

Alverthorpe St. Paul's C.E. (VA) School 3-11yrs

SEN REPORT 2017- 2018

SEND Profile for last 12 months.

This report needs to be read in conjunction with the schools SEND Policy 2017-2018 which can be found on the schools website. Other policies that are linked to this report are Accessibility Report, Behaviour Report, Equality Report and Supporting children with medical conditions.

The system of SEN Support is designed to ensure support is focussed on need and outcomes rather than on classification.

- We have 24 children on the data-base for SEN.
- One child is on a My Support Plan (MSP)
- We have 2 children with an Education Health Care Plan (EHCP)

Of the children with EHC Plan one has a diagnosis of Autism, one has a diagnosis of cerebral palsy with resulting physical and learning difficulties and one has speech and language difficulties , cerebral palsy and physical difficulties due to a stroke as an infant.

There are also children with diagnoses of ADHD, Autism and SpLD (Specific Learning Difficulties – Dyslexia and Dyscalculia) and Diabetes within the SEND group, but not meeting the criteria for an EHC Plan.

The new Code of Practice makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such it reflects that high quality teaching, appropriately differentiated for individual pupils is the first step in responding to possible SEND.

IDENTIFYING PUPILS WITH SEND

To identify children with SEND, we at Alverthorpe St. Paul's School follow the guidelines of Wakefield's Pathway of Support for Children, Young People and their Families –See Appendix 1.

In school we have many strategies and resources to support children with SEND and these are implemented by the SENCOs and delivered by the Class Teachers and the SEN TA's and other TA's. SEND children will often follow a differentiated curriculum, adapted to their needs and using resources such as a personal visual timetable, a First and Next board to detail up- coming tasks, use of a posture board, use of an individual laptop for extended writing tasks, and other resources depending on their needs.

Interventions such as Lexia Reading Programme, Speed Up Handwriting, Catch up Maths, Mathletics, Socially Speaking, The Friendship Formula, Nurture Group, Numicon- Breaking the barriers and Fit to Learn are some of the strategies which have been used with SEND children this year.

SEND children in each class are monitored and evidence is gathered about abilities and behaviours, which can then be shared with other staff and professionals who are involved with the child as well as the parents. This evidence can be very useful when applying for interventions or EHC Plans from SENART or the LEA.

In addition, each September we administer whole school screening for Reading, English and Maths, using the NGRT Assessments for years 2,3,4,5 and 6. Reading, phonics and maths tests are administered to Year 1, Nursery and Reception have Baseline Assessment. This gives an overview of pupil progress within school and can be compared to the national average progress and attainment and is also useful in identifying children with SEND.

PROGRESS MADE BY PUPILS WITH SEND

The results below were taken from the government website.

KS2 Reading	Achieving the expected standard		Achieving a higher standard		Average score	
	School	National Benchmark	School	National Benchmark	School	National Benchmark
SEN 1	100%	71%	0%	25%	109	104.1
SEN Support 5	60%	71%	0%	25%	103.3	104.1
Non SEN 30	70%	79%	20%	28%	103.2	105.4

KS2 Writing	Achieving the expected standard		Achieving a higher standard	
	School	National Benchmark	School	National Benchmark
SEN 1	0%	76%	0%	18%
SEN Support 5	60%	76%	20%	18%
Non SEN 30	77%	86%	13%	21%

KS2 Maths	Achieving the expected standard		Achieving a higher standard		Average score	
	School	National Benchmark	School	National Benchmark	School	National Benchmark
SEN 1	100%	75%	100%	73%	110	104.2
SEN Support 5	60%	75%	20%	23%	106.3	104.2
Non SEN 30	70%	83%	37%	26%	105	105.4

KS1	At least expected standard in reading				Below the expected standard in reading					
	Achieved in the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
	School %	Nat Ben	School %	Nat Ben	School %	Nat Ben	School %	Nat Ben	School %	Nat Ben
SEN EHCP 1	0%	76%	0%	25%	0%	2%	100%	4%	0%	17%
SEN Support 8	38%	76%	13%	25%	0%	2%	13%	4%	50%	17%
No SEN 29	76%	83%	21%	29%	0%	0%	0%	2%	24%	14%

KS1	At least expected standard in writing				Below the expected standard in writing					
	Achieved in the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
	School %	Nat Ben	School %	Nat Ben	School %	Nat Ben	School %	Nat Ben	School %	Nat Ben
SEN EHCP 1	0%	68%	0%	16%	0%	2%	100%	5%	0%	24%
SEN Support 8	13%	68%	0%	16%	0%	2%	13%	5%	75%	24%
No SEN 29	79%	76%	21%	18%	0%	0%	0%	2%	21%	21%

KS1	At least expected standard in Maths				Below the expected standard in Maths					
	Achieved in the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
	School %	Nat Ben	School %	Nat Ben	School %	Nat Ben	School %	Nat Ben	School %	Nat Ben
SEN EHCP 1	0%	75%	0%	21%	0%	2%	100%	4%	0%	19%
SEN Support 8	13%	75%	13%	21%	0%	2%	13%	4%	75%	19%
No SEN 29	76%	83%	14%	23%	0%	0%	3%	2%	21%	15%

After taking into consideration the above results and also looking at the target tracker and scrutiny of progress in children's book, the progress of the SEN children in this school is good.

Evaluating the effectiveness of the SEN provision

A baseline is conducted before all interventions commence and another assessment is carried at the end of the intervention to monitor to the progress. All results are then discussed with the class teacher and SENCO. All children who have one page profiles have meetings with parents at least three times

per academic year to monitor and assess progress. The children who have an EHCP have one page profile meetings and also one per year they have an annual review to discuss progress over the year.

SEND FUNDING

SEND funding was £6068. Some of this money was spent on two SEN TA salaries. Various resources such as visual overlays, coloured text books, different coloured whiteboards, posture boards, texture work surfaces, pencil grips, standing whiteboards have been bought to be used in the classroom.

SEND PROVISION ARRANGEMENTS (Curriculum and Interventions)

Curriculum changes are continuing to happen and the inclusion of SEN children is still being monitored – specifically looking at inclusive strategies in use in the classroom, particularly during the introduction of lessons by the class teacher. Interventions are happening to pre teach methods to SEN children, more so in Maths, so SEN children can access the learning with the whole class session.

WAVE 1 Interventions are part of Quality First Teaching and include differentiated tasks and explanations. A particular focus for 2015-2016 has been the use of concrete, pictorial and abstract representation in Maths and the introduction of 'Numicon' (visual/ kinaesthetic equipment for explaining numerical concepts)

WAVE 2 Interventions are targeted at under achieving groups and the impact / progress made is shown on Target Tracker.

Interventions include:-

Targeted interventions for literacy and maths skills, which address specific needs identified by the Class Teacher.

Speed-up Handwriting – which builds pencil control and handwriting skills.

Time to Talk Group – which builds confidence and communication skills.

The Friendship Formula- helping children understanding and develop their friendships.

Speech and Language Interventions – delivered by Speech and Language Therapist and by Teaching Assistants liaising closely with the Speech and Language Therapist.

Lexia Reading Programme – an online programme which supports reading and spelling.

Fit to Learn Programme – a motor skills intervention group which is designed for children with noticeable difficulties with gross / fine motor skills and which also helps develop social skills

Use of appropriate resources e.g. visual timetables, work stations for children with Autism, posture boards. First and Next Boards, bespoke Teezi Breezi posture chairs.

WAVE 3 Interventions are individual and include:

ELSA- Emotional Literacy sessions one to one which help children understand their emotions and give them strategies to help them cope in different situations. It also gives opportunities for children to talk to the trained ELSA adult about any worries or anxieties.

Mathletics – an online maths programme which children can work through at home. Specific programmes and activities to address particular needs can be set and monitored online by the class teacher. There is a motivational scheme in school which rewards children who are regular users of Mathletics.

In addition to the Waves of Intervention we also offer:-

The Nurture Group -this runs daily from 8:30 – 8:55 and has successfully helped groups of SEN children with a smooth transition into the school day. It is staffed by the Learning Mentor and a SEN TA who offer a variety of confidence boosting activities and opportunities for social interaction for the children.

Enabling pupils with SEN to engage in activities available to those who do not have SEN.

SEN children have opportunities in the following activities

- PE after school sports clubs.
- Breakfast club and after school provision.
- Music clubs.
- End of year productions. (Years 5 and 6)
- Christmas productions. (R, Years 1 and 2, Years 3 and 4)

Support for improving emotional and social development.

- SEN children are encouraged to be on the school council.
- Opportunities for SEN children to be a playtime friend and also to help out at lunchtimes with the younger children.

STAFF DEVELOPMENT

Behaviour and Safety –TEAM TEACH TRAINING

All TA's have had this training and a few teachers have had the training too.

Learning Mentor

The School Learning Mentor has had extensive training and experience of dealing with children's behaviour, emotional and social interaction concerns. The Learning Mentor has worked 1:1 with specific children with SEN – using a variety of strategies to help children overcome concerns and problems such as anger issues and behaviour, confidence building, life/ social skills and developing memory skills. The children are aware that the Learning Mentor is available to listen to and advise them with any problems. The Learning Mentor is continuing to monitor Peer Mediator system with children from Upper KS2 (Yrs 4,5 and 6) who are trained to support and help children with playtime friendship issues and concerns.

Behaviour and Reward System

EYFS and KS1 continue to follow the behaviour policy introduced in 2012. This is a reward system that enables children to progress by appropriate behaviour and hard work to “Cool at School” with certificates to take home. KS2 children have a traffic light system to monitor appropriate behaviour and a House Point system with points awarded for good work and good behaviour.

In some cases children have an individual behaviour program where the day is broken into smaller sessions so children can be included in the whole class teaching and access the learning in manageable chunks. Individual rewards, based on the child’s interest, are then given when work is completed.

Phonics Training

Phonics training was delivered to EYFS, and KS1 Teachers and TA’s with new strategies and activities for teaching the Letters and Sounds Programme. Weekly planning is on the VLE and followed for the daily phonics sessions.

Wakefield Progression Steps

Mrs Wood attended training by the local authority on the new Wakefield Progression Steps. This is an assessment tool to track progress for those children who are working below National Curriculum expectations.

Leadership and Management

Mrs Wood has regular meetings to liaise and give feedback to the Headteacher, SEN Governor, Governing Body, class teachers, T.A.s and parents about the SEN children. She also meets with professionals from SENSS and other agencies to implement strategies and review progress of SEN children.

Mrs Wood has organised Drop in sessions with the schools educational psychologist and the advisory teacher from the learning support service.

Mrs Wood has also organised a parent drop in session for parents who may concern about their child/ children.

Together with Mrs Brearey, Mrs Wood has continued to manage and co-ordinate the Dyslexia and Dyscalculia Screening Programme which is a computerised programme which can identify children with these conditions.

A record and report is kept on file of children who have been screened by these programmes.

Mrs Wood is responsible for the SEN filing system and update a contact list of professionals who visit children in school and a file recording who visited who, when, why and any outcome.

Mrs Wood have continued to update teacher's SEN file- set up for each class- which contains progress grids, OPPs, criteria of learning support, information and checklists to identify conditions such as autism, dyspraxia, dyslexia and dyscalculia etc .It also has strategies to use with children who have some of these behaviours, along with practical ideas and resources to use in the classroom to enable such SEND children to access the curriculum and progress their learning. In addition there is a maths and English focus, B Squares progress checklist, Quick Phonic Screen and handwriting support material. It is hoped that these files continue to be a useful tool and support to class teachers and TAs with SEN children in their class.

Action Points

Headteacher and SENCO (Mrs Wood) have continued with the Blue File System for SEND children at SEN Support stage which contains the child's My Support Plan / EHC Plan, OPP, with detailed targets and interventions and timetable. Also, any reports from professionals and outside agencies, as well as evidence of child's work programmes and pieces of work. The file to be used as a working document by Teachers, SEN TA's and SENCO's. All SEN details are also on the VLE and available to Class teachers and TA's.

Mrs Wood to facilitate smooth transition from Yr 6 to High School for SEN children, including liason with High School SENCOs, sharing of information, passing on paper documents/files and organising extra transition visits for SEN children, person centred transition meetings between High School SENCOs, parents and SEN children – and sometimes extra meetings to reassure parents/children if needed.

Mrs Wood to monitor and maintain filing system, organise Annual EHCP Reviews and organise other Review meetings with Class Teachers, professionals and parents of SEND children.

Mrs Wood to offer in house training for T.A.s to share expertise with the resources we have in school to support children with SEND.

Mrs Wood to update our Local Offer and ensure SEND details on the school website are current and accessible. SENCOs to view planning to ensure children with SEND can access the curriculum through differentiated provision.

Mrs Wood has set up C-POMs, an online child protection management system, so that all children who are a concern to the school are closely monitored. School are aware that SEN children are more vulnerable and therefore more likely to experience neglect or abuse within the home.

SEN REPORT December 2017

Mrs S Wood