Teaching and include differentiated tasks and explanations. A particular focus this year has been on encouraging pupil ownership of their learning; for example using self- assessment of learning against the success criteria for that lesson/ task.

Wave 1 strategies are monitored through teaching observations, book monitoring and pupil progress meetings and show that teachers and teaching assistants are skilled in using a range of strategies to include and motivate children in lessons.

Wave 2 interventions are targeted at underachieving groups and individuals and include:

- Targeted interventions for literacy and numeracy skills from a teacher, which address specific needs identified by the class teacher -available to all year groups.
- Speech and language interventions for school identified targeted areas -available for all year groups.
- Reading volunteers for extra reading mileage and comprehension skills- all age groups.
- Bean Stalk Reading Volunteers- for literacy skills- available in Y 1,2,3,4
- Lego therapy for building social skills- available for all years
- Pre-teaching (pentagon) – all year groups
- Use of appropriate resources eg individual visual timetables, social stories, work stations,
- Better Reading Partners- building reading mileage, fluency and comprehension- all year groups.
- Clever Hands/ Fizzy- gross and fine motor skills development- all year groups
- Sensory circuits- body awareness, balance and core strength- all year groups
- Sounds Training- intensive teaching of sounds and sound chunks- available to Y5
- Toe by Toe- focused reading phonics programme- available to all years
- 5 Minute box- focused phonics programme- available to all years
- Wave 3 interventions are more intensive and individualised.
- Numbers Count- an intensive 1:1 numeracy catch up available to Year 2
- Numbers Count Light- 1:1 numeracy catch up- less intensive- available to Year 2,3,4

- Reading Recovery- 1:1 intensive reading and writing catch up programme- available to Year 1, 2
- School's Counselling Service- available to all years
- Personalised numeracy curriculum for children who are not working at age expected levels- available Year 5 and 6.

SEN Budget Allocation for past 12 months.

This will be addressed in the Finance Committee.

The school has successfully claimed High Needs Funding for 7 SEN children this year at a total of £74,643. This has enabled us to provide 2 fulltime teaching assistants in each classroom.

For use of pupil premium money see figures published on the school website.

SEND Staffing Resources

The Assistant Head Teacher/ SENCo is employed full-time to oversee the leadership of SEND, EAL (English as an additional language), Gifted and Talented pupils and acts as line manager to the teaching assistants. She assists the Head Teacher in his role as designated Child Protection Lead and also teaches the Reading Recovery intervention for Year 1 and 2 pupils.

There are 15 teaching assistants of whom 14 are full time and 1 part time.

6 teaching assistants are employed to work 1:1 or 1:2 with SEN children. 2 of these TAs have been employed this year using High Needs Funding.

1 support teacher covers PPA time for the Deputy Head Teacher as well as maths and literacy booster and interventions groups across the school.

We are supported by external professionals: Educational Psychologists, Speech and \Language Therapists, Specialist Teaching and Learning Services, Out Reach advisory teachers for ASD, Teacher for Visually Impaired, School's Counselling Service, School Nurse and Occupational Therapist.

Complaints relating to SEND in past 12 months

There have been no significant complaints to the school relating to SEN in the past 12 months.

However, there is an SEN tribunal in progress between a parent and Kent County Council for which the school will be called to provide evidence.

Parents have discussed any issues with the class teacher, Head Teacher, SENCo or FLO as appropriate.

SEND School CPD arrangements in the past 12 months

- 3 Staff meetings for teachers have addressed SEND reforms, the implications of the 2014 Code of Practice and writing of Provision Maps for SEN children. As well as training for teaching assistant to update them on the new Code of Practice for SEND.
- An audit of teacher confidence in addressing SEN needs in the classroom has been undertaken and training needs provided as necessary.
- An INSET day looking at how to support and extend children's maths knowledge using visual prompts and resources was beneficial to all children as well as those with SEN.
- Teaching assistants and teachers have attended training on ASD, Girls and ASD, Promoting Positive Responses to Difficult behaviour, Precision Teaching, Sensory Circuits, Cued Articulation, and training on reading and writing methods that will benefit all children. All of the above training is now in use across the school, providing a positive impact on learning. There was a whole school INSET day for Team Teach- a positive handling training session. All staff are now up to date with training.
- Staff share ideas from the training sessions across the year, as well providing opportunities for sharing and observing good practice in the classroom.

SEND Parent Partnership activities in the past 12 months

The SEN Policy has been reviewed and published on the school website.

The SENCo is available at parent's evenings to discuss pupil provision and progress alongside the class teacher. Parent's evenings are well attended. The SENCo also offers a transition meeting between parents and the next teacher. These are also well attended.

Annual Review meetings for children with EHC plans have been held and were attended by parents and professionals.

Many individual meetings have been undertaken with parents to discuss support for pupils throughout the year with positive impact.

The school has organised a parent support group for parents with ASD/ ADHD. There has been training for parents and staff that arose from this group, around supporting children and parents of children with ASD/ ADHD. The feedback was very positive.

Priorities for improvement of the school's SEND provision for the next 12 months

- Reapply for High Needs Funding and continue to use money for maximum impact and support of SEN children.
- Develop use of pupil voice for SEN children.
- Continue to analyse impact of interventions.