

## SEN and Vulnerable Children Annual Report 2016/17

### Current SEND Register

Year Group	SEN Support	High Needs Funded	EHCP
R	9	6	
1	11	1	
2	7	1	
3	7	0	
4	8	3	1
5	8	2	
6	5	2	
Total	55	16	Total on register: 71

### Background information

Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most other children of the same age. These children may need additional help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of Churchfield's SEND Policy. The Code describes a graduated approach which recognises that children learn in different ways and have different needs. A step by step approach starting with a concern can be put in place to remove barriers to learning which a child may encounter. This stepped approach may involve requesting the advice of external professionals in the areas of cognition and learning, communication and interaction, physical and/or sensory and social, emotional and mental health. For some children, depending on the severity of need a child can attract additional funding, known as High Needs Funding. This is a small amount of money ranging from £200 to £4000 annually. The first £6000 of any SEN child's entitlement is funded through the delegated school budget (Element 2). If, even with this additional funding a child's needs cannot be met an Education, Health and Care Plan (EHCP) may be needed.

Quality First Teaching (Wave 1) is offered to all children and targeted to support children's specific needs through differentiated planning and delivery. Some children receive additional 1:1 and small group teaching (Wave 2 and Wave 3 provision). Examples of this provision include phonics groups, nurture group intervention and Speech and Language support. In most cases the provision is carried out by the class teacher and teaching assistant; reviews have taken place through pupil progress meetings and IEP or Pastoral Support Plan reviews with the SENCO.

### Funding

There are currently 16 children with High Needs Funding in the following categories:

- Social, emotional and mental health: 6
- Communication and Interaction: 9
- Physical/sensory: 1

Children who are in receipt of funding have had an Annual Review to celebrate progress through the year.

### **Policies**

- The school's SEND Policy is reviewed annually

### **Key Personnel**

- SENCO: Mrs Rebecca Skews
- SEND Governor: Alison Ridley

### **Outside Professionals**

- Speech and Language Therapists
- Educational Psychology
- SEMH Advisory Teachers
- Learning Support Service advisory teachers
- Autism and Communication Service advisory teachers
- Barnardo's Drama Therapist
- Physical Impairment Service
- Occupational Therapists
- CAMHS

### **Access Arrangements Key Stage 2**

0 children in Year 6 were entitled to access arrangements in 2017. 2 children were dis-applied from all.

### **Vulnerable Children**

There is currently 1 child in Care at Churchfield.

### **Transition**

Children with SEN in Year 6 have had additional visits to their secondary schools to give them more time to become familiar with the new school environment and to make relationships with key adults. They have also had additional transition lessons in school to prepare for the changes ahead. Liaison with the secondary school SENCOs ensures that teachers are aware of individual needs and provision.

School Entry Plan Meetings and home visits have taken place for all children starting school in September. Liaison with the pre-school setting SENCOs ensures that teachers are aware of individual needs and that the SENCO can make appropriate provision.

Transition from class to class within school has taken place by new teachers and TAs meeting informally with children in order to build relationships. This is similar to pre-teaching – where a vulnerable child has more time to get to know the new teacher.

### **What we offer**

- Wheelchair accessible building and disabled toilets
- Sensory room
- Nurture setting
- Forest School
- Range of interventions for catch-up, Wave 2 (group) and Wave 3 (one to one)
- High quality support from trained adults
- Regular monitoring and review through pupil progress meetings, IEP, PSP and Annual Reviews
- Strong links with secondary feeder schools; transition arrangements in place
- Smooth in-school transition arrangements
- Strong links with outside professionals who support children in school
- Training to up-skill staff in order to support the range of needs
- SENCO available for parent consultation by request

### **Training this year**

- SALT training for TA delivering 1:1 programmes
- ILI (Individual Literacy Intervention) refresher training for 4 TAs
- Differentiation training for all TAs
- How to write a social story: for all TAs
- Numicon training for TAs delivering Maths intervention
- Graduated response training for all staff
- IEP writing for all staff

### **Impact of interventions**

Interventions which have accelerated progress in Writing:

- One to one precision teaching
- Additional handwriting
- Fine motor skills
- Social skills
- One to one Speech and Language programme
- Additional reading
- Additional writing
- Transition
- Clubs

Interventions which have accelerated progress in Reading:

- OT/Physio
- Additional handwriting
- Fine motor skills
- Social skills
- One to one Speech and Language programme
- Social Stories
- Clubs
- Paper Nation writing

Interventions which have accelerated progress in Maths:

- One to one precision teaching
- Additional handwriting
- Additional Phonics
- Additional Number work
- One to one Speech and Language programme
- Silver Seal
- Social Stories
- Additional writing
- Speaking and Listening
- Clubs

Impact of ILI

14 children have received 3 x 30 minutes per week precision teaching in reading, spelling, writing and phonological awareness using the Individual Literacy Intervention (ILI).

11 children have made accelerated progress, an example being 10 months progress in reading in 2 months, a ratio gain of 5, described as 'Remarkable Progress'.

### Progress of pupils with SEND

	Writing	Reading	Maths
% of SEND children who made more than expected progress this year	38%	34%	31%
% of SEND children who made expected progress this year	25%	41%	28%
Total number of children who made expected or better progress	63%	75%	59%
% of SEND children who made less than expected progress this year	30%	18%	34%
Progress not recorded on SPTO – No start of year data	7%	7%	7%

## **Spending on SEND**

In 2016/17 the SEND budget was £41,734. School spent more than this in order to provide in class support for children.

The majority of the budget is used on personnel, with trained staff deployed according to the needs of the children.

Teaching assistants have been used to deliver small group and one to one sessions throughout the week.

A proportion of the budget has been spent on resources to support SEND children. This has included specific resources identified for particular children.

Elaine Williams

SENCO Support (October 2016-July 2017)