



## SEN ANNUAL REPORT TO GOVERNORS

Information correct as of: July 2017

Report shared with governors on: Autumn 2017

SEN coordinator: A Walmsley

Contact at: [sen@tarletoncommunity.lancs.sch.uk](mailto:sen@tarletoncommunity.lancs.sch.uk)

SEN Governor: L Banister

Contact at: [l.banister@tarletoncommunity.lancs.sch.uk](mailto:l.banister@tarletoncommunity.lancs.sch.uk)

Policy reviewed Sept 2017

### Number/proportion of pupils on the SEN list:

	Intervention Plus	SEN Support	Statements/EHCP	Comments
EYFS	2	0	0	<i>9 children have joined our school over the last year with varying degrees of SEN including 1 child needing an EHCP who we have put full time support in for in the interim. We have also been providing full time support for a child on SEN support due to behaviour issues but LCC refuse to support our request for an EHCP.</i>
KS1	8	4	0	
KS2	18	7	5	

(Comparison with local and national %)

	%SEN
School (all including Intervention +)	14%
School (SEN Support)	3%
National (SEN Support)	12.3%
School (statements/EHCP)	2.2%
National (statements/EHCP)	1.3%
National (all including Intervention +)	13.4%

## Categories of need:

	<b>Cognition &amp; Learning</b> <i>Specific Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD)</i>	<b>Behaviour, Emotional &amp; Social Development</b>	<b>Communication</b> <i>Speech, language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD)</i>	<b>Sensory/and or physical</b> <i>Visual impairment (VI), Hearing Impairment (HI), Multi Sensory Impairment (MSI), Physical disability (PD)</i>
Reception	2			
Y1	3		4	
Y2	3		1	1
Y3	3		2	
Y4	5			
Y5	9	2	1	2
Y6	2	1	3	
<b>TOTAL</b>	<b>27</b>	<b>3</b>	<b>11</b>	<b>3</b>
Comments	<i>Numbers on the register have risen over the academic year from 32 at the start of the year to 44 at close of summer term. This is due largely to 9 children joining our school across the year with SEN, plus the internal identification of 3 other children.</i>			

## Attendance of SEN/D pupils: (from) September 2016 to July 2017

	<b>Attendance</b>	<b>Authorised Absence</b>	<b>Unauthorised absence</b>	<b>Persistent absence</b> <i>(missed 46 or more sessions)</i>	<b>Persistent absence</b> <i>(missed 64 or more sessions)</i>
16 – 17 SEN	95.6%	3.31%	0.54%	0	0
16 – 17 Non-SEN	97.38%	2.25%	0.37%	2	1
15 – 16 SEN	97.4%	2.2%	0.79%	1	0
15 – 16 Non-SEN	97.24%	2.28%	0.49%	3	0
	<p>Comments</p> <p>Attendance data for SEN children is stable over the last 2 years</p> <p>Comparison of SEN and non-SEN as detailed above shows no real difference in attendance figures between the 2 groups.</p> <p>SEN pupils at Tarleton Community Primary attend well and higher than national SEN and national other pupils.</p>				

## Outcomes – pupils on track to meet age related expectations (ARE)

Y	N°s	SEN %			N°s	Non SEN %		
		R	W	M		R	W	M
1	7	15	0	0	46	80	63	76
2	5	0	0	25	31	81	77	90
3	5	0	0	0	36	58	47	56
4	5	0	0	0	40	58	43	50
5	14	8	8	15	36	75	69	67
6	6	71	29	29	32	97	91	81

Pupils on the SEND Register, due to their needs, do not do as well as other pupils in school or nationally based on age related expectations.

## Outcomes –pupils on track to meet targets set (PIVATs)

	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Comment
No of pupils with SEND		2	7	5	5	5	14	6	Targets were set over 5 half terms (due to new assessment systems)  Pupils exceeding targets based on PIVATs
Reading		1	6	2	3	2	10	4	FS 50% exceeded targets in all areas Y1 70% exceeded targets in all areas Y2 40% exceeded targets in reading, 20% in writing and 60% in maths Y3 60% exceeded targets in all areas Y4 20% exceeded target in all areas Y5 64% exceeded targets in reading, 71% in writing and maths Y6 66% exceeded targets in all areas  Pupils falling behind FS 50% falling behind in reading Y1 14% falling behind in reading, 28% falling behind in writing and maths Y2 60% falling behind in reading, 40% in writing and maths Y3 40% falling behind in all areas Y4 40% falling behind in reading 60% in writing and 20% in maths Y5 14% falling behind in reading and writing and 7% in maths Y6 33% falling behind in reading and maths, 16% in writing
Writing		1	5	2	3	2	11	5	
Maths		1	5	3	3	2	11	5	
Other									
<b>Moderation</b>  Children's progress is monitored through pupil progress meetings held termly between class teachers and the head. Progress of all children is tracked against targets. Children needing interventions are identified, interventions recorded and monitored at the next meeting.  All teachers have an intervention timetable identifying which children are receiving interventions with frequency of support. These are monitored by the SENCO and head.									

	The SENCO monitors progress of SEN children through completing a Pupil Tracker and through termly Pupil Passport review meetings. At these meetings the class teacher and SENCO discuss progress towards passport targets and set new targets as appropriate.
--	---

### Outcomes – end of key stage

Y 2		Reading		Writing		Maths		Comments
		Exp+	Higher	Exp+	Higher	Exp+	Higher	
	EHCP (0)	N/A	N/A	N/A	N/A	N/A	N/A	No comparable data nationally.
	SS (2)	0%	0%	0%	0%	0%	0%	SEN pupils perform less well than school and national other.

Y 6		Reading		Writing		Maths		EGPS		Comments
		Exp+	High	Exp+	High	Exp+	High	Exp+	High	
	EHCP (3)	0%	0%	33%	0%	33%	0%	0%	0%	No comparable data nationally.
	SS (3)	0%	0%	33%	0%	33%	0%	0%	0%	SEN pupils perform less well than school and national other.
<b>Progress</b>										
	EHCP (3)	-8.65		1.9		-2.15				No comparable data nationally.
	SS (3)	-6.42		1.11		-2.41				SEN pupils perform less well than school and national other.
	Non	-0.92		1.13		-1.82				

### Financial Information

	Budget Allocation	Expenditure
Support staff	£88,080.00	£110,000.00
Specialist teaching Advice	£4,500.00	IDSS - £2,650.00 VI - £675.00 VI - £316.00 Total £3,641.00
Educational Psychology	£500.00	£500.00
Staff training & development		Behaviour and asthma training - £00.00
Resources	£300.00	PIVATS - £120.00 PIVATS - £120.00 PIVATS - £50.00 Total £290.00
Counselling services	£1,400.00	£1,800.00
<b>Total</b>	<b>£94,780.00</b>	<b>£116,231.00</b>
<b>Comment</b>		
Due to the SEN needs of individual children, there was a significant over spend on support staff which was slightly offset by an under spend on specialist teacher input. Expenditure exceeded budget allocation by £21,451.00.		

## Specific support programmes/interventions

Programme	Cost	Adult involvement – who/frequency?	Impact/Implications <i>(evidence of accelerated progress)</i>
Behaviour managements interventions	£0	Elm Tree weekly during Spring and Summer terms	Input from Elm Tree provided strategies which staff were able to employ to help manage behaviour.
Specific speech and language programmes	£0	SALT	Input is ongoing (Child is EAL with issues in home language and English)
Observation and advice regarding strategies to support individual children	£350	Kingsbury Special school	Strategies were put in place and supported social skills development for the children.
Speech and language interventions	Covered through class support	Talk Boost Reception/Y1 Delivered by J Mc TA in class	Children developed use of social language and impact was seen in FSP data with the % of children at ARE moving from 76.% at start of year to 85% at end
Counselling service	£0	Elm Tree Weekly during Spring term	Counselling helped children discuss feelings and return to class more prepared to learn.
Dyslexia interventions IDL	£5,027.00	9.5 hours weekly for groups of children delivered by K B	Ongoing. Data from KB indicates all children are making accelerated progress

## School Improvement Priorities

<p><b>Main aim</b> To introduce the use of PIVATs across the school as a means of measuring progress for our SEN children</p>
<p><b>Actions taken</b> New PIVATs purchased linked to KLIPS for reading, writing, maths New PIVATs purchased linked to PSED - behaviour for learning, emotional aspects, personal independence and social awareness and relationships. Staff trained in the use of new PIVATs Governors introduced to PIVATs and use as an assessment tool. Spread sheet created to monitor progress SENCO analysed data termly and reported to governors SEC committee</p>
<p><b>Impact of actions taken</b> All children on the register were assessed using the PIVATs system to obtain an accurate baseline assessment. Tracking indicates that children with SEN are making good progress from starting points and we recognise that despite having high expectations of all pupils, our SEN pupils may not necessarily make the same progress as their peers due to their learning needs and subsequent barriers to learning. Based on PIVATS assessments from Autumn midterm to end of Summer term the expectation was that the children make 5 PIVATS points progress which equates to a score of 1 as each point is worth 0.2.</p>

**Next steps**

Embed use of PIVATS Target of 1.2 points progress across a full academic year  
 Embed appraisal systems for teaching assistants lined to children with SEND  
 Develop collaborative working systems and processes with SENCO's from local schools through TARDiS cluster  
 Develop collaborative working through involvement in EP (Educational Psychologists) cluster  
*(The evaluated action plan for SEND could be attached to this report and referred to in this section)*

**Staff training/professional development**

Focus of training	No. of staff	Outcome/impact/implications
Asthma training	All staff	All staff confident to deal with children needing inhalers
Epi pen training	All staff	All staff confident to administer epi pen if needed.
Behaviour management training	All staff	All staff trained in various behaviour strategies and how to deal with children with specific needs e.g. ADHD, ASC

**Special events/achievements/awards**

Our SEND children have benefitted from taking part in a variety of inclusion sports sessions led by West Lancashire School Sports Partnership. These have included bowling, curling and athletics.

School is working to develop links with Rainbow House, a local charity for children with additional needs. Staff from Rainbow House have been visited TCP and staff from TCP have visited Rainbow House. An assembly on disability was led by Mr Upton in addition to a further assembly led by staff from Rainbow House to highlight the work done by Rainbow House. Staff and some children and their parents participated in a sponsored "Rainbow Ramble" to raise funds for Rainbow House.

**Parents and Carers****Feedback received:**

Parents continue to be pleased with the progress their children with SEN make at TCP. Below are a few quotes from parents:

*Thank you for all you have done for our child, from Reception to supporting him with specialist support over the years. Thank you also for supporting us with the application to secondary school. We are very grateful for all you have done.*

*Thank you so much for all your help. Without you, our child would not be getting the help he needs. Every school needs a Mrs Walmsley.*

*Thank you for everything you have done for our son, without you he wouldn't have got this far.*

**Development work/actions taken:**

Pupil passports have been fully embedded with targets lined to PIVATS. These are shared with parents and updated termly.

**Parental involvement:**

Parents of children with SEND are invited to comment on Pupil Passports and the progress their child is making and to discuss this with the class teacher/SENCO. Parents of children with a statement of SEN/EHCP are invited to an annual review where their child's progress is discussed with all professionals involved in their care/education.

**Special events for parents/carers/community:**

Inclusion sports events which parents took children to.  
All events in school are open to SEND pupils.  
SEND newsletter sent to parents to advertise events and clubs outside of school with our partners.

## Leadership and Management (see also previous sections on SIP & Staff development)

### Legislative changes

Description	Impact	Implications/recommendations
EHCP (change of statements to EHCP)	Further funding issues on school Criteria has changed making it more difficult to get an EHCP and therefore more challenging for parents to get pupils into the right school placements.	School funding is an issue.

### Monitoring and evaluation

Monitoring activity (including focus)	How evaluation shared	Next steps
<b>Appraisal and observation of TAs</b>	Observation form completed and shared with TA. Appraisal targets agreed at start of cycle, mid-term review and end of term review with new targets set. Shared with HT	Continue with appraisal and observation cycle
<b>SEN monitored as part of Teaching &amp; Learning Audit</b>	Observations highlight impact of teaching on all groups including SEN.	SEN learning walks to be added to monitoring and review timetable
<b>Termly SEND Report to Governors</b>	SEND report is shared termly with governors at SEC committee and also reported on at full governors through HT report. Reports discussed and minuted with any questions or actions	Continue with termly reports.

<b>Pupil Passports</b>	Reviewed termly by teacher and SENCO following discussion with parents and children regarding progress.	Continue to review passports termly/
<p>Examples of good practice identified through monitoring and evaluation</p> <p>Appraisal cycle</p> <p>Pupil passports reviewed termly</p> <p>Passports reviewed by SENCo and class teacher.</p> <p>Opinions of child and parent sought for passports</p>		

## Governance

<b>Visits to school by Governors</b>		
<b>Description/purpose</b>	<b>Date</b>	<b>Outcome/implications</b>
Familiarisation with SEN at TCP by SEN governor	17/4/17	LB gained a clear picture of how SEN is managed at school and completed a report (shared with the HT).

Report completed by: Andrea Walmsley (SENCo)