



SEN report Summer term 2018

Pen Mill Academy is an inclusive school where everyone is made to feel welcome. Our Academy vision sets out to ensure that all students ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

A child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special education to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age. Special education provision means educational training and/or provision that is additional to and or different from, that provided generally through high quality teaching.

Identification of special educational needs:

Pen Mill Academy believes that early identification of special education needs, whether it be social, emotional, behavioural or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we have two systems in place:

1. Tracking and monitoring of pupils within the nursery class
2. Welcome visits for all new pupils joining the school whatever the year.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

Assessment of our pupils continues throughout their time at Pen Mill as needs may show themselves at any time due to many differing circumstances. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations.
2. Class teachers continually monitoring the children in their class.
3. Giving all adults in school the opportunity to discuss concerns re a child at any time
4. Liaising with parents

A full discussion will then take place with the relevant staff and if appropriate, the child will be added to the inclusion register. If at any time any child presents any areas of concern then the child is discussed with the SENCO.

Any children identified on the inclusion register receive additional support. This is outlined on the class provision map which is written in conjunction with the class teacher and TA and outlines any support in addition to quality first teaching which is needed for pupils within the class. Children who are at SEN support wave 3 will also have an ILP (individual learning plan) which outlines their specific targets and support. They may also be referred to an outside agency or other service for additional support and advice which can be used by the school to enable the child to make progress.

Parents/Carers are invited to meet termly with the class teacher, teaching assistant and where appropriate SENCO to review their child's ILP, celebrate their successes and set new targets.

Provision:

As with all children at Pen Mill it is essential that High Quality Teaching (Wave 1), is offered and targeted to support children's specific needs. This includes detailed lesson plans with clear differentiation, and the identification of any children with additional needs highlighted. Class provision maps outline additional Wave 2 and Wave 3 provision for individual children or groups.

Examples of this provision include; ELSA, social skills groups inclusive of the nurture group, Talking partners, Individualised literacy intervention, family support or specialist S&L or EAL support. In most instances, this provision is carried out by the class teacher or a teaching assistant. If external agencies are involved then both the teaching assistant and the class teacher will have regular meetings to ensure that targets are being supported accurately

Present interventions running for pupils of SEN are as follows

- **Speech and language therapy**
- **EAL speech and language support**
- **Emotional literacy support**
- **Early literacy support**
- **Small group phonics booster sessions**
- **Small group numeracy booster sessions**

Statistics for SEN across the Academy

Number of children receiving SEN support	51
Number of children in wave 2 support	22
Number of children in wave 3 support	29
Number of male SEN	34
Number of female SEN	17
Number of children on the SEN register	38 (39)
Number of children on the SEN register also EAL	3
Number of children on the SEN register that are accessing HN funding	12
Number of children who are pupil premium and accessing HN funding	9
Number of children who are pupil premium and on the SEN register	19
Number of children raised at consultation meeting	13

Breakdown of number of children receiving support in each of the categories of need

Cognition and learning	13
Communication	16
Social, emotional and mental health	14
Physical and medical need	5

Percentage of pupils making expected progress (SEN register pupils only)

Year 1 maths

	Below target	On target	Above target
Autumn	100%		
Spring	80%	20%	
Summer	87%	13%	

Year 1 reading

	Below target	On target	Above target
Autumn	100%		
Spring	80%	20%	
Summer	87%	13%	

Year 1 writing

	Below target	On target	Above target
Autumn	100%		
Spring	80%	20%	
Summer	80%	13%	

Year 2 maths

	Below target	On target	Above target
Autumn	100%		
Spring	33%	43%	25%
Summer	42%	58%	

Year 2 reading

	Below target	On target	Above target
Autumn	92%	8%	
Spring	64%	27%	9%
Summer	60%	10%	30%

Year 2 writing

	Below target	On target	Above target
Autumn	100%		
Spring	62%	31%	8%
Summer	62%	38%	

Across the past year:

The following tasks have proven significant in the overall development of SEN this year

- A full audit of SEN pupils across the Academy has taken place, enabling SLT to target intervention effectively for pupils. From this the SEN register has been updated
- SEN data has been tracked
- Teaching assistants have been deployed to best meet the needs of individuals across the school, a review of intervention staff is underway
- Holding annual reviews for pupils to determine progress made and next steps, following on from this, those children requiring an education health and care plan to be applied for with immediate effect
- Outside agencies have had the opportunity to become involved with pupils and many observations and assessments have taken place to enable support for children to be more specific to need
- Monitoring of interventions has taken place with staff receiving feedback of observations and then acting on these accordingly
- Staff training has supported staff understanding of the Core Standards
- Teaching assistant training has taken place within speech and language, Theraplay, specific medical needs and Thrive

Planned way forward for 2018-2019

- Clear and targeted intervention, matched with pupils tracking across all year groups. Data to be rigorously scrutinised following time bound intervention
- Links to be made between Pupil Premium and SEN pupils
- Teaching assistants deployed back into the classroom to deliver intervention with the classroom environment
- Continued support for parents and carers of pupils with SEN through open door policy and annual reviews