

SEN Evaluation Report **Academic Year 2022-2023**

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

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 the SENCO in addition to their usual Teacher Consultations. During these meetings School Agreements are shared with parents outlining pupil targets. These are then 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.

Changes to Local Inclusion Forum Team (LIFT)

The SENCO attends six LIFT meetings a year. There are also Surgeries run by STLS; this is an opportunity for the SENCo to discuss pupils and their needs and gain advice and support. The LIFT process is changing, whereby the SENCo needs to have attended several STLS Surgeries to 'raise the child' before they can attempt to raise the child at an official LIFT meeting.

SEN Register (as of June 2023)

Currently 34 (17%) pupils are listed on our SEN Support register.

- SENS – 34
- EHCP – 4

| Class Analysis | Total SEN | SEN Support | Educational Health Care Plans (EHCP) | High Needs Funding (HNF) |
|-----------------------|------------------|--------------------|---|---------------------------------|
| Reception | 3 | 2 | 1 | 1 |
| Year 1 | 4 | 4 | 0 | 0 |
| Year 2 | 6 | 6 | 0 | 1 * |
| Year 3 | 8 | 8 | 0 | 1 |
| Year 4 | 7 | 5 | 2 | 2 |
| Year 5 | 4 | 4 | 0 | 0 |
| Year 6 | 2 | 1 | 1 | 0 |
| Total | 34 | 30 | 4 | 5 |

*HNF for medical needs – ends August 2023.

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 | - | 3 | - | - |
| 1 | 4 | - | - | - |
| 2 | 3 | 2 | - | 1 |
| 3 | 5 | 3 | - | - |
| 4 | 2 | 3 | 1 | 1 |
| 5 | 3 | 1 | - | - |
| 6 | 0 | 2 | - | - |
| Total | 17 | 14 | 1 | 2 |
| % | 50% | 41% | 3% | 6% |

The national average for SEN support is **12.6%**. At St George's CEP School, we currently have **15%** of our school population at SEN support. The National average for pupils with EHCP's is **4%**. At St. George's, we currently have **2%** of pupils with 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
- ELSA Programme

Further 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.

External Support

As a school we are aware of the increasing number of pupils that are entering our Early Years Foundation Stage with severe speech delay. This is a nationwide problem and has worsened since the pandemic. In order to attempt to reduce this problem at St. George's we have recruited a Private Speech and Language Practitioner who will be working one day a week, twice a month working with the 'most severe' cases we have currently in school. The reason we have had to take this measure is due to the lack of services currently available from Kent.

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 5 children in school receiving HNF.

Transitions to Secondary School

This year, as previous years the SENCO and Year 6 teacher have completed numerous Year 6 transitions, some via TEAMS and others Face to Face with the receiving secondary schools to ensure a smooth handover.

For pupils with SEMH, the SENCO also ensured they were included on the SEMH Transition programme. The SEMH team have arranged additional transition days for these pupils at their new schools, where they will be met by the STLS team and their therapy dog at their new setting. During these sessions the children complete activities with the Specialist Teachers and key members of staff at the secondary school, to prepare them for their Secondary Transfer.

Transition from Pre-school to Primary school

As in previous years, 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 2023.

The SENCO and Early Years teacher visited certain settings where a concern for SEN or Safeguarding may have been raised. 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. This year we have noticed that when we have submitted our annual reviews for HNF pupils, there has been a decrease in funding despite the fact that their needs have not changed and neither has the support that is provided by us. This obviously will have an impact upon us moving forwards with regards to staffing etc.

Safeguarding

Families engage well with Early Help.

The school uses CPOMs for recording safeguarding concerns. These concerns are raised to the DSL (Elizabeth Rye) or to one of the DDSL (Matt Jones or Rachel Cunningham). The concerns are then actioned and discussed at SLT daily meetings. The SENCO is involved in supporting these families and concerns and making referrals to Early Help.

All DSL and DDSL's have attended updated training.

Annual Reviews

This year the SENCO led Annual Review meetings in person. Kent were invited to attend all of these meetings, but did not respond or contribute. The SENCO submitted all the paperwork to Kent following these meetings.

ELSA Programme

The SENCO was trained in ELSA (Emotional Literacy Support Assistant) following the pandemic. In order to maintain the ELSA accreditation, the SENCO has to attend 6 supervisions throughout the year – these have been very beneficial. ELSA sessions are offered on a priority referral basis to support pupils with Emotional Regulation, Anxiety, Bereavement etc.

