



Bringing **faith** and **education**
together

St George's CEP School

SEN Evaluation Report **Academic Year 2019-2020**

As part of our commitment to inform parents about our work at school we provide an annual report on Special Educational Needs (SEN). This information appears yearly on our school website. Inclusion is addressed by all staff on a daily basis, with additional support provided for pupils' specific needs.

Organisation in Our School

Our school is a totally inclusive school and our outstanding practice has been recognised by our RaiseOnLine and FFT reports.

The following are in place:

- Three times yearly one-to-one meetings (Pupil Progress/ SEN Meetings), with Head Teacher/ Deputy and/ or SENCo to discuss individual pupils' educational, emotional and social progress. An emphasis is placed on Quality First Teaching (teachers meeting the pupils' needs within the classroom environment.)
- Class Provision Plans and Individual Provision Plans are written and then evaluated three times a year in collaboration with parents. Provision Plans are based on mutually agreed outcomes between home and school for pupils working at SEN Support.
- SEN Parent Consultations are held two times a year with SENCO and Class teacher. During these meetings pupil targets are set and are reviewed three times a year. The interventions their child is involved in are also shared during these meetings.
- Range of intervention groups or 1:1 support in place to enable all pupils to make expected or accelerated progress.
- Three times yearly detailed analysis of groups, by SENCo, to ensure impact on pupils' progress and inform future inclusive practice.

SEN Register

Currently 27 (13%) pupils are listed on our SEN Support register.

- SENS – 27
- EHCP – 3 (1 parental request pending)

Class Analysis	Total SEN	SEN Support	Educational Health Care Plans (EHCP)	High Needs Funding (HNF)
Reception	1	1	0	1
Year 1	4	3	1	1
Year 2	2	2	0	0
Year 3	3	2	1	0
Year 4	5	5	0	0
Year 5	5	5	0	0
Year 6	7	6	1	0
Total	27	24	3	2

Table to show Primary Need of children with special educational needs.

This table shows the Primary Need of each child on the SEN register, however, many of the children will have more than one need type.

Year Group	Primary Need			
	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
R	-	1	1	1
1	2	3	4	2
2	2	2	2	-
3	3	3	3	-
4	4	3	2	-
5	3	-	5	1
6	6	2	3	1
Total	20	14	20	5

The national average for SEN support is 14.9%. At St George's CEP School, we have 13% of our school population at SEN support. 1.4% of our children have an EHCP.

Pupil Premium information will be available in a separate report on our school website.

Funding

The formula allocation to St George's CE Primary School includes a number of factors which together comprise the SEN Notional Funding. This funding allows the school to make provision for SEN support throughout the school and resource up to £6000 per pupil with high cost needs. Beyond £6000, we can apply for High Needs Funding (HNF) for individual needs. This funding must be re-applied for each year.

Safeguarding

Families engage well with Early Help.

The school has a system for recording safeguarding concerns. All staff use green concern sheets and pass on these concerns to either the DSL (Elizabeth Rye) or to one of the DDSL (Matt Jones or Rachel Cunningham). The concerns are then actioned and discussed at the weekly safeguarding meeting. The SENCO is involved in supporting these families and concerns and making referrals to Early Help.

Elizabeth Rye has attended Designated Safeguarding Lead refresher training in November 2019; Matt Jones completed an online Safeguarding for DSL's in January 2020 and Rachel Cunningham was scheduled to attend Designated Safeguarding lead Refresher training in March 2020. However due to Corona Virus this training did not proceed. Rachel Cunningham will attend the next available update course.

All staff have read and understood Keeping Children Safe in Education 2019 and staff meetings have been held throughout the year to keep staff up-to-date with Safeguarding, including online safety.

Teaching Support Assistants

The school currently employs 11 Teaching Assistants who work directly with pupils. A number of differing contracts exist (part time, full time, temporary and permanent). Additional funding obtained via High Needs Funding (where individual pupils are required to be supported) results in temporary contracts. We have 2 children in school receiving HNF.

Two of these TAs are non-class based supporting individual children and delivering specific interventions with small groups. These include BEAM, Draw and Talk as well as delivering some precision teaching.

Local Inclusion Forum Team (LIFT)

The SENCO attends six LIFT meetings a year where she can raise concerns regarding a particular pupil if required.

In order to raise a child at LIFT we need to make sure that staff have regular staff meetings and Inset focusing on aspects of SEN. If a child continues to be a concern (e.g. not making progress) extra support may then be provided through specialist teachers. The specialist teachers observe the child, meet with teachers, TAs, Senco and parents. Advice is offered accordingly. Outcomes are set and follow-up visits occur termly. When all parties feel that a child is making progress against their outcomes, then specialist teacher support may withdraw. We can raise a child again at LIFT at a future date if we have further concerns.

SENCo

Rachel Cunningham is the SENCo at St. George's and co-ordinates SEN within the school. As part of her wider responsibilities she is part of the Senior Leadership Team of the school and thus contributes to the wider leadership decision making. Specifically, she has a key role in managing Teaching Assistants and like all the senior leaders supports their development.

The role of the SENCo has grown enormously over recent years. The SENCo is involved in liaising closely with outside agencies, specialist teachers and parents and attending meetings. It also involves screening children who may have processing issues, dyslexia etc. and this then provides evidence when raising a child at LIFT. Teachers request observations in class and then teachers and SENCo discuss ways in which a child can be further supported. Careful monitoring of interventions is necessary as this evidence is required if a child fails to make progress or if the gap is widening. This evidence is needed in order to request support at LIFT.

The SENCo holds weekly TA meetings and attends regular staff meetings. During these meetings the SENCO ensures all adults working with pupils are aware of their needs and any updates with regards to the support or provision particular pupils may require.

The SENCo also attends AEN updates termly. HNF applications are completed by the SENCo and Individual Provision Plans for HNF children are produced in collaboration with the teacher and are shared with parents.

Interventions

Below are some of the interventions that we deliver at St. George's:

- Nessy – computer programme for Dyslexia
- Sensory Circuits
- BEAM – Balance Education and Movement
- Speech Link
- Language Link
- Draw and Talk
- Clever Fingers
- Write from the start
- Phonics interventions
- Zones of Regulation
- Lego Therapy sessions
- Memory Magic

In addition to these Interventions, the SENCO works closely with class teachers to create provision maps with specific interventions to support the particular cohort – this may be through Precision teaching in certain areas.

Progress Data

% SEN/non-SEN <small>on track for expected or better progress across the year</small>	Reading		Writing		Maths	
	Non SEN	SEN	Non SEN	SEN	Non SEN	SEN
Year 1 (4)	73%	50%	64%	25%	88%	50%
Year 2 (2)	82%	0%	71%	0%	82%	0%
Year 3 (3)	81%	0%	74%	0%	74%	0%
Year 4 (5)	84%	0%	68%	0%	84%	0%
Year 5 (5)	100%	60%	92%	20%	92%	40%
Year 6 (7)	88%	14%	92%	0%	92%	14%

Phonics screening 2019-2020	Y1 Phonics Screening Results	Y2 Phonics Re-Screening Results (June 2020)
All children (30)	No screening due to Covid 19	No screening due to Covid 19
Not SEN (28)	No screening due to Covid 19	No screening due to Covid 19
SEN (2)	No screening due to Covid 19	No screening due to Covid 19

Impact from Coronavirus

Due to the Coronavirus Pandemic the scheduled interventions were not able to be delivered between March and July 2020. This lack of additional support will have had an impact upon pupil progress. At St. George's we have been working incredibly hard to create and plan a Recovery Curriculum model to support all pupils upon their return in September.

During the Coronavirus we maintained regular communication with all pupils, but ensured that we checked in regularly with our SEN/vulnerable families to check on pupil progress and emotional well-being. At times this meant signposting families to external agencies for support, accessing therapies or even arranging food bank deliveries.

For our SEN pupils who were receiving the Nessy intervention in school, we provided them with the login details to enable these pupils to still access the programme from home.

Specific SEN websites were sent to SEN families to support pupils – with activities to support things such as auditory processing, working memory, short term memory etc.

Teachers set differentiated work which could be completed electronically and returned. Teachers sought advice from the SENCO if required regarding specific pupils to ensure that the work set was independently achievable. For families who were unable to access such resources online, the team at St. George's ensured that hard copy packs were delivered to homes along with additional stationery and work books to enable the activities to be completed.

The school set up class email addresses at the start of the school closures, providing parents with the ability to email the class teachers directly –asking questions about the work set, sending work back as well as raising any other queries or concerns. If these concerns were SEN related then class teachers would forward these emails on to the SENCO for further support and advice.

Transitions to Secondary School

The SENCO completed numerous Year 6 transitions with the Year 6 teacher and Headteacher via Zoom, with receiving secondary schools to ensure a smooth handover.

For pupils with ASD, the SENCO ensured these pupils were included on the ASD Transition programme and spoke with parents about how this would run this year, as well as preparing and sending home these packs to parents.

For pupils with SEMH, the SENCO ensured they were included on the SEMH Transition programme and made contact with each receiving school to gain details of the named people responsible for the project at the secondary school. This information was then shared with the parents and pupils so that they could make contact prior to September. In addition to this the SENCO made contact with the SEMH team to ensure visits to these pupils would be made in the Autumn Term.

Transition from Pre-school to Primary school

The SENCO worked closely with the Reception class teachers and together ensured they made contact with all pre-school settings of pupils' joining St. George's in September 2020. Notes were collated with all staff involved to ensure a profile of the children was generated and measures could be put in to place prior to September.

Annual Reviews

This year the SENCO led Annual Review meetings via Zoom. These proved to be very successful. The SENCO submitted all the paperwork to Kent following these meetings.

Summary of the academic year

It would be fair to say that this academic year has been like no other. The gap for our SEN and vulnerable pupils may have widened and this is something at St. George's that we recognise; however our first priority is to support our pupils in a positive and successful return to school. Our job is to make them feel safe and secure and ensure they feel that they belong and remember that they are part of a community. In order to do this we must first address their emotional well-being and have placed this as the highest priority when creating a recovery curriculum. If our pupils are happy and positive – they will be in a good place to learn.