

# Annual Report to Governors

SENCOs Wendy Birkett and Jo McDonough

Date- June 2016

## 1. SEN Register Update

Number of SEN pupils registered - September 2<sup>nd</sup> 2015

Croscombe					Stoke St Michael				
Key Stage	SEN Support	High Needs Funded	Statement	Total	Key Stage	SEN Support	High Needs Funded	Statement	Total
EYFS	0	0	0	0	EYFS	0	0	0	0
Key stage 1	2	0	0	2	Key stage 1	0	0	0	0
Key stage 2	3	1	0	4	Key stage 2	8	0	0	8
			Grand total =	6				Grand total =	8

Number of SEN pupils registered - December 16th 2015

Croscombe					Stoke St Michael				
Key Stage	SEN Support	High Needs Funded	Statement	Total	Key Stage	SEN Support	High Needs Funded	Statement	Total
EYFS	0	0	0	0	EYFS	0	0	0	0
Key stage 1	2	0	0	2	Key stage 1	0	0	0	0
Key stage 2	3	1	0	4	Key stage 2	8	0	0	8
			Grand total =	6				Grand total =	8

Number of SEN pupils registered - June 8<sup>th</sup> 2016

Croscombe					Stoke St Michael				
Key Stage	SEN Support	High Needs Funded	Statement	Total	Key Stage	SEN Support	High Needs Funded	Statement	Total
EYFS	0	0	0	0	EYFS	0	0	0	0
Key stage 1	4	0	0	4	Key stage 1	0	0	0	0
Key stage 2	3	0	0	3	Key stage 2	9	0	0	9
			Grand total =	7				Grand total =	9

	Numbers On Croscombe SEN Register By Year Group		Numbers On Stoke St Michael SEN Register By Year Group	
	Sept	Now	Sept	Now
YR	0	0	0	0
Y1	1	1	0	<b>0</b>
Y2	1	3	0	<b>0</b>
Y3	2	1	1	1
Y4	1	1	2	<b>3</b>
Y5	1	1	2	2
Y6	0	0	3	<b>3</b>
total	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>

## 2.SEN Register Update by area of concern

Area Of Concern	Croscombe	Stoke St Michael
Moderate Learning Difficulties- working approximately 18 months behind age related expectations	2	6
Specific learning difficulties – such as dyslexia and dyspraxia	<b>1</b>	1
Autistic Spectrum Continuum		
Speech, language and communication need- at SEN support level		
Social emotional and Mental Health difficulties	<b>2</b>	3
Medical disability	<b>1</b>	
Visual impairment		
Hearing impairment		
Physical disability	<b>2</b>	2
Other difficulty/disability		

### 3.SEN register movement

#### Number of SEN children moving in and out of the school From Sept - June

Croscombe								
Key Stage	SEN Support		High Needs Funded		Statement / EHCP		Total	
	IN	OUT	IN	OUT	IN	OUT	IN	OUT
EYFS	0	0	0	0	0	0	0	0
Key stage 1	0	0	0	0	0	0	0	0
Key stage 2	0	0	0	1	0	0	0	1
Grand total =							0	1

Stoke								
Key Stage	SEN Support		High Needs Funded		Statement / EHCP		Total	
	IN	OUT	IN	OUT	IN	OUT	IN	OUT
EYFS								
Key stage 1								
Key stage 2								
Grand total =0								

#### Number of SEN children moving on and off of the school register from

up- indicating children who moved up a stage on the register

on/off -indicating children who have been put on or off the register

Croscombe						
Key Stage	SEN support		Higher needs Funded		Statement	
	on	off	on	off	on	off
EYFS	0	0	0	0	0	0
Key stage 1	3	0	0	0	0	0
Key stage 2	0	0	1	0	0	0

Stoke St Michael						
Key Stage	SEN Support		Higher needs Funded		Statement	
	on	off	on	off	on	off
EYFS						
Key stage 1						
Key stage 2	1 on					

	Croscombe	Stoke St Michael
Number of pupils moving down a stage on the SEN register (HN+ down to SEN Support) -	0	0
Number of pupils coming off the SEN register (SEN support down to OFF) -	0	0
Number of pupils awaiting Statutory assessments-	0	0
Number of audit applications -	0	0
Number of successful audit applications -	0	0

#### Comments:

#### Stoke

SH and JM defined SEN as those working 18months or more below age related expectations.

The 3 children in Y6 have made good progress and are now working within 18 months of expected levels in all areas.

2 of the children in Y6 have a diagnosis of dyslexia. Although they are no longer working 18+ behind age related expectations, they have remained on the register due to this specific learning barrier and to aid transfer to secondary school.

1 child in year 5 with Social and emotional difficulties has made progress in accessing the curriculum to produce a greater amount of written work. Support between school and home has been effective to keep this child on track. They also successfully attended a three day residential.

Another child in year 5 with learning difficulties and social and emotional difficulties has made greater than expected progress in reading and independent writing. This child is now able to join in with all activities, including school performances, but is still reluctant to contribute to whole class discussion. In class support, precision teaching and ILI intervention have been effective and liaison with the feeder school has already taken place to begin to plan for secondary school entry. They have also been discussed at consultation. Talk into writing strategies will be used to develop writing further next year.

1 child in year 4 has significant difficulties with learning and fine motor control (writing). Precision teaching took place early in the year. An ILI intervention has been delivered and the child has also taken part in regular Write Dance and Learn to Move sessions. They have been raised at consultation and received a visit from the Educational Psychologist. A referral has been made to PFSA who has been supporting mum to ensure this child is clean, punctual and that carer responsibilities for the younger siblings are reduced. An advisory teacher visit is planned for early in the autumn term as despite intervention this child's progress has been slow. The EP queried attachment disorder and therefore further study of this area will be undertaken by SENCo and key staff involved with this child. Following school referral, we are also awaiting the result of an occupational therapy appointment due to take place in the summer holidays.

Another child in year 4 continues to be monitored and offered additional support in class but has made slow progress; particularly in Maths. This child has been tested for working memory difficulties which showed them to be in the normal range, however, concerns over organisation and long term memory still exist. Parents report the same difficulties at home. This child will join the talk into writing group next year which will also include confidence boosting activities. Possible attachment difficulties may also be contributing to this child's difficulties.

1 child has recently been added (April) to the SEN register due to social and emotional difficulties and physical difficulties. This child has been offered regular opportunities to take part in Learn to Move, as recommended by occupation health, Write Dance and Wake and Shake. A referral for PFSA support was made and involvement has been beneficial to the whole family. Childrens' Social Care are now also involved with this child who has been referred to CAMHS. Frequent soiling in school and social difficulties have been managed well by the allocation of a key person and this child remains in school and engaged despite their significant mental health needs.

One other child has been referred to physiotherapy this year and this child's social and emotional health has been closely monitored. School have worked closely with the parent to support this child, who has made greater progress academically as a result. This child has not been placed on the SEN register as early intervention has improved outcomes.

1 child in year 3 has a diagnosis of epilepsy but has not had an episode in school. They also have learning difficulties and struggle to work independently. This child has been supported in class and received an ILI intervention over 10 weeks. They have made greater than expected progress in reading and are beginning to write independently.

### Croscombe

1 x pupil continued to receive HN funding due to a medical condition that required supervision at school. This funding was in place until December 2015 and a decision was made that a further application was not needed as good progress had been made by the pupil in her stability and co-ordination. She continued to be supported in class where needed and staff were flexible (and indeed very helpful) in ensuring that the correct provision was in place. This child also was supported on a voluntary basis by a family member. Sadly this pupil died in May 2016.

A large amount of the SENCo time has been spent supporting those pupils - both on and off the SEN register - with social and emotional difficulties. This support has mostly been on a 1:1 basis enabling children to recognise and deal with their emotions.

Small group SENCO support has also targeted the Y2's where there is a high level of need - with writing and maths support

2 x pupils from one family received some additional support from PEP money. This was targeted at closing the gaps in learning and providing appropriate IT support

**4. Effectiveness and impact of SEN provision on pupil's outcomes**

Croscombe																
		READING					WRITING					MATHEMATICS				
Year	No pupils with SEND	Emerging	Developing	Secure	Exceeding	Expected progress	Emerging	Developing	Secure	Exceeding	Expected progress	Emerging	Developing	Secure	Exceeding	Expected progress
R	0															
Y1	1			1		1	1				1	1				1
Y2	3		3			3	3				3	1	1	1		2
Y3	1		1			1		1			1		1			1
Y4	1		1			1	1				1	1				0
Y5	1			1		1		1			0		1			0
Y6	0															
total	7					7					6					4

## STOKE

		READING					WRITING					MATHEMATICS				
Year	No pupils with SEND	Emerging	Developing	Secure	Exceeding	Expected progress	Emerging	Developing	Secure	Exceeding	Expected progress	Emerging	Developing	Secure	Exceeding	Expected progress
R																
Y1																
Y2																
Y3	1		1/1			1/1	1/1				1/1		1/1			1/1
Y4	3	1/3	2/3			2/3	1/3	2/3			1/3		3/3			2/3
Y5	2	1/2		1/2		2/2	1/2	1/2			1/2	1/2	1/2			1/2
Y6	3		3/3			3/3	1/3	2/3			3/3	1/3	2/3			3/3
total	9															

### Comments

With the new curriculum starting in September 2015 the judgements for attaining age related expectations have changed. It was agreed by staff that an important measure of progress made by those children with special educational needs would be whether they had made their individual expected progress.

1 x pupil is working within the targets for the year below.

100% of children on the SEN register made expected progress in reading, 86% made expected progress in writing and 57% made expected progress in maths.

The school has planned to invest in further apps for the I pad to enable those children who have difficulty with writing and spelling to tackle more extended pieces of writing.

Children in Y2 who struggle with maths have been receiving additional help using the Numicon resources and this support will need to continue next year. One child is being assessed to see whether he has a specific number difficulty - such as dyscalculia.

## Stoke St Michael - Reading

1 Y3 is having ILI and a dyslexia portfolio has been started.

1 Y4 child is being assessed for barriers to learning.

Y6 missed a level 5 but achieved a level 4 in SATs.

### **4. Effectiveness of Wave 3 Intervention (Individualised) - Measured Gains and actual gains**

#### Comments:

1 Y5 child has made 19 months (actual gains) progress in reading this year and 10+ months in spelling age. (ILI and precision teaching)

1 Y4 made 2 months progress (actual gain) in reading and 5months+ in spelling. (ILI and precision teaching)

1 Y3 has made 13 months progress (actual gain) in reading but could not be measured in spelling as was previously below the measurable level. (ILI)



## 5. Effectiveness of Wave 3 Intervention (Individualised) - Measured Gains and actual gains

Croscombe      YEAR 2015-16

Pupil Initials and Category of Need. SpLD/LGDD	Year Group	Start-end dates of intervention	Start Reading Age and test date	End Reading Age And test date	Months gain Reading	Ratio Gain Reading ( Months gained divided by months passed)	Start Spelling Age and test date	End Spelling Age and test date	Months Gain Spelling	Ratio Gain (Months gained divided by months passed)	No of sessions <u>delivered</u> ( not just planned)	Impact
1.1 reading												
Pupil A SEMH	1	Oct 2015 - May 2015	4.9	7.3	17	2.4						
Pupil B SEMH	3	Oct 2015 - March 2016	5.3	8.1	34	6.8						

Pupil Initials and Category of Need. SplD/LGDD	Year Group	Start-end dates of intervention	Start Reading Age and test date end Oct	End Reading Age And test date start July	Months gain Reading	Ratio Gain Reading ( Months gained divided by months passed)	Start Spelling Age and test date End December	End Spelling Age and test date start July	Months Gain Spelling	Ratio Gain (Months gained divided by months passed)	No of sessions <u>delivered</u> ( not just planned)	Impact
LD MN	3	April - July 2015	4.9 Comp 5.3	6.6 Comp 5.10	21 7	13 -2	Below 6	6.0			30 ILI	Now within <u>14 months of actual age</u>
LD PD	4	April- July 2015	4.7 Comp 8.01	5.6 Comp 8.09	11 8	2 -1	Below 6	6.5		5+	30 ILI Precision Teaching	<u>Less impact further support from LSS planned</u>
LD	4	In class support	8.2 Comp 9.1	10.0 Comp 10.4	22 15	13 6	Below 6	7.08		+12	Class reading buddies	<u>Above actual age so focus on maths next year</u>
SEMH PD	4	April - July 15	9.7 Comp 10.4	10.10 Comp 10.7	15 3	6 -6	8.03	8.06	3	-3	5 1:1 SEMH	<u>Gains in reading age</u>
SEMH	5	In class support	10.10 Comp 10.0	10.10+ Comp 10.8	- 8	- -1	8.10	10.02	16	10		
SEMH LD	5	April - July 2015	4.9 Comp 9.03	7.1 Comp 9.11	28 8	19 -1	Below 6	6.10	10+	10+	30 ILI Precision Teaching	Significant gain in reading and spelling age.
SplD	6	In class support	10.10 Comp 10.07	10.10+ Comp 11.03	- 8	- -1	6.11	7.05	6	0	SATs booster	<u>Scaled score of 93 in reading SAT</u>
LD	6	In class support	10.0+ Comp 10.02	10.0+ Comp 10.10	- 8	- -1	10.0	10.4	4	-2	SATs booster	<u>Scaled score of 90 in reading SAT</u>
LD	6	In class support	10.10 Comp 10.07	10.10+ Comp 11.03	- 8	- -1	8.7	9.02	7	+1	SATs booster	<u>Scaled score of 88 in reading SAT</u>

## **6. Attendance, exclusions and behaviour of SEN children**

	<b>Croscombe</b>	<b>Stoke</b>
Percentage of persistent absentees-	<u>0</u>	<u>0</u>
Percentage with 100% attendance-	<u>0</u>	<u>0</u>
Percentage of temporary fixed term exclusions-	<u>0</u>	<u>0</u>
Percentage of permanent exclusions-	<u>0</u>	<u>0</u>
Percentage of behaviour referrals to Partnership school team -	<u>0</u>	<u>0</u>

### **Comments:**

#### **Croscombe**

The average attendance of pupils on the SEN register is 95%

The lowest attendance level was one pupil with 89.64%.

57% of pupils with SEN had attendance over 95%

86% of pupils with SEN had attendance over 90%

## **7. The effectiveness and impact of multi-agency interventions and support**

### **Comments:**

#### **Croscombe**

One multi-professional consultation meeting was held to discuss the appropriateness of on-going provision.

A referral was made to the Special Educational Needs Assistive Technology Advisory Service (SENATAS) to support a child with a medical condition that makes writing difficult. Advice was provided and the purchase of IT programmes is planned.

A referral was made to the Learning Support Service to carry out an assessment to investigate a specific maths difficulty. This assessment is due to take place on 15/6/16

Advice was sought from the Educational Psychology Service to provide advice to staff in preparation for a Critical Incident. This resulted in a plan being formulated, and a session offered to staff to develop their understanding of what support could be offered to the pupils.

A discussion was also held with the Educational Psychology Service with the parents of one child to develop our understanding of his social and emotional needs - particularly at home.

Speech therapy reviews took place for 2 children.

## Stoke St Michael

Completed one referral to occupational health, one to physiotherapy and one to CAMHS all accepted and support offered.

Completed 2 referrals to PFSA. All were accepted and support offered to families.

Training in Learn to Move plus CLP training in identifying communication and language difficulties (impact to be measured next year).

- **The effectiveness of partnership working with SEN pupils' parents/carers**

	<b>Croscombe</b>	<b>Stoke</b>
Percentage of parental complaints relating to SEN-	0%	0
Percentage of parents satisfied with SEN-		?
Percentage of parents attending /not attending their child's Annual Review	0%	88%

### Stoke St Michael Comments:

Parents have engaged well with the school and their children to offer additional support at home. Support at home still needs to be more regular for many of the children. All SEN pupils have a pupil passport from Plan meeting and all parents attended the SEN review meetings except one.

- **Impact of any staff/LSA/SENCO training or inset on improving SEN pupils' outcomes**

### Croscombe Comments:

- Individualised Literacy Intervention (ILI) training was completed by one member of staff and was part-delivered as an intervention. After a mid-intervention review it was decided not to continue as the support was not having the planned impact. The pupil then received smaller chunks of intervention throughout the day The TA was observed delivering a session and received her practitioner's certificate.

### Stoke Comments

- ILI /ILI refresher training - All TAs trained. 2/3 significant progress.
- Precision teaching - 3/4 TA's had precision teaching across both classes. PT is being used properly now. 1/2 good progress.
- SEN training at St Pauls - KS2 TAs only.
- Avalon school training (3 sessions)- building independence and resilience and SEMH.

- KS1 and KS2 TA Numicon training. Use of resources yet to show significant impact.
- SENCo and HLTA Learn to Move training. Being implemented across whole school.
- **Income and expenditure on SEN**

Comments:

Action agreed from 2014-15

WB and JM to keep a list of any purchases / training expenditure for 2015-16 even though no allocated budget

Croscombe

- Clicker 7 app £29
- ILI training £50
- Chesterkeys - approximately £40

Stoke

Numicon-type resources purchased this year. Most funding towards training. Next year we will need further resources to support writing (pen grips/slopes), more Numicon for interventions and possibly Talk Boost resources.

- **Impact of any SEN developments, projects or initiatives**

Comments:

Croscombe

The Sheppey Valley SENCO group has continued to strengthen school to school support. Additional EP hours purchased by all the CLP schools were used in the SENCO meetings, and also to support transition especially between key stages. The transition document developed last year has not been taken up by Whitstone but has been successfully used for Key Stage transition between schools.

Training for SENCOs was provided by Julie Morris from the Mendip Partnership School on the use of the Boxall Profile as a diagnostic and planning tool. She continued to support the group throughout the completion of the Sheppey Valley SENCO work -the Building Resilience Project. This developed a planning and monitoring document for children with Social Emotional and Mental Health difficulties. This document is complete and could possibly be sold to other schools. Finally training has been delivered around supporting SEMH in school - and this was opened to all staff in the CLP. One TA attended from Croscombe.

This term the focus has moved to looking at Language development and the key part it plays in children's development. An information session has been delivered by Angela Williams - Language and Autism team. Discussions have been held to plan the project work for 2016-17.

The SENCO attended the SCC SENCO conference on developing and recording provision in school.

Stoke St Michael

Began with a 3 year plan to map out SEND developments and ensure a monitoring cycle is in place. New pupil passports produced for individual children (alongside provision maps) in consultation with pupil and parents. End of year reviews carried out with next steps for next year. Parents are all fully involved in the support for their child and pupils are actively engaged in their own learning and achievements.

After discussions with TAs and a training audit, training was arranged for the TAs. Focus on supporting social and emotional difficulties and physical development. Next year, the focus will be on communication and language and handwriting.

The CLP SENCo group has been great and very pro-active (see separate report).

Transition between Whitstone and primary schools has been discussed & a document produced.

Liaison with Norton Hill SENCo team has been positive.

- **Future Development of SEN Department**

Comments:

Croscombe

- Implementation of whole school mental health support strategies
- Use of Building resilience document when appropriate
- Further Training of a skilled TA to carry out some more formal assessments
- Review of new documents
- Possible whole school questionnaire to measure if all parents had knowledge of the new Code of Practice and the documents we have published in order to be compliant

Stoke St Michael

- Further training and support for pupils with communication and language difficulties and those with SEMH difficulties that are reluctant speakers.
- Early identification and support/intervention.
- Autism training for new TA to support pupil joining reception in September.
- Attachment training to support pupil joining Year 1 in September.

- SENCo to be more involved in SEN budget.

Wendy Birkett

Jo McDonough

Di Levien