

# SEN Annual Report for Lower Wortley Primary School

## Report by Helen Prouse (SENCo)

### Period 2016-2017

#### 1. Executive Summary

This report has been written for the academic year September 2016 to July 2017.

There continues to be a lower number of pupils on the SEN register at Lower Wortley Primary School than there is nationally. The percentage of children with SEN at Lower Wortley is 10.1% compared to the national percentage of 14.4%.

The percentage nationally of pupils with an EHCP remains at 2.8%. It is currently 0.5% at Lower Wortley Primary School. However, we are predicting this will increase due to the increasing levels of children we are getting with very complex needs.

Analysis shows that there is an increasing number of pupils entering school who require additional support in various areas, but cognitive delay remains a priority. There are increasing numbers of pupils within school who require additional support with social, emotional or mental health needs and targeted support continues to be provided where required. The number of pupils with Education, Health and Care Plans continues to increase each year and all statutory timescales are met by the school. Although speech and language difficulties are often not a child's primary need it does continue to be a big concern and the support received from the NHS is decreasing. As a cluster, we are looking to appoint a traded speech therapist from next year.

The context of the pupils on the SEN register continues to change and the pattern of pupils entering school with more complex needs is still evident. Training has been delivered to key members of staff to help to support with the changing needs of the pupils and more work with specialist services has taken place e.g., Nurses, Occupational Therapists, Physiotherapists, Visually Impaired Team and Health and Safety. Data shows that pupils with SEN are making progress throughout their time at Lower Wortley Primary School, but most are not reaching the same level of attainment at the end of the Key Stages as their peers. This is an area that needs to improve but due to the raised expectations within all areas of the curriculum combined with the changing needs of the pupils, this is very difficult to achieve. As the school strives for all pupils to succeed as well as they can we have implemented B Squared to ensure children are being taught and assessed at their level. We have implemented personalised curriculums for key children throughout school whose needs are significantly different from their cohort. We have had up to 9 children working on personalised curriculums when required. We continue to have children who require a high level of adult input if not complete 1:1 support to access any learning in each key stage. This year we had 6 children in the foundation stage, 3 children in key stage 1 and 7 children in key stage 2 requiring very high levels of adult support and a curriculum and teaching approach which differed from their peers.

#### 2. School characteristics

The following breakdown of our SEN register is done by **primary** category of need. Many children have more than one area of need. The primary category of need is determined by what the pupil needs the most support with at school. These figures can change throughout the year due to mobility of pupils.

Total school SEN is 37/367 – 10.1 %

### Breakdown of primary need (figures including nursery children)

	Number of pupils	%
Moderate Learning Difficulty (MLD)	19	51%
Social, Emotional, Mental Health (SEMH)	11	30%
Autistic Spectrum Condition (ASC)	1	3%
Specific Learning Difficulty (e.g. Dyslexia) (SpLD)	1	3%
Physical Difficulty	3	8%
Speech, Language and Communication need (SLCN)	2	5%
Severe Learning Difficulty	1	3%

Spread of needs across year groups 2016-17	
Numbers of children in each year group	
Nursery	3*
Reception	5
Year 1	5
Year 2	6
Year 3	7
Year 4	3
Year 5	5
Year 6	3

\*more pupils may be added who enter Nursery at a later stage in the year.

### 3. Funding arrangements

The funding for the financial year April 2016 to March 2017 is as follows:

Total funding received by school (elements 1 and 2)	£119,369
Number of pupils for whom top up (element 3) funding is being claimed	5
Total funding received by school (top up funding, element 3)	£26,277
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£145,64
Variance to 2015	-£259

### 4. Current SEN staffing infrastructure

The school has one SENCo and the Head Teacher supports when needed. The school continues to use support staff in the most appropriate way and is based on the needs of the pupils. There are currently four pupils who require 1:1 support throughout the day and therefore some classes have more adult support than others. This year we have some KS2 children with SEMH needs who require additional supervision at unstructured times. Support staff are organised to provide 1:1 support to those children to reduce the number of incidents at break and lunch times.

The HLTA works across classes and support the needs of the pupils alongside their colleagues.

#### Staff

Headteacher	1	Assistant Headteachers	2
Class teachers	13	Additional teachers	2
Special Educational Needs Co-ordinator	1	HLTA	1
Teaching assistants	14	Learning Mentor	1
Nursery Nurses	3		

## 5. Staff training and Qualifications

Staff CPD continues to remain a priority. Staff welcome the opportunity to attend different courses and then report back to colleagues afterwards.

Training opportunities provided in this period

Staff role	Training accessed	Desired impact
Teaching staff	B squared training	To make staff aware of a different way of assessing and measuring progress of SEN children. All staff to complete sessions with Jenny Scott to enable them to effectively use B squared as an assessment tool for Sen children.
All staff	Level 1 AET - June	Raise awareness of best practice for autistic children throughout school.
SENCO	SENCO network meetings	To keep the SENCo updated on current practice and resources. To develop an understanding of how sensory difficulties impact children and to look at behaviour management strategies.
SENCO	SENCO conference	To update knowledge and understanding and to receive local and national updates on SEND
All teaching staff and nursery nurses	Family of school training day Team teach – KM, HP Moving and play – SS Developing communication in Early Years – All EYFS staff	To update knowledge of interventions which would benefit children with SEN SENCo to practice positive handling techniques in relation to a specific child and writing PHP's
All staff	Restorative practice	To develop strategies for self regulation and consistency in approach to behaviour management across staff.
Year 2 teacher	Restorative practice – 3 days total – JMc	To lead restorative practice meetings and liaise with SLT regarding updating the school behaviour policy
All teaching staff	Lego therapy training	All staff to develop an understanding of how Lego therapy improves social communication and essential skills such as listening and turn taking. Opportunity to create kits ready for immediate use with identified pupils
SENCO	Sensory circuits with Carolina Magson – HP Child's parent/guardian also attended to develop a consistent approach between home and school	To deepen SENCO knowledge of sensory processing difficulties and how to support this in school including developing a 1:1 sensory circuit for a funded child
All staff	High 5 internal training	To deepen understanding of strategies which children need to resolve conflicts To develop a consistent whole school approach to dealing with conflict

Year 2 teacher	Stammer training - JMcDowall	To get useful up to date tips and strategies of how to support pupils with a stammer
Business Manager	EVC training - DH	To ensure all children including those with SEND are planned for with careful consideration on educational visits.

## 6. Relevant data sets

The following tables shows achievement data at the end of each Key Stage:

### Foundation Stage Data (Pupils who achieved a Good Level of Development)

	Lower Wortley	Leeds
All pupils	60	64.8
Pupils without SEN	69.2	70.9
Pupils with an EHCP	n/a	2.6
Pupils with SEN	0	23.3

#### Commentary

This data is based on 6 children. Two of which have undergone extensive medical procedures and received speech and language support so were not physically capable of meeting the criteria in the Physical Development strand despite the fact they achieved many of the other Early Learning goals. Two of the children have been assessed by the paediatric team and have global developmental delay alongside SEMH issues, toileting issues and speech and language delay. Two children had very low starting points due to moderate learning difficulties and made slow progress despite interventions.

### Key Stage 1 data (% achieving the expected standard)

	Reading	Writing	Maths	RWM	Pupils
LWPS All children with SEN	0	0	0	0	6
Leeds All children with SEN	25.6	17.6	28	15	
Early National All children with SEN	30.3	20.5	31.6	17.3	

#### Commentary

The children with SEN in KS1 are all boys with cognitive delay. Two of the boys receive top up funding and have social, emotional and mental health issues as their priority need. They have very high needs requiring a huge amount of adult support and cannot access the same curriculum as their peers. Both have had a lot of input and support from outside agencies, which will continue. The other four boys have moderate learning difficulties and need additional group support in class to help them make the required progress and try and reduce the gap between them and their peers. Four of the six boys also have speech and language difficulties and have been seen by a speech therapist.

### Key Stage 2 Average Scaled Scores:

	Reading	GPS	Maths
LWPS All children with SEN	98.5	99.5	98.5
Leeds All children with SEN	95.5	97.1	95.8
Early National All children with SEN	96.7	98.1	97.1

## KS2 % achieving the expected standard

### SEN Reading, GPS, Maths, Writing TA, RWM, Pupils (RWM)

	Reading	Writing	Maths	RWM	Pupils
LWPS All children with SEN	33.3	0	33.3	33.3	3
Leeds All children with SEN	28.4	31	30.3	22.8	14.2
Early National All children with SEN	32.8	33.7	35.3	29.3	17.7

#### Commentary

By the end of Key Stage 2 the number of pupils on the SEN register has typically reduced due to successful interventions leading to accelerated progress throughout school. Our data last year shows for Reading and Maths we were above both the Leeds and national average but not for writing. Our average scaled scores also show for GPS, Reading and Maths our SEN children achieve better the Leeds and national data.

In this data set the three pupils were all boys. One has significant SEMH issues and has worked with counsellors and an ISW from SENIT. One has moderate learning difficulties and the other pupil in this data set has Autism and an EHCP. He is transferring from our school to a secondary SILC to meet his needs.

## 7. Pupil performance against targets set for children with EHCPs

For all the pupils with EHCPs or Statements, it is possible to see how many of their outcomes they achieved.

Pupil A - This pupil was very successful in Year 6 when working on a curriculum based around his interests (which he was instrumental in planning), but which was entirely different to his peers. He achieved socially more than we could ever have expected and made friendships by the time he left. He went on to attend a secondary SILC to meet his needs.

The STARS team who supported us highly commended the high levels of individualised support we had put in place and even took some of the resources we had made to use in their training and as ideas for some of their other students

Pupil A - Year 6 – 4/5 EHCP outcomes achieved

## 8. Range of interventions currently in place

### Key Stage 2

Same Day Interventions. Analysis of effectiveness / impact Interventions are implemented based on assessments made in each lesson. Pupils are identified as needing support according to the progress made in each lesson and how well they have achieved against the learning outcomes. If the staff consider that the pupil is able to make progress in the following lesson following some intervention before the next lesson, then this will take place with an additional teacher employed to work in Key Stage 2. The numbers of pupils who receive this each day alters daily, based on the needs of the individuals, but it is expected that pupils will not require this additional support each day as that would insinuate that the work was not pitched appropriately within the lesson. This method has proven to be very successful and has had positive impact on the achievement of a wide range of pupils, some of them on the SEN register and some of them who require intervention but don't have SEN.

Rapid phonics – short 6 week intervention catch up programmes for Reception and Key stage 1. Support staff have been trained internally and targeted groups work with support staff daily on this catch up programme in very small groups.

Rapid writing – catch up scheme run by HLTA for targeted Year 3/4 pupils. As writing was identified as an area of difficulty our HLTA worked with some SEN children and intervention children to try and reduce the gap in writing.

It was found when evaluated both rapid schemes suited children working at intervention levels much better than children with SEND as they tend to require longer processing time and the scheme moves too quickly for them. We will look at other interventions next year with this in mind.

In addition to these we have:

- children working on completely personalised curriculums
- children working on the previous year's curriculum so significantly adapted or supported lessons within the classroom
- children doing sensory circuits or using sensory equipment to help self-regulate
- we have children with stepped approaches to behaviour
- children completing physical targets set by physiotherapists and occupational therapists
- children following individual speech and language plans from speech therapists
- we also have a child working on individual plans set by SENIT
- we follow guidance from the stammer support and visually impaired team for a few children
- All children have a SEN profile with SMART targets which are regularly evaluated and amended where necessary and these are monitored termly by the SENCO.

## **9. Attendance (September 2016 – July 2017)**

The average attendance of all pupils was just above the expected level of 95%. However, the attendance for SEN children was below the expected levels. This is due to a combination of term-time holidays, medical appointments and a small number of persistent absentees.

Whole-school attendance rate - 95.8%

Attendance rate for those on SEN register - 90.2% (from 1/9/16 to 27/7/17)

Of the pupils on the SEN Register, 60% had higher than 95% attendance, 26% were between 90% and 95% and 14% were below 90%.

## **10. Exclusions**

Total number of permanent exclusions (all pupils) 0

Total number of fixed-term exclusions (all pupils) 0

Total number of permanent exclusions (SEN cohort) 0

Total number of fixed-term exclusions (SEN cohort) 0

Total number of school days lost to fixed-term exclusions (all pupils) 0

Total number of school days lost to fixed-term exclusions (SEN cohort) 0

## **11. The quality of teaching and learning**

Teaching and learning is monitored throughout the year using a monitoring calendar. The SLT lead the monitoring but subject leaders and other members of the staff team contribute to reviewing the effectiveness of teaching and learning throughout the school.

SEN is an area which is looked at during monitoring and any underperformance is managed supportively. Lesson observations were carried out in Spring Term specifically monitoring SEN provision throughout the school. Feedback throughout the whole school was good with clear evidence of SEN children being fully included in all lessons at a level they could access. Further monitoring will be planned in next year to coincide with our newly planned detailed transition meetings to ensure provision matches what is being put in SEN profiles and any SEN children not making expected progress are regularly reviewed.

## **12. Description of SENCo's current quality assurance arrangements**

Teaching staff have staff meetings throughout the year and for all high needs children we plan on having a transition meeting in September detailing exactly what support must be in place from the start of term to meet the needs of these children.

All support staff receive Performance Management targets which relate to a range of whole school, groups and individual pupils they work with. These targets are reviewed throughout the year and any underperformance is challenged at the earliest stage. Some teaching staff with children with high needs were also given targets linked to meeting their specific needs to ensure progress is made.

Through lesson observations, SEN profile monitoring and work sampling, it is possible to monitor the progress made towards these targets.

### Quality Assurance of Interventions

Through the monitoring cycle, interventions are observed throughout the year. These can be through the whole class observations or through discrete observations of specific interventions. Support is provided to any member of staff who requires it, in a supportive way, and opportunities are investigated for further professional development, within the school or through an outside agency, as needed.

The SENCo identifies areas for improvement and produces a yearly action plan with set timescales and budgets to ensure these areas are met effectively over the year and then impact is reviewed.

SEN profiles are also reviewed termly to ensure children are set targets appropriate to their level and to check these targets are being evaluated. SENCo will do a book scrutiny to look for evidence that the targets are being met and progress is being made.

## **13. SEN targets**

The school now uses B Squared materials to support with setting SEN targets. This means that all targets are in line with the whole school curriculum and help pupils to make steps towards achieving their age-related expectations. Targets are reviewed regularly, by support staff and teachers, and new targets are set according to their individual needs. Records show the work has been completed and we encourage this to be as part of their whole class teaching wherever possible rather than as a discrete session. Research shows that pupils achieve better when they are included in the class and can access quality first teaching but with support as required to their individual needs. E.g. if a pupil needs to be able to write in full sentences, an adult will help them to do this within an English or Topic lesson rather than out of the classroom as this is much more relevant to the pupil and will have a bigger impact. Two children do spend a lot of time (50% or more of each day) working at workstations out of class as it keeps them calmer and its not only in their best interests but those of the rest of the class too.

## 14. Compliance with statutory duties

The school continues to meet all the statutory duties. Annual Reviews for EHCPs and children receiving FFI top up have been carried out and any paperwork has been submitted to the authority within the timescales. All provision is in place for students with EHCPs.

- Annual reviews have been conducted on time
- The school's SEN policy reflects reality within the school
- The school has responded to all professional recommendations made in this period
- Children with SEN have accessed all relevant school activities including school visits unless deemed too high risk when completing individual risk assessments.

## 15. SENCo's summary

*What has worked well this year?*

- ☐ Through a significant amount of CPD to support pupils with Autism, the school is now more able to meet the needs of pupils and good relationships have been built with outside agencies such as STARS.
- ☐ Education, Health and Care Plans  
The school has successfully completed two EHCP applications this year. These have been very time consuming but have had the desired outcomes. Both pupils will now access specialist provision as a direct result.
- ☐ B Squared  
Through staff training and use of this assessment and planning tool, all members of staff are now able to set very purposeful targets for pupils on the SEN Register and these all relate to the national curriculum outcomes for each year.
- ☐ Restorative practice and Lego therapy  
As we have an increasing number of children on the SEN register with SEMH and CLA who are not on the SEN register but have additional needs we adopted a new approach to managing behaviour on a personalised basis to best support these children. Lego therapy has been very successful at developing social communication and has groups running from Reception to Year 6. We will continue this next year and look at how to extend and offer more nurture provision. We will also implement further restorative training with identified staff.

*What could have worked better?*

### Speech and Language

The new pathways for accessing speech and language support are arranged so that the child is seen by a professional, targets set and then the child is signed off from the service. After twelve weeks, the targets are reviewed and a referral has to be made again if the child has not met their targets. This process is incredibly time consuming. When the cycle is complete the child is then placed back on a waiting list for another few months. In reality, a child would probably be seen once a school year.

We have a child with significant speech and language delay and it has taken several phone calls/e-mails and three prior visits to assess whether he meets the criteria for the SSI pathway. In conclusion, despite a lot of time and effort from the school, he has yet to receive his specialist NHs

therapy. The likelihood is that the child will be seen in the spring term of Year 1 despite being referred in the autumn term of Reception.

We are not the only school in the cluster who have found the lack of NHS speech and language service disappointing, however many other schools buy in traded services and this will be something we look at in the future. Due to this we have as a cluster bought in a traded speech and language therapist to support each school in the cluster for half a day a week for three of the six half terms. We are looking forward to the regular access we will have and will assess the effectiveness at the end of next year.

#### National outcomes

Due to the continued raised outcomes for the pupils at all stages, those with additional needs are at a disadvantage from the outset. The school would like SEN pupils to make accelerated progress whenever possible, but we understand that the progress made by some pupils may not be measurable against national curriculum outcomes. E.g. the progress in communication and interaction or physical development is a priority for some pupils and can make a huge difference to that young person's life but isn't recognised when analysing sets of data.

#### Attendance

The attendance of pupils on the SEN Register is lower than those without additional needs.

Analysis shows one of the main reasons is due to the children with physical difficulties scoring very low (47.6%) as they must attend many medical appointments. In addition to this they are more prone to infections and illness due to weakened immune systems.

The other is a persistent absentee who we referred to the Attendance Officer. We also had meetings with the parents and in addition visited the home on several occasions when the child was absent from school. This had some success. This child has significant SEMH needs and consistency in routine was very important. We will monitor their attendance closely next year.

### **16. SENCO's priorities for next academic year**

- Ensure pupils continue to make progress towards national outcomes.
- Ensure attendance improves for pupils on the SEN Register whenever possible.
- Maintain a high standard of support for all pupils – part of this will involve completing comprehensive FFI applications to ensure funding continues for our high needs pupils
- Use of stepped approaches and visual supports being used throughout school
- Continue to support the pupils with complex needs to ensure they can make good progress against their own personalised curriculum.
- Identify which pupils have specific learning difficulties in key stage 2 and which have moderate by using a dyslexia screener to ensure pupils needs are being met in the best way.
- Plan sensory circuit training for all staff to deepen understanding of the impact sensory processing difficulties have on learning.
- All foundation stage staff as part of their ongoing development to have movement play training and put support and resources in place to practice and develop key physical skills
- Ensure all children have pupil passports and are aware of the targets they are working on
- EHCP applications for a child in year 4, reception and nursery.
- Ensure all early years ISARs are completed in set time frames and B squared p scales are completed at the end of reception for SEN children with cognitive delay.
- Liaise more with our SEN governor and complete a walk around the school for governors to see what SEN provision looks like at our school

## 17. SENCo's recommendations for actions to be included in the school's development plan

The following suggestions come as a result of reviewing the progress this year and through analysis of key areas for the school to improve.

Suggested action/focus	Desired outcome
To ensure all children with SEN are working on a curriculum which meets their needs	SEN meetings within the first week to clarify the needs of identified children with the previous and new teacher
To ensure all children with SEN are assessed using the appropriate assessment framework	Identify which SEN children are going to be levelled against previous years objectives using the B Squared assessment tool
To identify the learning needs of those children with SEN (To ensure teaching matches needs of SEN children so the gap between SEN pupils and their peers reduces)	Autism diagnostic tests for specific children on the SEN list (by CAMHS) Dyslexia screening for targeted KS2 children Classroom observations of those children identified with SEN
To meet the S&L needs of priority children on the SEN list	To establish a timetable for S&L therapy interventions Ensure any advice given for individual children is followed and recorded in the SEN books
To meet the SEN needs of a child in nursery with a disability	Identify a member of staff who will work 1:1 with the child Access training for all Nursery staff who manage the child's medical needs on entry to Nursery Access Makaton training for LW Complete appropriate paperwork to access funding for the child Obtain permission from parent for staff to access training Liaise with agencies to ensure the facilities within school (changing bed and chair) have been correctly serviced and training has been accessed.