



SEN Report to Governors- May 2019

1. Profile of Pupils with SEN

SEN Register:

Total number of pupils on SEN Register = 58

Percentage of whole school = 12.0% (National Average (Jan 2018- gov.uk) = 13.8%)
<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>

Total number of children with an EHCP = 5 (1.04% of whole school, NA- 1.4%)

2. What we do and the impact on children

Staffing and Training

Teaching Assistants support alongside the class teachers, delivering individual specialised programmes and offering classroom support. There is TA support in the target sets in Maths and in mixed ability English lessons. Some TA's are assigned (but not exclusively) to work with specific children who need greater support. This support enables pupils to make progress and access the curriculum.

We offer internal and external training for TA's. TA's have attended whole school training on reading, spelling and maths. Identified TA's, so far this year, have attended external training on autism, attachment, dyslexia and speech and language. They have also had the opportunity to visit other Education settings to gain knowledge and insight into strategies in dealing with children with SEN. Teachers also benefit from internal and external training, with teachers attending specific courses based on the children in their care or whole staff training on relevant areas.

The SENCO delivered a staff meeting in February 2019 to all staff with updates, including screening tools, a recap on Quality First Teaching and the resources we have available.

The SENCO and a TA have been on 'Youth Mental Health First Aid' training- fully funded by WCC.

MHFA England's **Youth Mental Health First Aid (MHFA)** training is one tool being used by thousands of schools as part of their 'whole school' approach to mental health. This evidence-based course gives staff skills and confidence to recognise the signs and symptoms of common mental health issues, start a conversation, and effectively guide a young person towards the right support. **Impact research published this month by University College London** has also shown that Youth MHFA training leads to a threefold increase in confidence in knowledge, skills, and awareness to support a young person struggling with their mental health.

It's crucial this training is rolled out to all schools because teachers have a vital role to play in helping children who may be experiencing mental ill health. Picking up on issues as early as possible and guiding a young person towards support quickly can also mean that a mental health issue has a less profound impact on their social, emotional and academic development.

There has been opportunity for teachers and TA's to complete some home-learning courses. The courses are **fully funded** with each candidate receiving a nationally recognised qualification upon completion. We have 12 members of staff who have taken up this opportunity choosing a range of courses.

- CACHE Level 2 Certificate in Children and Young People's Mental Health
- CACHE Level 2 Certificate in Understanding Autism
- CACHE Level 2 Certificate in Understanding Dyslexia and Other Specific Learning Difficulties
- CACHE Level 2 Certificate in Counselling Skills
- CACHE Level 2 Certificate in Principles of Working with Individuals with Learning Disabilities

The SENCO attends termly SEN network meetings and EAL Network meetings to stay up to date and receive training on current issues and changes.

Identification

The method of identification and provision for children with special needs follows a graduated approach as outlined in the SEND Code of Practice 2014. Concerns are first raised and addressed through normal classroom practice, quality first teaching.

Once staff identify a child who continues to cause concern, they move on to 'monitoring'. With this, the teacher sets short-term targets, closely monitors their progress and measures the impact of quality first teaching. If it is felt that this does not meet the individual needs of the child, the child will move to the SEN Register and a Provision Map (see below).

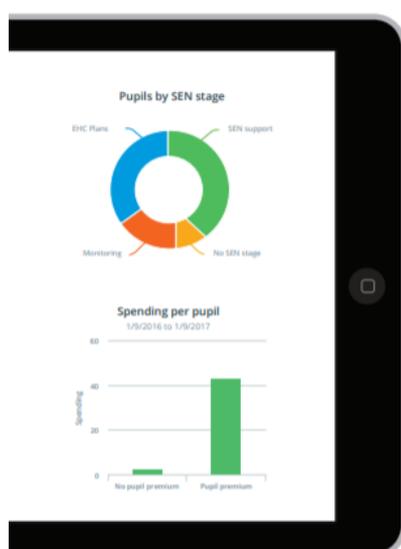
If the child requires further additional and differentiated provision, the child remains on a Provision Map and the school will consult with outside agencies for further support or assessment.

If, in some cases, a child's needs cannot be met by the above, we will request that the local authority conduct an assessment of education, health and care needs, which may result in an Education, Health and Care Plan (EHCP) being issued after due process.

Provision Maps

We are in the process of investing in new Provision Map software.

Stay organised, track provisions and interventions



Learning Plans

- Easy to use - target library.
- Fully customisable.
- In line with the SEND Code of Practice.
- Assess - Plan - Do - Review.



Provisions

- Quick and simple to setup a provision.
- Keep track of pupils and staff involved in each intervention.



Pupil Passports

- One page profiles are included in our Learning Plan Package.
- Template system - allows you to tailor them to meet the pupil's needs.



Reports

- Cost, Time, Pupil Premium and Outcome reports.
- Choose the criteria - detailed reports are instantly available.

This will be subject to change following the implementation of 'Provision Map'.

We use Provision Maps to target and track the progress of our pupils with SEN. These are updated 4 times a year and sent home to parents, who have the opportunity to discuss and amend if necessary. The provision map's set out short-term, achievable targets to aid pupil progress. These targets are also shared with TA's and the child. Interventions are also listed on the form (see below for further information).

Somers Park Provision Map	
Pupil	Year Group

Assessment ratings:
 Assessed against Age Related Expectations (ARE):
 WB- well below
 B – Below
 A – Achieved
 AB- above
 WA – well above

Autumn Term				
ASSESS	Needs of child			
	Current assessment	Reading:	Writing:	Maths:
PLAN	Autumn Targets	Strategy	Review- outcomes- commenting on progress	
	Interventions/groups:			
REVIEW				
Spring Term 1				
A	Needs of child			

Teachers and TA’s monitor the progress against these targets and complete a log. This is used to inform the next review and future targets. Children have their targets stuck into the front of their books to enable them to focus on them.

Screening

Within school, we have a range of screeners that can be used to help staff to meet the needs of individual children. These include;

- Dynamo Maths Assessment- used to identify ‘gaps’ in a child’s knowledge and those at risk of developmental dyscalculia.
- Dyslexia Portfolio- Identifies dyslexic tendencies and recommends intervention strategies.
- Boxall Profile- provides a framework for the precise assessment of children who have social, emotional and behavioural difficulties.
- Visual Stress Screening- provides a detailed assessment of the colour overlay needs of individuals.

Following an update at the February staff meeting there has been an increased uptake in teachers using the screeners and the feedback has been that they provide valuable information to help them with specific children.

Interventions

We have a comprehensive SEN intervention timetable where support is targeted at individuals in a 1:1 situation or in a small group. The interventions cover a wide range of needs. The groups we currently run are;

- Fine motor skills
- ‘Nessy’- targeted support for children with dyslexic tendencies
- Anxiety/anger management
- Social and emotional groups
- Handwriting
- Smart Moves- a gross motor skills intervention
- Maths
- Phonics
- Comprehension
- Speech and Language

The interventions run for varied time periods depending on the needs of the children.

At the end of each term we analyse the interventions, using a comprehensive tracking sheet.

There has been a recent increase in the number of SEMH (social, emotional and mental health) interventions we have needed to incorporate into our timetable.

External Agencies

We will consult external agencies if we require further support to meet the needs of specific pupils or if they have a specific diagnosis. This includes;

- Educational Psychologist
- Learning Support Team
- Speech and Language Therapists
- Behaviour Support Team
- PD Outreach (Physical Disability)
- Other specialist teacher involvement as required (e.g. Visual Impairment, Autism)

We also support other healthcare professionals in their assessments e.g. Umbrella Assessment for ASD, OT assessments etc.

Progress of Pupils with SEN

All the children who are currently receiving support are making progress towards meeting their targets. Individual targets are set out in their Provision Maps. Each term, both academic progress which takes into account the results of standardised reading scores and teacher assessment and progress in meeting individual targets is closely tracked and monitored. This is done through Pupil Progress Meetings and in Phase Meetings.

Parent Communication

Parent-SENCO meetings happen twice a year. The meetings are held at the end of the Autumn term- to discuss how the child has settled in and in the Summer term to discuss transition. As well as these meetings, parents are aware they can contact the SENCO at any times, including via a direct email address. Parents are also invited to any EHCP Annual Review meetings.

[The last parent-SENCO meetings were in January 2019- there was an uptake of 76% of parents with children on the SEN Register.](#)

Monitoring

Monitoring happens through a variety of systems:

- Data tracking and monitoring (discussed in pupil progress meetings and in phase meetings).
- Learning walks undertaken by the SENCO (and SLT). [The most recent was March 2019. The following positive points were noted:](#)
 - [There was a wide range of questions being asked and targeted at appropriate pupils.](#)
 - [TA's were efficiently deployed and were working effectively within the whole class or with an identified group. This includes TA's giving pupils independent time when appropriate.](#)
 - [Use of support resources was seen where needed and appropriate.](#)
 - [There was evidence of clear scaffolding and modelling used to support pupils.](#)
 - [Appropriate differentiation was seen in most classes.](#)
 - [The lesson objective was clearly displayed in all classrooms and the use of a visual timetable.](#)
 - [A positive learning environment was noted in all classrooms.](#)
- Planning and book scrutinies.
- Provision map tracking (as discussed above).
- Intervention tracking- monitoring progress and attainment.

3. Standards

See end of year data

4. SEN Funding

The following table sets out how high needs provision is funded for pre-16 students for the 2017 to 2018 academic year ([Jan 2018- gov.uk](#))

Type of Provision	Core Funding (pre-16)	Top-Up Funding (pre-16)
Mainstream schools, mainstream academies and mainstream free schools	Included within the per-pupil funding through the local schools funding formula. The first £6,000 of additional support costs is delegated within school budget and academy grant derived from local schools funding formula.	Agreed per-pupil top up paid by commissioning local authority

Top-up funding is awarded for some children with an EHCP. The LA uses the following local band rates:

BAND	ANNUAL TOP UP
Ordinarily Available (O)	£0
Unpredicted (U)	£1,200
Exceptional 1 (E1)	£3,400
Exceptional 2 (E2)	£5,600
Exceptional 3 (E3)	£10,300
Exceptional 4 (E4)	£21,400

Early Years Funding

Early Years SEN funding is based on a grant that is offered as a top-up for pupils alongside standard funding. This grant is to enable the inclusion of children aged 0 – 5 years with additional needs and/or disabilities in settings. It is designed to provide financial support to aid the full inclusion of a child in the setting, and to support the early years setting in meeting the child's needs. It acts as a contribution towards the costs incurred by early year's settings. The Graduated Response for funding is as follows (In line with SEN waves):

Early Years Graduated Response (GR) Funding	
GR 1	Top-up £0.00 per hour
GR 2	Top-up £0.74 per hour
GR 3	Top-up £1.44 per hour
GR 4	Top-up £2.70 per hour
Exceptional Early Years Funding	Top-up £6.30 per hour

This funding has been used to cover costs involved with extra intervention groups and associated resources; as well as contributing towards the staffing costs involved with this support.

The current SENCO is Laura Edkins (SPPSSenco@metacademies.org.uk).

The school has a SEN Policy that defines our aims and objectives and this is upon request and is also available on the school website at <http://somerspark.com/Information/SEN-Provision>

The policy is updated regularly and is written in line with the Special educational needs and disability code of practice: 0-25 years, 2014, the Equality Act 2010 and part 3 of the Children and Families Act 2014. The code details the rights and responsibilities of parents and children throughout the process.