



Castle Hill Governors' Annual SEND report to Parents
2016-17

As part of their statutory duties, Governing bodies must publish information about and report on, the schools policy on special educational needs.

The Special Educational Needs Co-ordinator (SENDCo) is Miss Sarah Laycock and the named Governor for SEND is Mr David Wilson.

Number of Children with SEND

At the end of the academic year 2016/17 there are 32 children identified as having a SEN, which is approximately 11.11% of children on roll (286 inc 35 Nursery)

These are made up of:

- 30 children receiving provision through at SEN support
- 2 children receiving provision through an EHCP
- We have also continued to monitor 15 children as initial concerns or as de-escalations.
- 2 Y2 pupils awaiting parent discussion before entry to SEND register
- 1 pupil now has an ASD diagnosis and another is pending at any time.
- 13 SEN pupils are also Pupil Premium (40%)
- 1 statement has successfully transferred to EHC plan
- 2 pupils were supported through DCATCH funding

SEN Register update:

| Key Stage | SEN Support 2016 | SEN support 2017 | EHC Plan 2016 | EHC plan 2017 | Total 2016 | Total 2017 |
|-------------|------------------|------------------|---------------|---------------|------------|------------|
| EYFS | 2 | 1 | 1 | 1 | 3 | 2 |
| Key Stage 1 | 7 | 5 | 0 | 0 | 7 | 5 |
| Key Stage 2 | 23 | 24 | 1(st) | 1 | 24 | 25 |
| | | | | | 34 | 32 |

| | |
|--|------------------|
| Number of pupils moving down a threshold on the SEN register | 1 Y5 |
| Number of pupils moving up to SEN Support | 2 Y1, 1 Y2, 2 Y5 |
| Number of pupils coming off the SEN register | 1 Y5 |
| Number of pupils moving into school on SEN Support | 1 Y4, 1 Y5 |
| Number of pupils awaiting an EHC assessment | 0 |

Progress of Pupils with SEN

All of the children who are currently on our SEND register have an Additional Support Plan in place and receive support personalised and additional to the other children in their cohort in order to meet their individual targets.

Parents of pupils on the SEND register were invited to review meetings in October, March and July. Parents are provided with copies of their plans at the progress meetings and they are able to contribute to their children's targets. Pupils are also invited to these meetings so that their voice can also be heard.

Progress towards targets is continually monitored by the class teacher.

All teachers have a turquoise SEND support file where all current information is kept. Historical information is kept in the SENDCo office files. Any interventions are recorded, monitored and evaluated by TA's and teachers on a weekly basis and half termly by the SENDCo to evaluate impact. All pupils have a folder on the M-drive containing all documentation and referrals relating to their additional needs.

Effectiveness and impact of additional SEN provision on pupils' outcomes

End of KS tables:

| KS2 Test | Outcomes for SEN pupils by % | Outcomes for SEN by % 2017 | Outcomes for non-SEN 2016 | Outcomes for non-SEN 2017 | Outcomes for all pupils % | Outcomes for all pupils % |
|---------------------------------|------------------------------|----------------------------|---------------------------|---------------------------|-------------------------------|-------------------------------|
| Reading expected standard | 20% | 0% | 60% | 83% | 54% | 68% |
| Writing% TA expected standard | 20% | 14% | 63% | 77% | 57% | 65% |
| Grammar, punctuation spelling % | 20% | 29% | 70% | 93% | 63% | 81% |
| Maths expected standard | 40% | 14% | 66% | 87% | 60% | 73% |
| RWM | | | | | 43% Calderdale 46% Nat 53% | 65% Calderdale 58% Nat 61% |

| KS1 TA | Outcomes for SEN pupils by %2016 | Outcomes for SEN pupils 2017 | Outcomes for non-SEN 2016 | Outcomes for non-SEN 2017 | Outcomes for all pupils % 2016 | Outcomes for all pupils % 2017 |
|------------------|----------------------------------|------------------------------|---------------------------|---------------------------|--------------------------------|--------------------------------|
| Reading% reached | 17% | 0% | 71% | 81% | 64% | 76% |
| Writing% reached | 0% | 0% | 55% | 70% | 47% | 64% |
| Maths reached | 17% | 0% | 65% | 79% | 58% | 73% |
| KS1 Phonics | 33% Y1 100% Y2 | 100% Y1 50% Y2 | 100% | 100% | 94% Y1 100% Y2 | 100%Y1 50% Y2 |

| Progress and attainment of SEN 2016-17 Classroom Monitor Data (Dev+) | | | | | | | | | | | | |
|--|---------|----------|------|--------------|---------|----------|------|--------------|-------|----------|------|--------------|
| Inline+ | Reading | | | | Writing | | | | Maths | | | |
| | pro | %Att SEN | Prog | %Att Non-SEN | prog | %Att SEN | Prog | %Att Non-SEN | prog | %Att SEN | Prog | %Att Non-SEN |
| YR (2) | | 50 | | 75 | | 50 | | 75 | | 50 | | 75 |
| Y1 (2) | 1 | 0 | 1.5 | 76.09 | 0.8 | 0 | 1.4 | 69.64 | 1.3 | 50 | 1.6 | 83.87 |
| Y2 (3) | 2.3 | 0% | 2.6 | 72.65 | 2.5 | 0 | 2.9 | 75.58 | 2 | 0 | 2.9 | 66.67 |
| Y3 (4) | 3.5 | 25 | 3.4 | 63.91 | 3.5 | 25 | 3.5 | 70.95 | 3.4 | 0 | 3.6 | 80.65 |
| Y4 (6) | 2.8 | 33.33 | 2.8 | 70.97 | 3.2 | 0 | 2.9 | 54.84 | 3.2 | 33.33 | 3 | 77.79 |
| Y5 (8) | 3.3 | 12.5 | 2.9 | 71.4 | 3.8 | 0 | 2.9 | 45.72 | 4.2 | 25 | 2.9 | 74.29 |
| Y6 (7) | 2.6 | 14.29 | 3.6 | 86.66 | 3.1 | 14.29 | 3.9 | 90 | 3.7 | 28.58 | 4.3 | 96.66 |

Attendance, exclusions and mental well-being of SEN pupils

The attendance of the SEN pupils is 96.3%

The whole school pupil attendance is 96.7%

There have been no exclusions of SEN pupils

Percentage of persistent absentees 3%

Percentage with 100% attendance 0%

Percentage of mental health referrals to CAMHS team - 6 pupils, 0.3%

Number of pupils supported by school counsellor: 10 plus further 12 in drop-ins

Number of pupils supported through 1:1 THRIVE sessions: 5, plus group of 5

Number of pupils supported by Educational Psychology: 10 pupils

1 child under the post adoption team

1 child accessing play therapy

Working with Parents

The SENDCo is classroom based but is available to speak with parents on Tuesday afternoons and Wednesday Mornings.

From September this will be most afternoons during the week.

Parents with SEND children also complete a parental questionnaire about how they view SEND provision in the school, this is sent out with the October review invitation.

Responses are very positive and highlighted the effectiveness of partnership working with SEN pupils' parents/carers.

Percentage of parental complaints relating to SEN 0%

Percentage of parents completely satisfied with SEN 92%

Percentage of parents attending 94% attending their child's plan review

Costing For Provision - SEN funding breakdown and SEN provision map 2016-17:

| Provision | Staff | Time/cost |
|---|---|--|
| Teaching assistants - Group interventions and 1:1 interventions working on ASP targets. (PPG funding) | Linda Ford YR Lindsay Crossley YR Support Claire Tanner Y1 Kate Wynn Y1 Debbie Clark Y1/2 Cath Hullett Y2 Jenny Wardle Y1/2 Kath Ainscough Y3 Kelly-Anne Cook Y3/4 Kate Wheadon Y4/5 Karen Emott Y5/6 Rachel Hatton Y6 | 300 hours/ week Inc of 20hours from 2016 |
| Learning Mentor (PPG funding) | Mrs Tracy Bardsley | Full time |
| Educational Psychology | Jo Mitchell | x 4 days per term |
| Budget allocation for resources | | £500 |
| Training budget | | £2000 |
| Management/supervision of TAs (1 hour per week) SENCO release | SENDCo | 1 hour per week 2 afternoons/week |
| IEP preparation and review (12 hours per term) | SENDCo | 12 hours per term |
| IEP preparation and review - staff release (2 days supply cover per term) | Teacher cover | 2 days per term |

Deployment of Staff and Resources

There is a well thought out provision map for the allocation of support based on pupil need and a careful plan for the use of the school's Notional Budget. Teaching assistants work with individual pupils or a small group of pupils, following a variety of intervention programmes. Not all of these pupils are on the SEND Register but have been identified as needing additional support in specific areas. Intervention groups run throughout the day to make use of the limited space available in school. Where possible we try to support children within the classroom in order to ensure that children don't miss activities in class, however this is not always possible.

The SENDCo's main task is to oversee and coordinate SEND provision throughout the school. The SENDCo meets with parents, liaises with outside agencies, works with children, assesses children and completes paperwork ensuring the children receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEND. The SENDCo meets regularly with all staff to discuss pupil progress and the impact of intervention programmes. Pupil Progress meetings provides a time to talk to pupils in depth and to think about ways to support them further, capturing pupil voice, these are monitored by the Learning Mentor, Tracy Bardsley.

An additional Support Assistant will be employed to start in September in KS2 to support 2 SEN pupils in ASD and SALT, also providing additional support at lunchtime for Additional Needs pupils in KS1.

Staff Development

Impact of staff training for SEND on improving SEND pupils' outcomes:

SENCO, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources. Teaching assistants complete record sheets about their intervention programmes and the progress that their pupils are making. Class teachers remain responsible for the children's progress. This ensures everyone is fully informed and part of the SEND process in school. Staff now log all SEN meetings with parents and agencies on CPOMs in order to provide consistency and clear action planning. Teachers and Teaching Assistants have had the opportunity to attend SEN staff meetings. Training attended so far this year is listed below:

- Licenced THRIVE Practitioner (SEMH) x 2 staff
- Dyslexia Screening
- HLTA, KS1 and KS2 staff
- SENDCo networks and conference
- Attachment Theory training x2 staff members
- Working Memory training
- Whole school ASD training (rescheduled for September twilight)
- Speech and Language (including attending initial appointments to support parents)
- Supporting children's emotional health & wellbeing
- Understanding & responding to anger in children & young people
- Braille x 2 members of staff

All training and courses attended have had a positive impact in school and supported children's needs. The courses and training of the SENDCo and SEN teaching assistants has helped to make SEND provision in school more effective and streamlined. It has helped staff to identify pupil's additional needs early. This has also helped to improve communication between the pupils, SENDCo, class teachers, parents and outside agencies. The SENDCo looks carefully at school data and uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes. The SENDCo and Learning Mentor have both completed the THRIVE licenced practitioner training and this has been implemented across the school in order to support the Social and Emotional Health of the pupils and the measurable impact of this will be available at the end of the Autumn term 2017.

The SENDCo has now been awarded the PG cert SEN Award course run by Leeds Beckett. Which meets our obligations in the SEND code of Practice 2014.

External Agencies

The effectiveness and impact of multi-agency interventions and support:

This year to date, we have worked with different agencies including the Speech and Language Service, Occupational Therapist, Paediatrician, School Nurse, Speech Therapist, Children and Adolescent Mental Health Service (CAMHS), and Social Care.

- Number of pupils working with OT: 3 pupils
- SALT involvement: 5 pupils

We have also accessed support and advice through the SENDCo cluster meetings, which are termly and LA Inclusion Forums. The Educational Psychologist, Jo Mitchell commissioned last summer for 4 days per term, has worked with a variety of pupils for assessment, referral and staff support. She has worked with parents and carried out home visits and written reports for EHC annual reviews. She has carried out language for behaviour training with TAs and will be delivering training on the September INSET day for the whole staff. Her involvement will be reduced to three days per term in the coming academic year due to the high costs involved. Attachment training is planned for the Autumn term delivered by therapeutic services. Whole school introduction to THRIVE is also planned for the November INSET day, this will involve the whole school community.

Links to other Schools

The SENCO has close links with the local High school meeting with their interim SENCo. She also meets with the Hebden Bridge cluster and Calder High School. By making these links it is intended that the SENDCo will be able to advise parents and also tap into resources and skills from the other schools.

Medical Needs

We have two children in school with nut allergies; they have epi pens in school. All children in school with medical needs have a care plan in place which is written with parents and reviewed annually. These are kept in classrooms and displayed in the staff room and school kitchen. Any new care plans are discussed with all members of staff. One pupil has a care plan for Epilepsy needs. There are pupils on the asthma register.

We have a clear system in school for children who need prescribed medicines during the school day. Our updated Medical Needs Policy can be viewed on our school website.

Disability Duty- Accessibility and Future plans

We currently have one child in school with a registered disability. Adaptations have been made to ensure that she is able to move around the school more safely. Our updated Accessibility Policy can be viewed on our school website.

SEN Governor Comment on the strengths and weaknesses of SEN policy and SEN provision existing within the school: