

SEN Evaluation Report 2016-17

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:

- Six 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.
- 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 (11.5%) pupils are listed on our SEN Support register.

- SENS – 27
- Statement /EHC – 2 (plus 2 pending)

Class Analysis	Total SEN	SEN Support	Educational Health Care Plans (EHCP)	High Needs Funding (HNF)	Percentage
Reception	2	2	0	0	7.2
Year 1	4	4	0	0	13.3
Year 2	3	3	0	1	9.7
Year 3	5	5	0	0	16.1
Year 4	6	6	0	2	20.0
Year 5	4	2	2	4	13.3
Year 6	3	3	0	0	9.7
Total	27	25	2	7	12.7%

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	-	2	-	-
1	2	2	-	-
2	1	-	1	1
3	4	-	1	-
4	4	1	1	-
5	-	3	1	-
6	2	-	1	-
Total	13	8	5	1

The national average for SEN support is 14.4% of the school population. At St George's CEP School, we have 11.8% of our school population at SEN support. 0.9% of our children have an EHCP.

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

There is some correlation between SEN and Disadvantage.

Year R – percentage of monitored/ SEN with comorbidity Pupil Premium						
	Monitoring			SEN		
Total	5			2		
Number in class	28			28		
	17.9% monitored	% of class monitored & Pupil Premium	3.6%	7.2% SEN	% of class SEN & PP	7.2%

Year 1 – percentage of monitored/ SEN with comorbidity Pupil Premium						
	Monitoring			SEN		
Total	8			4		
Number in class	30			30		
	26.7% monitored	% of class monitored and Pupil Premium	16.7%	13.3% SEN	% of class SEN & PP	3.4%

Year 2 – percentage of monitored/ SEN with comorbidity Pupil Premium						
	Monitoring			SEN		
Total	5			3		
Number in class	31			31		
	16.1% monitored	% of class monitored & Pupil Premium	3.2%	9.7% SEN	% of class SEN & PP	6.4%

Year 3 – percentage of monitored/ SEN with comorbidity Pupil Premium						
	Monitoring			SEN		
Total	4			5		
Number in class	31			31		
	12.9% monitored	% of class monitored & Pupil Premium	9.6%	16.1% SEN	% of class SEN & PP	3.2%

Year 4 – percentage of monitored/ SEN with comorbidity Pupil Premium						
	Monitoring			SEN		
Total	7			6		
Number in class	30			30		
	% of class monitored					
	22.6%	% of class monitored & PP	6.4%	20.0%	% of class SEN & PP	16.7%

Year 5 – percentage of monitored/ SEN with comorbidity Pupil Premium						
	Monitoring			SEN		
Total	5			4		
Number in class	30			30		
	16.7%	% of class monitored & PP	6.7%	13.3%	% of class SEN & PP	6.7%

Year 6 – percentage of monitored/ SEN with comorbidity Pupil Premium						
	SEN			Monitoring		
Total	8			3		
Number in class	31			31		
	25.8%	% of class monitored & PP	3.2%	9.7%	% of class SEN & PP	3.2%

Total number of pupils on roll	Number of pupils with SEN	% of pupils with SEN	% of pupils with SEN & PP	Number of pupils being monitored	% of pupils being monitored	% of pupils being monitored & PP
212	27	12.7%	6.6%(14)	42	19.8%	6.1%(13)

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. Due to the size of St George's Primary School and the level of need, we receive additional notional funding when applying for HNF. During 2016-17 this amounted to £327 per month per HNF child, however during 2016-17 this amount was cut to £59 per month per HNF child. This was a significant loss to the school because Top-up funding remained the same but the notional rate decreased significantly.

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 (David Jones) or to one of the DDSL (Jo Ellis and Libby Rye). The concerns are then actioned and discussed at the weekly safeguarding meeting. FLO is involved in supporting with these families and concerns and making referrals to Early Help.

David Jones and Jo Ellis have attended refresher Safeguarding training this academic year as well as a Safeguarding conference. Libby Rye has attended Level 1 Safeguarding training and Online Safeguarding for DSLs. All staff have read and understood Keeping Children Safe in Education 2016 (KCSIE) 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 13 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 4 children in Year 5 receiving HNF.

Two of these TAs are non-class based supporting specific interventions in small groups or with individual children. These include specific precision teaching, Better Reading Partnership, speech and language groups and a number of social groups.

Our Family Liaison Officer (FLO) works 15 hours a week spread over 3 days. She is supporting pupils and parents in many aspects of school life including social and emotional need, attendance and behaviour. She is funded via general school funding and Pupil Premium funding.

Local Inclusion Forum Team (LIFT)

Six children have been raised at LIFT during 2016-17. Advice was given to the school, through the allocation of a specialist teacher for Cognition and Learning, to support one particular child. Two other children have received support via the specialist teacher for Social, Emotional and Mental Health and Communication and Interaction. Another child continues to receive support via the specialist teacher for Communication and Interaction. The Senco submitted three requests for statutory assessment, this academic year, for three children in Year 5. Two of these children have now had an EHCP issued and one is currently underway. Another statutory assessment request has also been applied for.

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 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.

The specialist teacher who supports for Social, Emotional and Mental Health can then support us in accessing the ELSA programme (intensive emotional literacy support). One child attended this programme during Term 1 & 2 and has now returned to school. We have

now secured an EHCP and the LA has agreed to specialist placement. We are awaiting a specialist placement to be found.

Abby Lloyd, specialist teacher has also been supporting at St. George's during this academic year. She is funded via High Needs Funding and supports three children with weekly literacy lessons.

External Agencies

We continue to buy into the support provided via Educational Psychology with 3 visits allocated a year.

SENCo week

Jo Ellis, SENCo, currently works 0.5 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 the FLO 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 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. LIFT meetings are for half a day each half-term.

The SENCo holds regular TA meetings and staff meetings.

The SENCo also attends AEN updates termly. SEN meetings with individual class teachers are timetabled throughout each term. HNF applications are completed by the SENCo and Individual Provision Plans for HNF children are produced in collaboration with the teacher.

SENCo and FLO work very closely and meet weekly to discuss any children requiring Early Help or those being monitored. Any concerns raised are communicated to the class teacher and FLO visits families in need of support.

Intervention and number of pupils who accessed this intervention this year	Focus	Impact	Implications for 2017/18 (continue / drop / re-train TA / select pupils more accurately)
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Speech Link	Supports pupils with speech production issues.	All children make a significant improvement across the year. See separate analysis for detail.	LS to continue to screen children in KS1 and KS2. Reception teachers to screen all Reception children in Y1.
Language Link	supports pupils with receptive and expressive language difficulties	All children make a significant improvement across the year. See separate analysis for detail.	LS to continue to screen children in KS1 and KS2. Reception teachers to screen all Reception children in Y1.
BRP	Reading	Where the gap is between 6-12 months and the programme is delivered 3 times weekly, gaps are seen to show improvement. However, it does not have as big an impact when gaps are bigger than 12 months and the programme is delivered twice a week. See separate analysis for detail.	Continue at a class based level. Assessments have been carried out by Senco and a TA. The TA who manages BRP is leaving and there has been a thorough handover to another TA.
Precision Teaching	Spelling Maths	PT monitored continually and programme changed when children not making progress. Some children now receiving 5 minute Box and Maths Box intervention.	Continue for groups/ individuals and monitor continually.
Lego Therapy	Social communication programme to help children to co-operate	Recorded on IPPs. Successful for some children but has needed to be modified as 'collaborative play' and barrier games for other children.	Continue for children with social and communication issues but modify for those who have poor co-operation skills.
Zones of Regulation	Emotional regulation programme	Whole school level and used with groups/ individuals.	Some individuals who are supported with this programme still require

		Has supported children in expanding strategies for those who have emotional regulation problems.	a high level of adult support to help them regulate their emotions.
Toe-by-Toe	Highly structured multi-sensory reading programme (one-to-one)	Successful with individuals to support in spelling patterns.	Continue to use for individuals in KS2.
Power of 2	Highly structured multi-sensory maths programme (one-to-one)	Successful with individuals to support in laying foundations in maths concepts.	Continue to use for individuals in KS2.
Sensory Circuits/ movement breaks	Early morning exercises to prepare children for learning.	It has been difficult to logistically carry out this intervention in the morning due to clubs and Worship time.	It is a very worthwhile intervention to use with individuals – sensory stations in classrooms would be a good move forward.

SEN Training provided to staff since September 2016

Training Date provided - Title	Uses in the school and impact
3/10/16 Teaching Effective Vocabulary for Learning Attended by 2 TAs	To support a child in receipt of HNF. Project has follow-up and staff felt the training was very useful and could be used practically in the classroom.
6/10/16 & 7/10/16 Behaviour Conference attended by Jo Ellis	Disseminated to staff via TA meetings and staff meeting.
17/10/16 AEN Updates Attended by Jo Ellis	Shared with SLT
15/6/16 Wellbeing Toolkit Attended by N Brownfield	Staff pop-ups on mindfulness and growth mindset
Zones of Regulation TAs Led by R Farmer	Used in school for individual support and group support. Children have a good understanding of the 'zone' they are in but some require support to put suggested strategies in place. Ongoing intervention.
Comic Strip Conversations TAs Led by R Farmer	Comic strip conversations used by 2 individuals and behaviour mapping training planned for 2018.
11/11/16 Lego Therapy TAs Led by R Farmer	Lego Therapy Group taking place in school.
17/1/17 Language for Learning Survival for Sencos attended by Jo Ellis	3 TA meetings to share good practice – led by Jo Ellis
7/3/17 Once Upon A Story Attended by FLO	Used to support individual children through direct work with FLO. Part of working together with vulnerable families.

6. The progress data pupils, by year group.

% 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
Year 1	92% (25 chn)	100% (4 chn)	92%	75%	100%	75%
Year 2	100% (26 chn)	66% (3 chn)	100%	66%	96%	33%
Year 3	100% (25 chn)	100% (5 chn)	100%	100%	100%	100%
Year 4	91% (22 chn)	83% (6 chn)	95%	100%	91%	100%
Year 5	100% (24 chn)	100% (4 chn)	100%	100%	100%	100%
Year 6	(31 children)					

7. Attendance of pupils with SEN and No SEN

2016-17	% sessions missed due to overall absence
No SEN	3.48
SEN support	6.03

Progress across Key Stage 2	Reading progress %	Writing progress %	Maths progress %
No SEN (28 children)	100	tbc	tbc
SEN (3 children)	100	33	66

Attainment Key Stage 2	Reading %	Writing progress %	Maths progress %	GPS
No SEN (28 children)	100	89.2	100	100
SEN (3 children)	100	33	66	100

Attainment Key Stage 1	Reading %	Writing %	Maths %
No SEN (27 children)	tbc	tbc	tbc
SEN (3 children)	33	0	33

Phonics screening 2016-17	Y1 Phonics Screening Results	Y2 Phonics Re-Screening Results
All children	77% 23/30 children	88% 7/8 children
No SEN	89% 24/27 children	50% ½ children
SEN	0 0/3 children	100% 6/6 children