

SEND Summary Report 2016-2017

Context of School

The following data is taken from July 2017. The SEND register will vary throughout the year as we are constantly reflecting on children's attainment and working in conjunction with outside agencies to identify need and progress.

Year Group	Physical / Sensory	C&L	C/I	SEMH	EHCP	Totals
Nursery			1			1
YR			4		1	5
Y1		10	2	2	1	15
Y2	1	7	1		1	10
Totals						31/320= 9.7%
					Previously	13.7%
					Brighton and Hove average	16.8%

Gender of Pupils on SEND Register		
	Boys	Girls
EYFS	4	1
Key stage 1	18	8
Total	22	9

Term of Birth				
Year Group	Autumn	Spring	Summer	Totals
Nursery			1	1
YR	1	2	2	5
Y1	2	2	11	15
Y2	0	3	7	10
Total				31

Year Progress for SEN pupils

Progress of SEN children in Year 2			
	Not expected	Expected	Exceeded
% of pupils progress in Reading	18%*	82%	0%
% of pupils progress in Writing	0%	73%	27%
% of pupils progress in Maths	18%**	55%	27%

*1 of the children has been in the LSS intervention all year and reading daily at school. There has been EP involvement due to questions over slow progress and working memory. 1 child was a focus child but progress slowed down.

**Both children have received 1st Class@Number and QFT. 1 has a complex issue with number and the other has been seen by EP over slow progress and working memory.

Progress of SEN children in Year 1

	Not expected	Expected	Exceeded
% of pupils progress in Reading	27%*	67%	7%
% of pupils progress in Writing	20%**	60%	20%
% of pupils progress in Maths	33%***	60%	7%

*of these 4 children, 2 have low attendance which school have been supporting in, 1 has been seen by the EP due to concerns over working memory and 1 has been working with the language support team to help support development. All children have attended Happy Literacy intervention and ELS.

**1 of the children has been seen by EP due to concerns over slow progress and working memory, 1 child has had poor attendance due to medical issues, 1 child has poor attendance and the school have been trying hard to engage the family. All children have attended Happy Literacy intervention and ELS.

***2 of the children have been seen by EP due to concerns over slow progress and working memory, 1 child has been referred to SSV as we believe he is having 'absences' which is impacting his ability to learn, 1 child has poor attendance and the school have been trying hard to engage the family and 1 child has S&L issues which may have impacted his understanding. All children have received the Numicon intervention.

Progress of SEN children in Reception

	Not expected	Expected	Exceeded
% of pupils progress in Reading	40%**	40%	20%
% of pupils progress in Writing	0%	60%	40%
% of pupils progress in Maths	20%*	40%	40%

*He received QFT and daily phonic intervention. Continues to be a focus child in Year 1.

**both children received QFT and daily phonic intervention. Both children have complex needs and have been seen by the EP. They will need to be given the opportunity to read daily at school.

Progress of SEN children in Nursery

	Not expected	Expected	Exceeded
% of pupils progress in listening and attention	0%	100%	0%
% of pupils progress in Understanding	0%	100%	0%
% of pupils progress in Speaking	0%	100%	0%
% of pupils progress in Moving and Handling	0%	100%	0%
% of pupils progress in Health and Self-care	100%*	0%	0%
% of pupils progress in Self Confidence	0%	0%	100%
% of pupils progress in Managing feelings and Behaviour	100%**	0%	0%
% of pupils progress in Making Relationships	0%	0%	100%

*/**This refers to one child with an ASC diagnosis who has specific needs being met through an inclusive approach and quality first teaching.

Other Interventions

We believe that some children who are unable to form trusting relationships with adults or respond appropriately to peers are unable to meet the social and intellectual demands of school. We therefore had a Learning Mentor who worked closely with these children to meet their Social, Emotional and Mental Health (SEMH) needs so they became ready to learn.

Our Learning Mentor ran a variety of groups that:

1. develop self-esteem
2. use play to teach social skills such as turn-taking, sharing, cooperating and appreciating the feelings of others
3. develop language for communication.

A number of these vulnerable children also work with our school counsellor.

We also run a number of Speech and Language interventions that run across Reception, Nursery and Year 1. These include School Start, Narrative, Lego Therapy and Talk Boost.

We also run Jump Ahead to improve gross and fine motor skills and follow the Busy Hands programme.

Key Initiatives and Activities this year

- 7 children received support from our school counsellor. All referrals were made by SLT after concerns for vulnerable children. Teachers have reported the children are more settled and engaged in learning.
- Pupils have been supported around issues to do with attachment behaviours, regulating emotions and other strategies. Teachers have reported children feeling more settled, happier and able to manage their emotions better.
- Whole school training in The Narrative Approach.
- The Speech and Language therapist assessed 5 children, continues to support 8 children in a variety of ways and closed 1 case.
- We have trained up a teaching assistant more thoroughly to deliver the School Start speech and language programme. This has enabled a higher quality of intervention and pre and post assessments show all children made good progress.
- Year 1 teaching assistants received Talk Boost support throughout the year and impact reports are good.
- We invested in an L.S.S Teacher and 4 children received her support.
- 3 children in the school with ASC received support from the Autism support teacher, who came into school to observe the children and advise the teachers.
- 1 teaching assistant and the INCo had further training on ASC and The Just Right Programme.
- The Community and Mental Health (CAHMS) support worker held a half termly book in for parents to ask advice.
- INCo attended regular cluster meetings with the city partnership.
- 25 families were supported by the family support worker in a variety of ways. 9 were intensive support on a 1:1 basis and 16 attended a workshop.
- We continued to run the 1st Class@Number maths intervention. 10 children received this intervention and all these children made good progress in their pre/post assessments..

- Teachers had termly SEN review meetings to discuss children, their progress and the support in place.
- Parents were given 2 opportunities to meet with the INCo to discuss their children and the support they are receiving.
- Consolidation of 'Lunchtime Club', which the Learning Mentor ran, for vulnerable children and those who can find lunchtime and outdoor play overwhelming. This to be taken over by Stacy Rahilly a skilled TA.

Analysis of Impact and Next Steps

It is very difficult to make comparisons with last year's data because the % per child is different.

	% per child	
	2016	2017
EYFS	8%	20%
Year 1	8%	7%
Year 2	7%	10%

This year's data is as follows;

In Year 2 the percentage of children that made expected progress and above was- 82% in reading, 100% in Writing and 82% in Maths. Reading and writing are slightly above the previous year but maths is lower. Looking at the 2 specific children that did not make expected progress, they are complex children who have been monitored closely and received QFT and intervention. One has been seen by the EP and the other has suspected dyscalculia.

In Year 1 the percentage of children that made expected progress and above was- 74% in Reading, 80% in Writing and 67% in Maths. 5 children did not make expected progress in maths, despite a planned Numicon intervention and bespoke elements of 1stClass@number intervention being taught. This is down in all areas from last year, which is unfortunately a trend in this year group. They have received QFT and intervention that have been adjusted for their needs but this year group will continue to be a focus. Intervention will be a huge focus in Year 2 and the whole class planning will need to be adjusted.

At the end of EYFS the percentage of children that made expected progress and above was- 60% in Reading, 100% in Writing and 80% in Maths. In reading 2 children did not make expected progress. We need to make sure that SEN children are provided with additional opportunities to read at school.

Our end of key stage 1 data shows;

27.3% of SEN children were at ARE in Reading, with the Brighton and Hove average being 25.6%.

36.4% of SEN children were at ARE in Writing, with the Brighton and Hove average being 17.7%.

27.3% of SEN children were at ARE in Maths, with the Brighton and Hove average being 24.3%.

This data shows we are above the Brighton and Hove average for SEN children achieving ARE.

Academic Year 2017-2018

- To set up Edukey and explore the tools it supplies.
- To have a focus on boys writing in Year 2.
- INCo and a member of support staff to receive Family Fischer Trust training to use as intervention for Year 2.
- Focus on Year 2 interventions- track and monitor them closely.
- To ensure a consistent approach to SEN identification and support of socially disadvantaged pupils on the SEN register.
- To continue build links with other schools in the Patcham community to achieve consistent approaches and smooth transitions.
- To share good practice the school has established with other schools, through the City Partnership Cluster.
- To continue to upskill members of the team through training in different areas.
- To consolidate the Talk Boost intervention into Year 1 and train 2 new members of staff.
- To raise the Narrative profile across the school to aid Speech and Language, Reading and Writing.
- To implement The Just Right Programme for individual children.
- To set up a new Nurture timetable so that SEMH interventions continue without our Learning Mentor.