



SEN Information Report

SENCO: Simon Clay

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Dedicated SEN Time: 2.5 days (Full time contract across Federation)

Local Offer Contribution:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Whole School Approach:

Effective classroom teaching is a priority as this ensures teachers can readily identify if a pupil is not making the required progress or has additional needs. The class teacher will refer these children to the Inclusion Leader through the termly pupil progress meetings or as the immediate need arises. Parents will be communicated to at every point by the class teacher and the Inclusion Leader if necessary. Once a referral to the Inclusion Leader is made then the process outlined below takes effect:

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess:

On daily basis teachers informally assess pupils' progress through implementing Assessment for Learning techniques, use of the steps to success system to track achievement and the use of Blooms based questioning/feedback. Six times a year the class teacher meets with SLT (including SENCO) to discuss the progress of every child in their class. The SLT also complete a book scrutiny six times a year and learning walks throughout the year. These systems, combined with an open door approach for teachers to bring concerns to the SENCO, are designed to highlight any areas in which children may need extra support to make progress or require reasonable

adjustments to be made due to a medical need.

Plan:

Data obtained from assessments is used to decide on support that children require to enable them reach their potential. Data provided by class teacher is analysed by SENCO and form basis to choose most appropriate intervention programmes of targeted support.

Do:

SENCO collates the list of children who underperformed in different aspects of curriculum such as Reading, Writing and Mathematics. Depending on the results pupils are allocated to interventions groups run by Teaching Assistants, Class Teachers, Qualified Teachers and outside agencies.

Academic interventions focus around 1-1 intensive reading, writing or maths support to 1:6 ratio literacy and numeracy interventions. For children with SEMH needs, interventions include 1-1 sessions with trained child counsellors to LEGO therapy.

Parents are informed about the interventions that are put in place for their children in advance giving them time to raise any question.

Review:

Every term the SENCO analyses the impact of each intervention as part of the pupil progress meeting. The analysis shows how successful the interventions were and forms the basis of the next term's provision.

Outcomes of 2015-2016 Interventions

<u>Intervention</u>	<u>Outcome</u>
Small Group Literacy Booster (QTS)	77% made expected/above progress – Writing 62% made expected/above progress – Reading
Small Group Numeracy Booster (QTS)	62% made expected progress or above
CHATTS Counselling (Trained Counsellor)	100% of children increased SDQ score
Touch Typing (SENCO)	Pupil 1: WPM increased from 3-7, average errors reduced by 10. Pupil 2: WPM increased from 5-12, average errors reduced by 6. Pupil 3: WPM increased from 4-5, average errors increased by 13 (focus and concentration an issue)
1-1 Anxiety/Anger Management Sessions (SENCO)	100% of Yr 6 children supported have successfully made transition to secondary (conversation with secondary colleagues measured by attendance). 100% felt more confident about secondary (SDQ)
STLS Behaviour Support (QTS)	Pupil 1: No fixed term exclusions Pupil 2: 2014/15 – x3 FTE 2015/16 – x1 FTE Pupil 3: x5FTE (moved to specialist provision by LA)

Nessy (CT)	100% completed Nessy programme x5 weekly. 100% increase in phonic use accuracy. Still below expected levels although gaps closed – moved into spelling booster.
Clever Hands (CT and TA)	72% of children met age expected handwriting targets.
Speech and Language Therapy (SALT and TA)	100% completed course and demonstrated effective use of sounds. 100% still below expected attainment 75% making expected progress
Social Stories (TA)	All children completed sessions – SDQ in term 2 of 2016/17 academic year to measure behaviour and outlook.
Small Group Phonic Booster (TA)	100% completed course and demonstrated effective use of sounds. 100% still below expected attainment 75% making expected progress
LEGO Therapy (SENCO/TA)	Increase in SDQ score for teamwork and communication and through teacher observation.
Relax Kids	67% of children demonstrated targeted behaviour for learning skills.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Event	Who is Present	Frequency
Parent Evenings	Parents, Class Teachers, Head of School and SENCO	Twice a year
SEN Parent Consultations	Parents, Teachers and SENCO	Three Times a year
1-1 Meetings	Parents, children, teachers and SENCO	Arranged as need arises by any party
Parent Workshop	SENCO, Parents	Once a year
Learning Leaves	Parents, SLT	Twice a year

Raw Data

School Roll	117	100%
SEN Support	32	27%
EHCP	1	<1%
HNF	2	1%
EAL	2	1%
Pupil Premium	24	21%
PP + one other vulnerable group	13	11%

Attendance

	% sessions missed due to overall absence		% persistent absentees – absent 15% or more sessions	
	School	National	School	National
No SEN	2.3	3.8	0	2.2
SEN support	5.3	5.2	0	5.3
SEN with statement or EHCP	1.3	6.5	0	8.4

Attainment

% SEN on track for expected or better progress from their starting point	Reading	Writing	Maths
Year R – 12%	100%	100%	100%
Year 1 – 9%	0% - 1 Child	0% - 1 Child	0% - 1 Child
Year 2 – 21%	100%	100%	75%
Year 3 – 41%	57%	57%	57%
Year 4 – 50%	71%	86%	86%
Year 5 – 52%	90%	100%	80%
Year 6 – 37%	67%	83%	67%

% all pupils with SEN on track to achieve All Outcomes	> 50%	<50%	None
	93%	0	7%

CPD (2014-2016)

<u>Course</u>	<u>Staff</u>	<u>Outcome</u>
LEGO Therapy	SENCO, TAx3	LEGO Therapy running for x12 children per term across ks2. Focus to build self-confidence and communication skills.
EpiPen	CTx4,TAx6, SENCO, LSx1	School is compliant with health plan in place.
ASD Awareness L2	SENCO, TAx3	TAs working with or alongside children with diagnosed ASD given clear behaviour strategies and resources to use to boost academic and social progression.
Attachment in the classroom	CTx7,TAx12	Increased awareness from all practitioners of how to adapt the classroom to take into account the difficulties of children who suffer attachment disorders and how to deal with the behaviours linked to this.
CIC Designated Teacher	CTx2	Class teachers have an active participation in the administration and reporting mechanisms surrounding CICs
ASD/Dyslexia Friendly Classroom	CTx7, TAx12	Classrooms and first, high quality teaching to include simple adjustments to make the environment more accessible for with ASD and dyslexia.
SALT resource training	TAx5	Specific training so that TAs can deliver SALT programmes on the terms in which the SALT team are not providing block sessions.

All teachers and teaching assistants understand how to identify those with additional needs and the support required to meet their needs. Some staff have attended specialist training such as Fizzy, Clever Hands, ASD awareness, BRP (Building Better Reading Partnerships), SALT (Speech and Language Training) and Reading Recovery. Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: special schools, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, school nurse, SENCO cluster group, LIFT and dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Class teachers are asked to raise any concerns regarding their pupils. SENCO observes pupils and following parental consent refers them to LIFT. The recommendations included in a STLS or therapist report are implemented by a class teacher when appropriate. Some children with greater needs are withdrawn to work with a Speech & Language Therapists on a term on and term off cycle. In between sessions with a therapist a trained teaching Assistant works with small groups of children focusing on their speech sound production difficulties or communication and attention needs.

2. Cognition and learning

Pupils are identified as having learning difficulties through the pupil progress meetings and regular feedback from teachers. After assessment data analysis SENCO and head of school arranges the next round of interventions. If a pupil makes adequate progress then they are removed from the registers. If they do not then their name will remain on it until they do. The SEN register is a working document which is monitored regularly and revised as necessary. If persistent difficulties remain despite best endeavours then a referral to LIFT is made.

3. Social, emotional and mental health

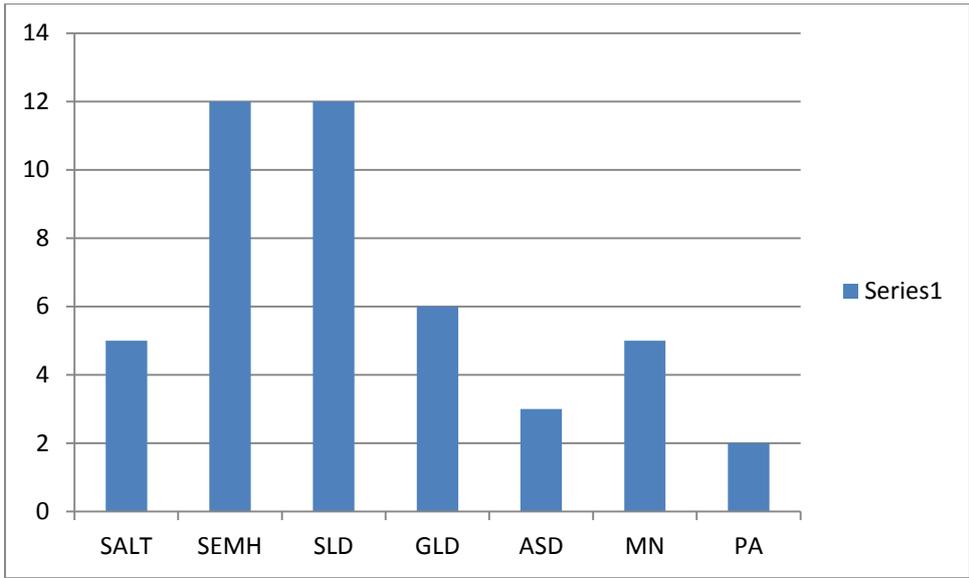
Pupils with social, emotional and mental health issues are identified through a discussion between a class teacher and SENCO.

Pupils with SEMH needs access Social Skills Groups that focus on building the following skills: effective communication, non-verbal communication, being part of a group, expressing your feelings, caring about yourself and others, problem solving, listening: a two way street, standing up for yourself and managing conflicts. The children, who take part in Social Skills Groups, are referred by class teachers. To be able to identify pupils' needs and match them with an appropriate programme, pupils and class teachers complete a SDQ. The sessions can take the form of 1-1 work with SENCO or small group LEGO therapy.

Children with more complex needs can access 1:1 support from a trained counsellor from the CHATTS service.

4. Sensory and/or physical needs

Information about pupils' medical conditions is available to all staff. The strategies are put in place to support pupils with physical needs include clever hands, sensory circuits and physical changes to the learning environment.



Monitoring Timetable

Ongoing open door policy with teachers, teaching assistants and other members of staff to raise possible SEN issues

Term 1	Pupil Progress Meeting Book scrutiny SEN Planning Meeting with Teachers/Provision Maps SEN Parent Consultations Weekly Learning Walk
Term 2	Pupil Progress Meeting Book scrutiny Provision map review Observation Day with SEN pupil KS1 Observation Day with SEN pupil KS2 Weekly Learning Walk
Term 3	Pupil Progress Meeting Book scrutiny SEN Report Review SEN Planning Meeting with Teachers/Provision Maps SEN Parent Consultations Weekly Learning Walk
Term 4	Pupil Progress Meeting Book scrutiny Governor Meeting Weekly Learning Walk
Term 5	Pupil Progress Meeting Book scrutiny Observation Day with SEN pupil KS1 Observation Day with SEN pupil KS2 Weekly Learning Walk
Term 6	Pupil Progress Meeting Book scrutiny SEN Planning Meeting with Teachers/Provision Maps SEN Parent Consultations Weekly Learning Walk