

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

### **Aims**

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.

### **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school

Special educational provision or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Roles and Responsibilities**

#### **The 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.

### **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.

### **The Kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, autistic spectrum disorder, Asperger's syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

**Identifying pupils with SEN and assessing their need**

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

We believe that early identification of SEN is key. When children arrive in our Reception class the following assessments are carried out:

- Baseline assessments
- Language Link assessments
- Speech Link assessments
- Phonics entry assessments

The following assessments take place across the school to monitor children’s progress

3 times yearly	Summative assessments Yr 1,2,3,4,5,6
Once yearly	Year 1 phonics screening Year 2 Statutory end of Key Stage One assessments Year 4 Times table screening Year 6 End of Key Stage Statutory assessments

Where progress is not sufficient, even if a special educational need has not been identified, extra support will be put into place.

In addition to this, class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN but these children will be focused on during Pupil Progress Meetings, where the child’s class teacher, SENCo, Deputy Headteacher and Headteacher discuss ways to support the pupil even further.

As a result of Pupil Progress Meetings, pupils may be raised at Local Inclusion Forum Team Meetings (LIFT) where further support may be requested to support this child in a mainstream setting. Once a pupil has had involvement with an external agency or specialist teacher support, they are added to the school's SEN Register. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

### **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.

### **SEN Register**

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

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

<b>Class Analysis</b>	<b>Total SEN</b>	<b>SEN Support</b>	<b>Educational Health Care Plans (EHCP)</b>	<b>High Needs Funding (HNF)</b>
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
<b>Total</b>	<b>27</b>	<b>24</b>	<b>3</b>	<b>2</b>

### **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.*

Primary Need				
Year Group	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.

### **Consulting and involving pupils and parents**

Building positive relationships is key to ensuring parents are fully involved in deciding the right educational setting for their child. Through building these relationships we are able to have honest and open discussions about the pupils' strengths and weaknesses and how these can be best supported and nurtured to ensure the pupil reaches their full potential. When considering specialist educational provision, the SENCO supports parents in their decision by accompanying them to visit local specialist settings where they are supported to ask questions and make a decision that is not rushed.

Early discussions are had with parents or children whose academic progress is slow compared to that of their peers. During these discussions we will ensure that:

- Everyone develops a good understanding of the pupils' strengths and difficulties
- We take into account parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

## **Our Approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- 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.

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, mixed ability groupings.
- Adapting our resources and staffing to suit the needs of each individual pupil.
- Use of Working Walls to support all children in their learning and increasing their independence.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, computer apps such as Clickr, writing slopes, fidget cushions, Incredible 5 point or 3 point scale, now and next boards and brain gym/movement breaks.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving instructions one at a time, using visual cues.

## **Assessing and Reviewing Pupil Progress towards Outcomes**

We follow the graduated approach and the four part cycle of assess, plan, do, review.

The class teacher, SENCO, Deputy Headteacher and Headteacher work together three times a year to carry out a clear analysis of the pupil's needs. This will draw on:

- Teacher assessment and experience of the child
- Previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The pupils own views

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **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.

## Progress Data 2019-2020

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

<b>Phonics screening 2019-2020</b>	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

### 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.

### **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.

### **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.

### **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.