



## SEN Information Report

SENCO: Simon Clay

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

Local Offer Contribution:

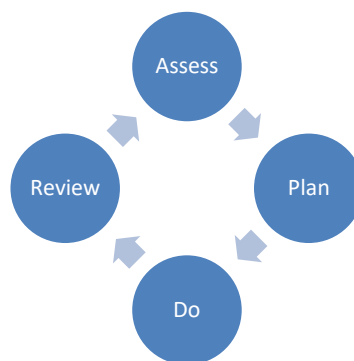
<http://www.kent.gov.uk/education-and-children/special-educational-needs>

### **Whole School Approach:**

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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, 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 a 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:**

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

**Do:**

The SENCO collates the list of children who underachieved in different aspects of the curriculum such as Reading, Writing and Mathematics. Depending on the outcomes, pupils are given access to intervention groups facilitated by Teaching Assistants, Class Teachers, Qualified Teachers and outside agencies.

Academic interventions focus around 1-1 intensive reading, writing or maths support or group interventions up to a 1:6 ratio for literacy and numeracy. Structured place value interventions such as Plus1 maths and phonic support through toe by toe are in place to help children with significant numeracy and literacy difficulties. For children with SEMH needs, interventions include 1-1 sessions with trained child councillors, support from the SENCO, the use of Margot Sunderland books/activities and LEGO therapy.

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

**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 2016-2017 Interventions**

<b><u>Intervention</u></b>	<b><u>Outcome</u></b>
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 7-8, average errors reduced by 10. Pupil 2: WPM increased from 12 - 13, average errors reduced by 7. Pupil 3: WPM increased from 6-7, average errors decreased by 10
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) X1 Child successfully made transition into year 6 (parent feedback/SDQ)
STLS Behaviour Support (QTS)	Pupil 1: No fixed term exclusions Pupil 2:2014/15 – x3 FTE 2015/16 – x1 FTE 2016/17 no FTE (no behavioural incidents after term 4)
Plus 1 Maths & Power of 2(CT)	100% completed Plus 1 programme x5 weekly. 100% increase in place value use accuracy. Still below expected levels although gaps closed. X2 Children progressed to Power of 2 intervention.
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 and Social Skills (QTS)	All children completed sessions – X1 child successfully managed transition into secondary and x1 child reduction in behavioural incidents and improvement in academic progress.
Toe by Toe (TA)	100% of children completed target sections of intervention. 100% still below expected attainment although 50% have closed the gap evidenced through NFER testing. 75% making expected progress
LEGO Therapy (SENCO/TA)	Increase in SDQ score for teamwork and communication and through teacher observation. Increase stronger in upper KS2 children.
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:

<b>Event</b>	<b>Who is Present</b>	<b>Frequency</b>
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 Stars	Parents, SLT	Three times a year

## Raw Data

School Roll	119	100%
SEN Support	31	26%
EHCP (Pending)	2 (3)	1.7% (2.5%)
HNF	5	4.2%
EAL	4	3.3%
Pupil Premium	24	21%
PP + one other vulnerable group	13	11%

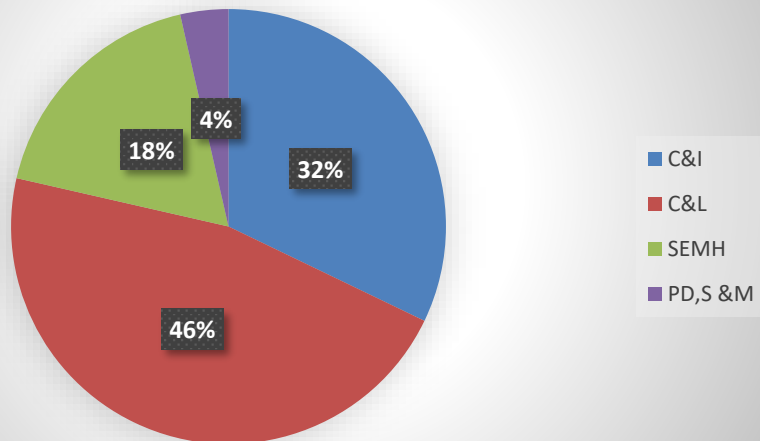
2016-17	<b>Total SEN Support: 31 (26%) (x3 EHCP applications: 23.5%) National Average = 11.9% (Kent = 9.9%)</b>	<b>Total SSEN/EHCP: 2 (1.6%) (+3 applications: 4.5%) National Average = 2.8% (Kent = 2.9%)</b>
Total SEN	33 (27.7%)	
Total monitoring/AEN	15 (12.6%)	

Year Group	SEN Support without HNF	SEN Support with HNF	SSEN / EHCP without HNF	SSEN / EHCP with HNF
Reception	3			
Yr 1	2			
Yr 2	1			
Yr 3	3	1		
Yr 4	6	2		
Yr 5	6			
Yr 6	6			2
<b>Total</b>	<b>27</b>	<b>3</b>		<b>2</b>

## Primary Need

Number of pupils	C & I	C& I and PP	C & L	C & L and PP	SEMH	SEMH and PP	PD, S & M	PD,S &M PP
Reception	2				1			
Yr 1	1					1		
Yr 2			1					
Yr 3	1		1				1	
Yr 4	1		1	1	1	1		
Yr 5		1	4			1		
Yr 6	2	1	4	1				
<b>Total</b>	<b>7</b>	<b>2</b>	<b>11</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	

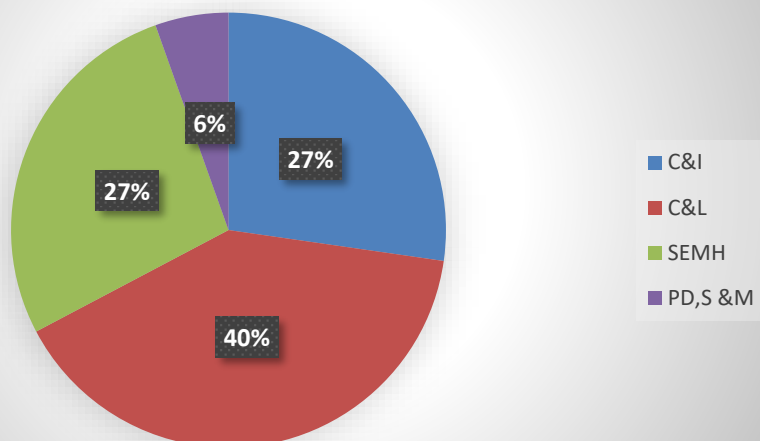
## Primary Need



### Primary and additional needs

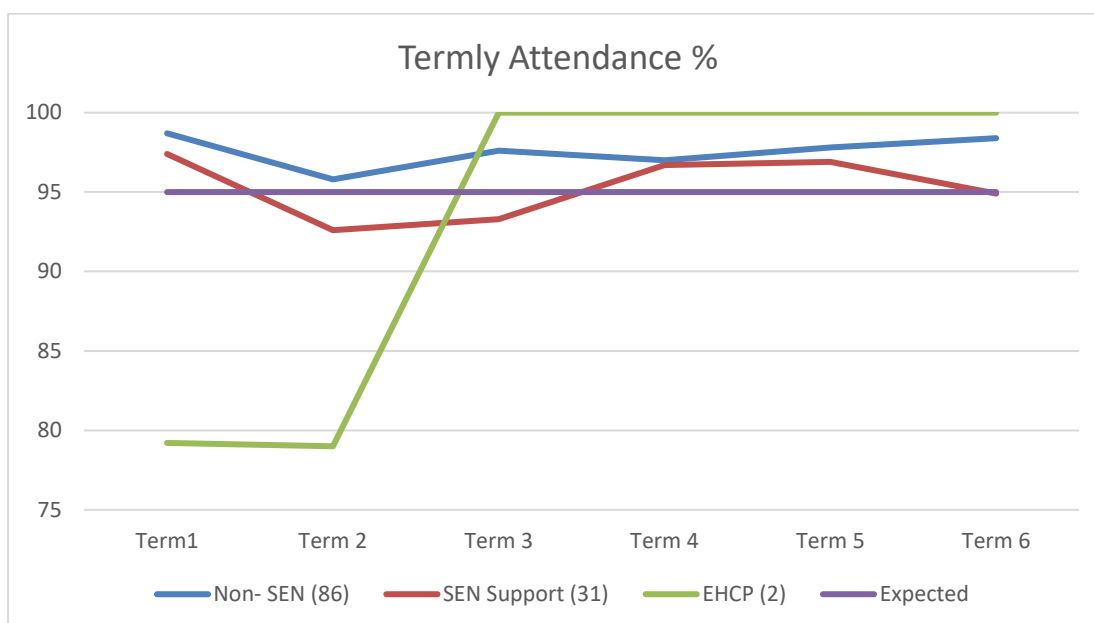
Number of pupils	C & I	C& I and PP	C & L	C & L and PP	SEMH	SEMH and PP	PD, S & M	PD,S &M and PP
Reception	3		2		1			
Yr 1	1			1		1		
Yr 2			1					
Yr 3	2		2		3		2	
Yr 4	1	2	3	2	2	2		
Yr 5	1	1	5			2		1
Yr 6	2	2	4	2	2	2		
<b>Total</b>	<b>10</b>	<b>5</b>	<b>17</b>	<b>5</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>1</b>

## Combined Needs



### Average attendance by term: 2016-17

%	Term1	Term 2	Term 3	Term 4	Term 5	Term 6	Total
<b>Non- SEN (86)</b>	<b>98.7</b>	<b>95.8</b>	<b>97.6</b>	<b>97</b>	<b>97.8</b>	<b>98.4</b>	<b>97.6</b>
<b>SEN Support (31)</b>	<b>97.4</b>	<b>92.6</b>	<b>93.3</b>	<b>96.7</b>	<b>96.9</b>	<b>94.9</b>	<b>95.3</b>
<b>EHCP (2)</b>	<b>79.2</b>	<b>79</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>93</b>



### Number of pupils on part-time timetable

%	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>SEN</b>	-	-	<b>1</b>	<b>1</b>	-	-
<b>Non- SEN</b>	-	-	-	-	-	-

### Behaviour 2016-17

Incidents	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>SEN</b>	<b>2</b>	<b>5</b>	<b>4</b>	-	-	-
<b>Non-SEN</b>	-	-	-	-	-	-
<b>Internal Exclusions</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>SEN</b>	-	-	-	-	-	-
<b>Non-SEN</b>	-	-	-	-	-	-
<b>Fixed term Exclusions</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>SEN</b>	-	-	-	-	-	-
<b>Non-SEN</b>	-	-	-	-	-	-

## SEN Outcomes

**Do all SEN pupils (including SEN Support) have SEN Outcomes that have been composed and agreed with parents and are linked to their particular area of need? (SEND CoP 6.39-6.43)**

**Yes**

What percentage are on track to achieve their SEN Outcomes?

% on track to achieve Outcomes	All Outcomes	> 50%	<50%	None
Review 1	96.8%	-	-	3.2%
Review 2	91.2%	-	8.8%	-
Review 3	91.2%	5.6%	-	3.2%

## SEN Achievement

<b>End of 2016- 17</b> % on track/ making progress	<b>Number of pupils</b>		<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN
Year R	3	15						
Year 1	2	18	50%	75% (5% BTE)	50%	85% (10% BTE)	50%	90% (10% BTE)
Year 2	1	12	100%	92% (17% BTE)	100%	100% (25% BTE)	0%	67%
Year 3	4	15	75%	95% (5% BTE)	75%	95% (5% BTE)	100% (25% BTE)	100% (16% BTE)
Year 4	8	10	100% (12.5% BTE)	95% (17% BTE)	87.5%	89% (11% BTE)	87.5% (12.5% BTE)	89% (22% BTE)
Year 5	6	9	66.7%	80% (40% BTE)	83.3%	87% (13% BTE)	100% (50% BTE)	100% (53% BTE)
Year 6	9	10	44.4% (33.3% BTE)		44.4%		44.4% (11.1% BTE)	
Total			72.7%		73.4%		76.4% (exc. 1 child in yr. 2)	

**CPD (2014-2017)**

<b>Course</b>	<b>Staff</b>	<b>Outcome</b>
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.
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.
Numeracy High Quality Teaching (Using Manipulatives)	CTx5	Introduction to multi-sensory methods of teaching numeracy using a range and variety of manipulatives as learning aids.
Attachment in the classroom	CTx2	Class teachers have an active participation in the administration and reporting mechanisms surrounding CICs
CIC Designated Teacher	CTx7, TAx12	Classrooms and first, high quality teaching to include simple adjustments to make the environment more accessible for with ASD and dyslexia.

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:

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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 the pupils in their care. The SENCO observes pupils and following parental consent refers them to LIFT. The recommendations included in a STLS or therapist report are implemented by the class teacher when appropriate. Some children with greater needs are withdrawn to work with a Speech & Language Therapist 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 has been completed the SENCO and Head of School arrange the next round of interventions. If a child makes the expected progress based upon their starting point then they are removed from the registers however, some children will not be able to make the progress expected and so the graduated approach remains in place. 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 a pupils' medical condition is available to all staff. Strategies that may be put in place to support pupils with physical needs include clever hands, sensory circuits and physical changes to the learning environment. In this area, we are particularly directed by our colleagues from health and aim to put in place their recommendations where practicably possible.

## Monitoring Timetable

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

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