

Summerhill Primary School – SEND Annual Report

How does the school identify children with special educational needs?

The new SEND code of practice states:

“A child or young person has SEND 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:

- a) Have a significantly greater difficulty in learning than the majority of other of the same age;
or
- b) 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 schools or mainstream post-16 institutions.

At Summerhill Primary School if a child has SEND then we aim to identify those needs as early as possible.

Under the new SEND Code of Practice, there are four primary areas of need:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Only pupils with a learning difficulty that requires special educational provision will be identified as having SEND. At Summerhill we use a variety of methods to identify whether a child has SEND.

- Consultation with parents
- Feedback from teachers and learning partners
- Pupils making limited progress
- Early identification and screening
- Liaison with other professionals such as school nurse, paediatricians, physiotherapists, occupational therapist, speech and language, visual impairment team, inclusion consultants, specialist teachers and educational psychologists.

How many children in the school have been identified with SEND

There are 17 pupils identified as having SEND, 2 of whom have an EHCP

There are also 24 children on the Identified Needs Register who have additional and different teaching. Their areas of concern are monitored on an ‘enhanced provision’ form.

What type of special education needs does the school currently need to provide?

At Summerhill we currently provide for pupils with a broad range of SEND. This support matches the four main areas of need as identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

How are pupils with SEND ensured access to the curriculum?

Our support for pupils with SEND follows the graduated approach as follows:

Quality First Teaching

All lessons offer the challenge and support necessary for each child to learn and teachers will ensure that they provide Quality First Teaching for all pupils. This may mean making reasonable adjustments to their teaching and/or classroom environment to enable pupils to access and participate in the curriculum. This may be differentiation of tasks, questions asked and support given. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet the learning needs of pupils. Grouping arrangements are organised flexibly with opportunities for both ability and mixed groupings to maximise learning opportunities for all.

Enhanced Quality First Teaching

Further adaptations may be needed to ensure that children make progress. This may be further differentiation, extra practice of a specific skill, a booster programme or increased adult support from a teacher or learning partner.

Intervention

A range of interventions are used to ensure pupils with SEND are able to access the curriculum. The SENDCO will have involvement in coordinating additional and different provision within the school to enable the child to learn more effectively. Staff will work closely to devise a learning programme, based on assessment, which outlines specific measurable targets and strategies to meet them. The child's progress will be closely monitored and targets will be reviewed regularly.

Specialised Support

For those children whose progress continues to cause concern, the school may seek parental consent to request support from outside agencies (e.g. school nurse, paediatricians, physiotherapists, occupational therapist, speech and language, visual impairment team, inclusion consultants, specialist teachers and educational psychologists.). The class teacher, based on the advice they receive from outside agencies, will implement advice on new targets and fresh strategies. At this stage a SEND Support Plan will also be created. The plan will include detailed

targets and will be reviewed regularly - at least termly. At this time parents will be invited into school for a review meeting.

What are the targets and outcome for children with SEND?

All pupils with SEND are given a SEND support plan which details specific targets to work towards to enable them to make good progress. These targets and outcomes are reviewed termly. Outcomes for children with SEND over a three year period have been

How is their progress monitored?

All pupils with SEND are assessed against statements drawn from the National Curriculum. Pupils are described as emerging, expected or exceeding these National Curriculum statements for each year group. For some pupils with SEND we use an assessment system called 'B squared' to assess progress as this is designed to create smaller steps than the usual national curriculum and moves at a slower pace. Our assessments are regularly moderated (checked for accuracy and consistency) internally – between teachers – and externally, by the Local Authority. Within every lesson, teachers are expected to use assessment for learning strategies to check how well a pupil understands and how much progress they are making. Our Senior leadership team check the progress of pupils termly. The Head teachers and class teacher discuss what we are doing to make sure all pupils make good progress at termly Pupil Progress Meetings. For pupils with SEND, teachers discuss progress with parents every term and a termly review is completed by the SENDCo with the views of the child taken into consideration.

Are all the relevant plans in place?

Individual SEND support plans are in place and are developed for each pupil with SEND identifying areas for development.

How are school resources deployed?

We currently have 7 children (with another child's funding to be agreed at the end of December 2017) with additional high needs funding. The amount of hours varies depending on the child's needs. This is an amount of additional funding applied for annually for children with a high level of special educational needs as is dependent on the category and severity of need. The first £6000 of any SEN pupil's entitlement is funded through the delegated school budget. The school receives funding from the local authority. These funds include money to support the learning of pupils with SEND and/or disabilities. If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated and the school will apply for top up funding. The Head teachers, in consultation with the school's Governing Body, decides the budget for SEND provision based on the needs of the pupils in the school. The Head teachers, SENDCO and Intervention teacher evaluate the effectiveness of the school's current interventions and provisions, and plan for future needs which may include additional and alternative interventions, deployment of staff, staff training and equipment. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to enable them to learn and make progress.

Describe the progress on any parts of the School Improvement Plan relating to SEND

N/A at present.

Relationships with other agencies are strong and the SENDCo has a clear overview of the needs of children on our register. The school is fully accessible.

SEND Policy

The SEND Policy has been updated and is being taken to be ratified at the Teaching ,Learning and Assessment Governors Committee on Monday 20th November.This policy is reviewed annually as part of the policy review calendar. The SENDCO, in consultation with staff and governors, is responsible for the review of the policy. The intimate care policy was reviewed in October 2017.

SENDCO Training

Mrs Rannard has been appointed as the new SENDCo from 1st January 2017 and will complete the National Award for Special Educational Needs Co-ordination within the legal requirements of 3 years. The Assistant SENDCo also attends appropriate Local Authority training and meets with other SENDCo's from the MADCOS cluster to share good practice.

Staff Training

At Summerhill we believe that children's learning needs will be met in the first instance through the high quality teaching delivered by the teachers in our school. We regularly review the school's training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs. The school is able to access training programmes from Sefton Inclusion Service. Individual training can also be arranged where and when necessary. Teaching staff have received training on how to complete SEND support plans, we have sensory training booked in from the Together Trust, staff have attended 4 consultation meetings with Together Trust and also worked on a 1:1 with professionals from Together Trust.

Which external agencies and support agencies are the school working with and how well is this working?

At Summerhill we work with a wide range of agencies across two local authorities to ensure all pupils with SEND receive the most effective support. Currently we work with:

- School nurses
- Paediatricians
- Physiotherapists
- Occupational therapists
- Speech and language therapists
- Visual impairment team
- Hearing impairment team
- Inclusion consultants
- Specialist teachers
- Educational psychologists

- Sefton Early Years Team
- Together Trust
- Severe and Complex Inclusion Consultant
- Continence Nurse
- Diabetic Nurse
- Social Worker
- Post-adoption team
- Team around the Family support workers

How does the school consider parent/pupil views?

We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage this. It is essential to understand both parents and children's views on any difficulties they may experience with their learning. If a child has an identified special educational need parents are invited to regular meetings with the class teacher, learning partners and/or SENDCO to discuss current progress, support strategies being used and expected outcomes. If a child has an Education, Health and Care plan (EHC Plan) parents and children will be able to share views formally at the Annual Review.

Vulnerable Groups Transition to Secondary School

A very comprehensive transition plan was drawn up to assist students who were on the SEND register, in their transition to secondary school including transfer review meetings and enhanced transition visits. Our pupils were transitioning to 3 different schools this year. The transition process included additional visits prior to the whole year days, meetings with key members of staff at the secondary schools allowing any concerns or worries to be discussed and access visits led by the Severe and Complex Inclusion Consultant. This has led to more informed SEND students, helping them to build their confidence about the changes and alleviate worries.

Achievements

All pupils at Summerhill identified as having SEND make good progress from their starting points in Reception class.

OFSTED report (February 2015) stated that 'The school shows a strong commitment to supporting pupils with a wide variety of sometimes complex disabilities and special educational needs. For some this limits their attainment but care is always taken to maximise progress, which is sometimes rapid and sustained. Additional support is provided either by the specialist intervention teacher or by the effective teaching assistants (known in school as learning partners). This allows these pupils to narrow the gap between their attainment and that of other pupils.'

Feedback from parents and children with SEND is overwhelmingly positive. They are pleased with the progress they are making and happy that they feel safe and secure in school.

Adobe Slate has been developed to celebrate the work and achievements of SEND children.

Forest School is now established and the area is accessible for all children. Each class will attend forest school for a half-term block each academic year. This outdoor learning supports pupils with social and emotional difficulties, increasing self-esteem and encourages team working.

School have introduced mindfulness sessions – initially to Year 6 to support social and emotional difficulties and to promote well-being.

School have referred a number of children to CAMHS and Butterfly Bereavement Counselling to support with social and emotional difficulties.

Developments

Areas for development are detailed in the school development plan with clear steps in place to ensure all objectives are met. This year we are focusing on ensuring that SEND support plans are even more detailed to ensure that children are supported even more effectively. They will be used as an ongoing document and are the responsibility of the class teacher.

Sensory Training will be offered to all class teachers and learning partners

1:1 Learning Partners will have Performance Management system introduced.⁷

Regular SEND observations and book scrutinies will be introduced.

Outcomes for pupils with SEND

KS1

	Number	Reading	Writing	Maths
Summerhill achieving expected standard	2	0%	0%	0%
National figure for all pupils*		76%	68%	74%

KS2

5 children	Reading	Writing	Maths
Summerhill achieving expected standard	60%	40%	60%
National figure for all pupils*	71%	76%	75%
Summerhill average scaled score	98.3	none given	102.5
National scaled score for all pupils*	104.1	none given	104.2
Summerhill progress measure	9.9	9.8	13.4

This is the national figure NOT for SEND but rather all pupils. Thus you are comparing the percentage of SEND pupils against all pupils. There is no longer a published figure of how national SEND pupils did, rather, Secure Access (the government data site) expects this comparison.

Remember in terms of progress, a score of 0 is the expected.

Further in KS2:

Of the SEND pupils, 1 had “a statement or EHC.” This pupil was 100% for Reading, Writing and Maths, with point scores of 103, (none given for writing), 106 and progress scores of 3.5, 4.6 and 5.7 respectively.

This pupil was therefore at expected in Reading, Writing and Maths combined. Of the other 4, only 1 (25%) was. The national comparator is again the figure for all pupils – 61%

Internal data throughout the school

Reading Attainment:	Number of children	% emerging	% at least expected level	% above expected level
Year 1				
Year 2	4	25%	75%	50%
Year 3	2	100%	0%	0%
Year 4	4	0%	100%	25%
Year 5	1	100%	0%	0%
Year 6	4	50%	50%	25%

Progress:	Number of children	% less than expected progress	% at least expected progress	% above expected progress - rapid
Year 1				
Year 2	4	0%	100%	50%
Year 3	2	50%	50%	0%
Year 4	3	33%	67%	33%
Year 5	1	0%	100%	0%
Year 6	4	0%	100%	50%

Writing Attainment:	Number of children	% emerging	% at least expected	% above expected
Year 1				
Year 2	4	50%	50%	25%
Year 3	2	100%	0%	0%
Year 4	4	0%	100%	0%
Year 5	1	100%	0%	0%
Year 6	4	50%	50%	25%

Progress:	Number of children	% less than expected progress	% at least expected progress	% above expected progress - rapid
Year 1				
Year 2	4	0%	100%	75%
Year 3	2	0%	100%	0%
Year 4	3	33%	0%	67%
Year 5	1	0%	100%	0%
Year 6	4	0%	100%	25%

Maths				
Attainment:	Number of children	% emerging	% at least expected	% above expected
Year 1				
Year 2	4	25%	75%	50%
Year 3	2	100%	0%	0%
Year 4	4	0%	100%	0%
Year 5	1	100%	0%	0%
Year 6	4	25%	75%	25%

Progress:	Number of children	% less than expected progress	% at least expected progress	% above expected progress - rapid
Year 1				
Year 2	4	25%	75%	25%
Year 3	2	50%	50%	0%
Year 4	3	0%	33%	67%
Year 5	1	0%	100%	0%
Year 6	4	0%	100%	25%

Spag				
Attainment:	Number of children	% emerging	% at least expected	% above expected
Year 1				
Year 2	4	50%	50%	0%
Year 3	2	50%	50%	0%
Year 4	4	0%	100%	0%
Year 5	1	100%	0%	0%
Year 6	4	50%	50%	25%

Progress:	Number of children	% less than expected progress	% at least expected progress	% above expected progress - rapid
Year 1				
Year 2	4	0%	100%	75%
Year 3	2	50%	50%	0%
Year 4	3	33%	67%	33%
Year 5	1	0%	100%	0%
Year 6	4	0%	100%	0%

Whole school – all SEND pupils

Attainment:	% emerging	% at least expected	% above expected
Reading	40%	60%	27%
Writing	47%	53%	13%
Maths	40%	60%	27%
SpaG	40%	60%	13%

Progress:	% less than expected progress	% at least expected progress	% above expected progress - rapid
Reading	15%	85%	33%
Writing	7%	93%	50%
Maths	15%	85%	29%
SpaG	15%	85%	29%