

SENCo's Annual report to Governors

Evaluation of SEN School Offer 2017-18

Name of School: Eastry Church of England Primary School
Date of report : July 2018

SENCo: Mrs K. Plant
SEN Governor: Mrs J Willis

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

The Code of Practice defines SEN as:

' A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school'.

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'.

- 24 pupils on our data base have SEN (11% of the school population)
- 5 pupils have EHC plans (2.9% of the school population)
- 19 pupils are at SEN Support (8.8% of the school population)
- 52 pupils are at School Aware (24 % of the school population)

The national average of a school population for SEN Support pupils is 12.2% and for pupils with an EHCP is 1.4%.

This profile at our school is made up of the following groups:

50% of those children on our SEN profile have needs linked to **Cognition and Learning**, including maths, reading, writing and a range of specific difficulties such as dyslexia and dyspraxia.

33% of those children on our SEN profile have needs linked to **Cognition and Interaction** including speech, language and social communication and interaction disorders such as Autism.

12.5% of those children on our SEN profile have needs linked to **Social Emotional and Mental Health** difficulties including ADHD (attention deficit hyperactivity disorder), ADD Attention deficit disorder) and ODD (oppositional defiant disorder)

4% of those children on our SEN profile have needs linked to **Physical and / or Sensory** difficulties including disabilities affecting hearing, vision or mobility/ hypermobility.

There has been a slight increase in the number of children with a diagnosis of Autism Spectrum Disorder on our SEN register (Cognition and Interaction). 1 child with Physical needs left the school.

The school successfully applied for 4 new EHC Plans last academic year and 1 this academic year.

Progress and Achievement of SEND pupils in the last 12 months

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

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

100% SEN Support children are on track to meet their Outcomes. 4/5 SEN children with an EHC plan are on track to meet 50% or more of their Outcomes.

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 personal provision plan.

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 Church of England 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.

Update on Equalities & Accessibility Arrangements

A review of the Accessibility Plan shows that all short term activities have been successfully completed, although our KCC Parent Education course was reportedly not so successful this year. Feedback from our parent reading and maths groups was very positive and it is the intention is to repeat these in the next academic year. The school website continues to be updated with information to share with stakeholders.

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

by adults for 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 e.g. 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 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
- Drawing and Talking- available all year groups
- Sound progress

SEN Budget Allocation for past 12 months.

This will be addressed by the Resources Committee.

The school has successfully claimed High Needs Funding for 7 SEN children this year at a total of £48,797. This figure is less than last year's sum due to a decrease in top up funding and a change in the way the Local Authority band SEN need type. This money has enabled us to fund 1:1 adult support for those children with a high level of need and to provide extra targeted support for our other SEN children. 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 13 teaching assistants of whom 10 are full time and 3 part time.

5 teaching assistants are employed to work with specific children. These TAs have been employed this year using High Needs Funding.

1 support teacher covers PPA time for the Deputy Head and Assistant Head ,as well as maths and literacy booster and interventions groups across the school. This will change next academic year.

Mrs Thomas our Family Liaison Officer re-joined us part way through this year. She has continued to work closely with families in many ways. She has also supported our children with reading, Drawing

and Talking and social skills interventions

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

The school has received an official complaint to governors during the last 12 months. Our complaints procedures were followed and the issues were looked into by a panel of governors, who responded to the issues arising.

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

SEND School CPD arrangements in the past 12 months

- Staff meetings across the year have SEN on the agenda and topics include ASD, sharing and building on good practice for writing scaffolding, High Needs Funding
- An audit of teacher confidence in addressing SEN needs in the classroom has been undertaken and training needs provided as necessary.
- An INSET day building on previous training on how to support and extend children's writing using story -telling and story learning using the Talk For Writing model was beneficial to all children as well as those with SEN.
- Teaching assistants and teachers have attended training on ASD, Selective Mutism, Early Identification of SEN ,Developing Thinking Skills, Clever Hands, Fizzy, phonics training as well as 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.
- All staff have had Safer Internet training and Safeguarding training.
- Mr Halling, Mrs Mellett and Mrs Plant attended safer employment training
- Teacher SEN related training included selective Mutism training and Identification of SEN in Early Years . Mrs Mellett has participated in training around Social, Emotional Mental Health and will be leading a project to raise awareness of SEMH within school; particularly around attachment disorder.
- All staff attended training on supporting children on the Autistic Spectrum- along with colleagues from Consortium schools.
- 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 and midyear 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.

Feedback from a parent questionnaires indicates that parental satisfaction with our SEN offer is very high- 100% agree or strongly agree .

Pupil voice indicates that SEN pupil satisfaction is high- 100% SEN support children agree, 83% SEN children with an EHCP agree .

Transition of Pupils with SEN

Of Year 6 children with SEN 4/5 will be transferring to Sandwich Technology School and 1 will be transferring to The Charles Dickens School.

We have supported the transition of our vulnerable children to their new schools through meetings

with the school's SENCo and have also offered parent transition meeting.

Governors

Mrs Willis our SEN buddy governor meets termly with Mrs Plant to work through objectives from a rolling programme of school SEN areas. She produces a report to be presented at the Full Governing Body meetings.

Mrs Willis attended training with Mrs Plant and other SENCOs, governors and Head Teachers around reviewing SEN provision in our schools, as well as Consortium governor training.

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.
- Continue to analyse impact of interventions.
- As part of a whole school priority develop our understanding and ability to support Social , Emotional and Mental Health within our school.