

Annual SEN report to Governors 2015-2016

Name of school	Twineham CE Primary School
SENCO	Heather Trott / Jodie Vaughan
Date of report	18 / 07/16
SEN Governor	Mrs Thorpe / Mrs Jones

Overall statement based on OFSTED descriptors regarding the quality of the SEN provision in the school for the last 12 months

Pupils benefit from teaching that is at least good. This leads to substantial growth in pupils' knowledge, promotes very positive attitudes to learning and ensures that pupils are achieving well.

The teachers are all focusing on 'Quality First Teaching' and classroom observations undertaken by the Head teacher indicate that the children are receiving a 'good' education. The lessons are well structured and the children are positive towards their learning. The children are encouraged to set themselves targets and talk about the progress they are making towards them.

Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.

Children are happy to come to school, feel safe, nurtured and are well looked after. Our parental questionnaire completed this year (attached), reveals that parents and children are very happy with the how the school is run, the behaviour of the children and the progress their children make at school.

Pupils' progress is not held back by an inability to read accurately and fluently, or to use their mathematical knowledge, understanding and skills effectively. Those pupils who have fallen behind are being helped to make substantial and sustained progress in their reading.

The class teachers work hard to ensure the children are receiving 'Quality First teaching'. The teachers are well organised and plan differentiated work for all children in their classrooms. The children are able to access a variety of resources to support their learning and Teaching assistants are at hand to support and stretch individuals, as well as working with small groups of children. Children who are at risk of falling behind are discussed during half termly intervention meetings, where interventions and adaptations to class teaching are discussed and put into place. The child's progress is then reviewed by the head teacher / class teacher / TA / SENDCo and discussed at the next meeting (if not previously, eg for timed interventions). The interventions/ support and Quality First teaching taking place in the classrooms, are shared by staff through the use of the termly provision maps on the shared T drive. Any additional support required by a child is also recorded on the teachers planning and the Headteacher receives copies of these documents.

The school takes effective action to enable most pupils, including the most able, disabled pupils and those with special educational needs, to reach their potential.

The school uses a range of interventions to support groups of children and individuals. Some children's progress is targeted through the use of IEPs and parents are involved in supporting their child's learning. We have had some very good results from our maths interventions and most children who are on the SEN register (SEN support) are improving in their area of weakness. The Year 2 children have worked hard to improve their reading and 5 out of 7 of the children who failed their phonics screening assessment at the end of Year 1 have past the retake in June this year. We have also encouraged weaker readers to read with the younger children and we have had continued support from the Reading therapy dogs. We have also purchased a wider range of children's books, including stories by popular authors such as David Walliams, to promote a love of reading. We purchased a selection of story CD's to promote the children's comprehension and idea forming. Our SIP highlights the need to promote the children's writing ability, therefore we have purchased 'Clicker' (a word processing computer programme) which is being used in both a 1:1 context and whole class work. We have also started a new intervention called 1st Class @ writing. The intervention is based around a pirate theme and is designed to support Lower KS2 writers. The children have thoroughly enjoyed dressing up as pirates and completing the various literacy based activities. It has supported their learning and good progress has been made by all.

As a school we are flexible in how we support the more abled children. Due to having the mixed age classes, children are able to work on the higher level objectives, if appropriate. Some children have also attended NEARS gifted and talented sessions, ran by the local schools and one child has continued to work in the next classroom for Guided reading sessions.

Outcomes of pupils with SEN

Most children on the SEN register (SEN Support) have made progress and are closing the gap between themselves and their peers, in their particular area of weakness.

Quality of teaching and learning for pupils with SEN

Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.

Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.

The focus on Quality First Teaching has ensured that all of the children's individual learning needs and styles are taken into account when planning lessons and arranging resources. Children have been discussed during intervention meetings and suitable intervention / support and resources have been planned for them. The Teaching Assistants have had the opportunity to talk about the intervention that they are currently running and share all their success with the staff, during an INSET day. This has proved useful in ensuring that all staff know what each intervention involves and the amount of work the teaching assistants and children are required to do. We have also revisited the Dyslexia training / portfolio during a staff meeting and purchased additional resources to support this area.

Standard of behaviour and attendance of pupils with SEN

Pupils' attitudes to all aspects of learning are consistently positive, including when being taught as a whole class or working on their own or in small groups. These positive attitudes have a good impact on the progress the pupils make.

Pupils' attitudes to learning are positive across subjects, years, classes and with different staff.

The children are encouraged to talk about their learning and are supported in setting target for them to work towards. The children are aware of how to improve their work and are able to edit. Teachers ensure that the children are aware of the learning by clearly stating the

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learning intention at the start of lessons and referring to it throughout the lesson and through their marking.

Quality of leadership and management of SEN provision

Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.

The Head teacher uses the school system to support in setting ambitious targets and these are reviewed during intervention meetings. Good work is also celebrated through assemblies and school displays (aspiration display).

Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.

This year the staff have met each half term to discuss children's progress and monitor individuals through intervention meetings. In previous years, the Headteacher and SENCO would meet with teachers termly. Performance management meetings are held to discuss teachers targets and set ambitious targets for the children in their class. CPD is discussed and opportunities are given for staff to progress and develop.

The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising, including in English and mathematics.

This year the school has continued to successfully use three different maths interventions, which target different age groups and abilities, and we have continued to see good progress by all. We have also trained a TA in the use of a writing intervention to improve English outcomes for lower KS2. We have trained more staff to use the Standardised maths Assessment to monitor children's progress through the interventions, as it gives a Baseline score and then an end score. We have also recently purchased up to date assessment tools for assessing children's Spelling and Reading ages. The SENDCo attended a training course on Dyscalculia and the school purchased The Dyscalculia Assessment to be used as an intervention programme and to assess children and for difficulties in mathematics.

We have also continued with the Reading Therapy dogs, as this was found to boost confidence in reading as well as improving fluency and ability. Some children have also been following the 1:1 Read write Inc scheme to support their learning of phonics.

The culture of the school is characterised by high expectations and aspirations for all pupils.

All staff are expected to have high expectations and of their pupils. Work and achievement is celebrated in whole school assemblies and through displays around the school. Staff met with the Head teacher and SENCO to discuss targets for children and the children themselves are encouraged to challenge themselves.

The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.

The parents have been invited into school each half term to share the children's learning and to look through their child's individual books. We have also had a different topic week each term eg Hinduism, book week and the parents have been invited in to help with the activities and / or share their children's learning. We continue to ask for parents to help us in listening to children read and to support their maths development through games. For children who have IEPs, parents have been asked to co-produce these with the class teacher and discuss how they can support their child at home. We have also used whole school events such as Sports day to talk to individual parents and ensured that staff are available on the playground at the beginning and end of the day.

SEN register for last 12 months

Autumn: 9 children SEN support

1 statement

11% of the school population (92 on school register)

Spring: 11 SEN support

1 statement

1 EHCP

14% of the school population (93 on school register)

Summer : 13 children SEN support

1 statement

1 EHCP

14% of school population (94 on school register)

Boys / girls :SEN support, Statement or EHCP (Education, Health and Care Plan)

Autumn

8 boys

2 girls

Spring

10 boys

3 girls

Summer term

11 boys

4 girls

13 children receiving in class support through interventions / targeted teaching (on SEN register as concern)

Pupil Premium

1 boy (SEN support)

3 girls

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Groups of need

Speech and language
SpLD – dyslexic tendencies
SpLD -mathematics difficulties (dyscalculia)
Global Development Delay
Social, emotional and Mental Health
Autistic Spectrum Condition

Achievement of SEN pupils in last 12 months

Attainment: SATS Results (Age Related Expectations: P levels, WB working below, WT working towards, EXP expected)

KS2:

Child A (WT) Reading WT, Maths EXP, Writing WB

Child B (PR) Reading WT, Maths WT, Writing WB

KS1:

Child A (JE) Reading WB, Maths WT, Writing WB

Child B (EE) Reading WB, Maths EXP, Writing WB

Child C (JT) Reading P5, Maths P6, Writing P6

Child D (AS) Reading WT, Maths WT, Writing WT

APS

Percentage achieving national expectations (KS2)

Commentary

2 children are currently on the SEN register in Year 6 (Summer 2016). However, a further 5 children in Year 6 have participated in extra support and/or an intervention programme during their time at school, they achieved the following grades in the SAT papers:

R: reading GPVS: grammar, punctuation, vocabulary and spelling M:maths
NS (expected standard not achieved) or AS (expected standard achieved)

Child 1:

Ks2 data: R: AS GPVS: AS M: AS

Child 2:

Ks 2 data: R: AS GPVS: AS M: AS

Child 3:

Ks2 data: R: NS GPVS: AS M:NS

Child 4:

Ks2 data: R: NS GPVS: AS M:NS

Child 5:

Ks2 data: R: AS GPVS: AS M: NS

Child 6:

Ks2 data: R: AS GPVS: NS M: NS

Progress:

Include end of KS outcomes for pupils with SEN and for each year group over last 12 months

Progress in reading, writing, maths of SEN pupils (percentages and APS) How does this compare with all pupils.

Evidence of the impact of targeted interventions for pupils with SEN (qualitative and quantitative)

Maths continued to be a key area to focus this year. The 2 TA's and 1 teacher undertaken 1st class in number training continued to use this intervention programme. Assessment at the end showed that all of children have made progress and a number have made very good progress. 1st Class @ number has given us some fantastic results – in Year 2 100% of the children improved their maths age, one child improved their maths age by 18 months by the end of the programme!

1st class @ number 2 has also given us great results – 100% of the children improved their maths age.

Success at Arithmetic course for Y5/6 has also shown an improvement the children's maths ability.

Progress in any other whole school measure eg behaviour in learning

The teachers have commented that the children who took part in these interventions have noticed an improvement in the children's confidence with maths in their lessons and are starting to apply what they have learnt during these intervention sessions to their daily maths lessons.

Wider outcomes

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Attendance of all SEN pupils throughout the year: average 94.2 %

All SEN pupils have an attendance of 88% or above. (12 out of 15 pupils have an attendance above 90%)

Arrangements for early identification and assessment of SEN pupils

Within the first 6 weeks of the new school year, the teachers are assessing the children in their class through observation, questioning, work and formal tests. They are then asked to make a baseline assessment for the children in reading, writing and maths. These are then shared during an intervention meeting with the class teacher, head teacher, SENCO and subject leaders are present. We talk through the data and highlight any children who may need extra support or who did not make enough progress last school year. We discuss what class strategies, resources and / or interventions could be put in place to support the child's learning and if any additional assessments are to be carried out by the SENCO. We then review the progress through the next intervention meeting and / or with any intervention scores.

If a child joins the school mid year, the same model applies. The child is assessed formally and informally and the class teacher will speak to the parents and / or the previous school regarding the children's previous learning. The teacher may then discuss the child during the intervention meetings and / or will speak to the SENCO as required, for additional support / advice and resources. Due to the 2014 SEN code of Practice, any interventions that take place should follow the assess, plan, do, review model. This principle is also followed through the intervention meetings eg; teachers assess, we plan next steps, the teacher / TA implements strategies / interventions, we discuss at next meeting. We meet each half term.

Update on accessibility arrangements

There is an accessibility plan which can be found on the school website, which was reviewed in January 2015.

Outcome of school priorities for SEN (as outlined in the school improvement plan)

• Review SEND provision to comply with the Government's new SEND policy

The staff have been using the Assess, plan, do, review method and this has been working well. The SENCO has attended ASCEND SENCO meetings throughout the year to share ideas. The staff provision map that was implemented is being completed termly for their class / year group. It is proving to be a useful tool in looking at Quality First Teaching, intervention and follows the assess, plan, do structure.

• To continue to improve mental maths and mental calculation throughout the school. There are a few children who are finding mathematical concepts hard to grasp and are need in interventions programmes.

1st class in number and success at arithmetic has had fantastic results. The SENDco purchased a Dyscalculia online screener assessment and this has been used to assess two children, so far, as to whether they have specific number difficulties. Both children were found to not have dyscalculia. The SENDco also attended a day course on Dyscalculia. The course was extremely useful and The Dyscalculia Assessment handbook was purchased. The SENDco and Maths Co-ordinator will look at how the assessment book can be implemented for the next academic year.

Update on SEN provision arrangements (curriculum and interventions)

The portfolio Dyslexia portfolio is has been updated.

The following interventions have taken place during the school year, these have been with individuals and small groups of children:

- Additional phonics groups
- 'Write from the start' handwriting groups
- Reading therapy dogs
- 1st class@ writing
- Toe by Toe
- Read, Write Inc
- Talking maths (lower KS1)
- 1st class @ number (KS1)
- 1st class @ number 2 (lower KS2)
- Success @ arithmetic (upper KS2)
- Mentoring
- Jump Ahead
- Speech and language therapy
- Narrative therapy
- Fine Motor skills group

SEN budget allocation for the last 12 months

SEN staffing resources

1 TA and SENCO has received specific training for implementing a writing intervention

1 TA has attended 'Using visual supports to support a child with ASC'

SENCO attended training in 'Supporting children with Autism'

SENCO attended training in how to use the 'Boxall Profile' (for assessing children's Social, Emotional and Mental health)

1 TA attended training titled 'No two children are the same' (to support Mentoring sessions)

SENCO attended training regarding using 'Holistic'

Safeguarding / child protection training has been updated by several members of staff

SENCO attended Dyscalculia training

SENCO attended SEND annual conference

Reception / Yr 1 class have had 2 TAs – one of whom is to meet the needs of a child with an EHCP and deliver Speech and Language therapy to children throughout the school.

Yr 2 have had a TA most of the time to support the class teacher and to run intervention groups for that class (one to one and small groups). An additional TA has supported a Year 2 child with a Statement, who works in both Year 1 and Year 2 classrooms.

Yr 3 / 4 has had a full time TA to support the class teacher and to run intervention groups for that class (one to one and small groups)

Yr 5 / 6 has had a full time TA to support the class teacher and to run intervention groups for that class (one to one and small groups)

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This year the Teaching Assistants have worked a lot more with individuals to ensure they are receiving a personalised curriculum and meeting all children's needs. The teachers have needed to be more flexible in their teaching to ensure that all children are receiving Quality First teaching.

Complaints relating to SEN in last 12 months

No complaints

SEN school CPD arrangements in last 12 months

- Speech and language training for specialist Teaching Assistant
- KS1 maths course for 2 Teaching Assistants
- Lego therapy training for Learning Mentor
- Twilight meeting in Autumn Term supporting teachers with ILPs and how to ensure Quality First teaching is effective by supporting children with SEN in class in addition to targeted support in groups or 1-1 interventions
- INSET Days included focus on engaging learners across the ability range in reading and writing

SEN parent partnership activities in the last 12 months

Regular informal meetings with parents

Impact of partnerships with external agencies and other schools to improve the quality of SEN provision in the last 12 months

- On going Speech and Language support (NHS and ASCEND SALT) to provide programmes for children to work through with the Specialist Teaching assistant. The Speech and Language therapists who have assessed the children at the school are pleased with the progress the children are making and have stated that they are impressed with the time and effort we are putting into supporting these children.
- Referrals to Learning and Behaviour advisory team who have visited and written reports for the school on meeting the needs of individual children
- Physiotherapist visited to provide a program of activities to implement, to support a child
- Occupational therapy visited to look at how we can further support a child
- Social Communication team to support school with a Reception child
- Conversations and referrals to the School Nurse regarding health and behaviour issues of some children
- Referral to Family Support Worker (ASCEND)
- Telephone conversations with an Educational Psychologist to discuss individual cases.
- Educational Psychologist visited to discuss a child's transition to Year 3.
- Special Needs Officer (SNO) to support school with Annual review process

Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes

Dyscalculia online screener purchased and used.

Dyscalculia assessment tool purchased for application September 16.

SEN information report

This can be found on the school website. It is set out in a question answer format making it clear for parents to read so they know how the school can support their child. This will be reviewed annually and updated as required.

SEN policy

This can be found on the school website. It provides information for the parents on how their child will be supported in school and who to speak to if they need more support. This policy will be reviewed annually.