

SEND Summary Report 2017-2018

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			2			2
YR	1	1	1		2	5
Y1			3		2	5
Y2		13	2	1	1	17
Totals						29/298= 9.7%
					Previously	9.7%
					Brighton and Hove average	16% (Jan 2018)

Gender of Pupils on SEND Register		
	Boys	Girls
EYFS	6	1
Key stage 1	21	1
Total	27	2

Term of Birth				
Year Group	Autumn	Spring	Summer	Totals
Nursery		1	1	2
YR	3	1	1	5
Y1	2	1	2	5
Y2	2	3	12	17
Total	7	6	16	29

Year Progress for SEN pupils

Progress of SEN children in Year 2			
	Not expected	Expected	Exceeded
% of pupils progress in Reading	31%*	63%	6%
% of pupils progress in Writing	19%*	67%	13%
% of pupils progress in Maths	19%*	63%	19%

1 child= 6% (roughly)

*See appendix document for breakdown of progress and support.

Progress of SEN children in Year 1

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

1 child= 20%

*1 child did not make expected progress in all 3 areas, however she has made some progress. She is a child with complex needs, who has just attained an EHCP with full funding attached. This mean we will be employing a full time key worker to help deliver her bespoke curriculum. He complex needs also contribute to her 86% attendance. She has bespoke planning and key worker support every morning. She has also been in intervention groups for phonics, Numicon, social skills and fine motor and gross motor skills.

**The additional child who has not made progress in writing has been supported with QFT and interventions alongside. He attended basic phonic intervention, then Early Literacy Support (although his lateness often meant he missed these sessions) and now Family Fischer Trust (FFT) intervention. He will continue to get additional FFT support in Year 2.

Progress of SEN children in Reception			
	Not expected	Expected	Exceeded
% of pupils progress in Reading	20%*	40%	40%
% of pupils progress in Writing	20%*	20%	60%
% of pupils progress in Maths	20%*	80%	

1 child= 20%

*The same child has made slow progress in all three areas. He is proving to have complex needs so we have involved the Educational Psychologist. His reports states that the child has 'general delay in all areas of his cognitive development' and he has also been re-referred to the speech and language team. He has been having additional time with a key worker and this support will continue into Year 1.

Progress of SEN children in Nursery			
	Not expected	Expected	Exceeded
% of pupils progress in listening and attention	0%	50%	50%
% of pupils progress in Understanding	0%	50%	50%
% of pupils progress in Speaking	0%	50%	50%
% of pupils progress in Moving and Handling	50%*	50%	0%
% of pupils progress in Health and Self-care	0%	100%	0%
% of pupils progress in Self Confidence	0%	100%	0%
% of pupils progress in Managing feelings and Behaviour	0%	50%	50%
% of pupils progress in Making Relationships	50%**	50%	0%

1 child= 50%

*This child has made some progress but is still developing his gross motor movements.

**Is a child who has been referred to SSV for ASC assessment- peer interactions is a challenge for him but he has made progress in this area.

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.

This year our INCo has been running a variety of groups that:

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

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 Nursery Talk Boost, 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

- 6 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 by Winston's Wish on bereavement.
- The Speech and Language therapist assessed 2 children, continues to support 11 children in a variety of ways and closed 2 cases.
- We have trained up teaching assistants in Nursery Talk Boost ready to implement it in September.
- Year 1 teaching assistants received Talk Boost support throughout the year and this will need to continue next year due to staff changes.
- Further Speech and Language training for 3 members of staff to use with specific children and INCo attended Cued Articulation training.
- INCo and a member of support staff received Family Fischer Trust training and implemented it with a number of Year 1 and 2 children. With good outcomes.
- INCo and a member of support staff attended training on Memory and how to support children to find ways to manage their working memory. INCo to feed these strategies back to all colleagues next year.
- 2 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.
- 3 members of staff attended ACS training to help support children in their care.
- Inco attended the Social Stories and Comic Strip Conversations training and has since supported colleagues in using it with specific children.
- 1 teaching assistant and the INCo had training on the SEMH Just Right Programme.

- The Community and Mental Health (CAHMS) support worker held a book in for parents to ask advice and ran an anxiety workshop in school which was well attended.
- INCo attended regular cluster meetings with the city partnership.
- A number of families were supported by the 'family support service' in a variety of ways (intensive support on a 1:1 basis or workshop attendance)
- We continued to run the 1st Class@Number maths intervention. 18 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.
- Educational Psychologist assessed 3 new children, reviewed 3 children and contributed to the 2 new EHCPs we applied for and successfully achieved.
- Continued development of 'Lunchtime Club', for vulnerable children and those who can find lunchtime and outdoor play overwhelming.
- The set up and use of Edukey by INCo continues to be a focus for next year. Rolling it out to other members of staff to ensure consistency of approach and support for all children.

Analysis of Impact and Next Steps

It is very difficult to make comparisons with last year's data because the % per child varies significantly in Key Stage 1.

	% per child	
	2017	2018
EYFS	20%	20%
Year 1	7%	20%
Year 2	10%	6%

This year's data is as follows;

In Year 2 the percentage of children that did not make expected progress in reading and writing was much higher this year, with the percentage of children making expected and exceeding lower. Maths had minor variations. When you look specifically at the cohort and the individuals they had a variety of more complex needs. The tracking and case studies show all the support they received throughout their school career with us.

In Year 1 the percentages are particularly skewed due to number of children they relate to so it's better to talk about the number of children. The number of children not making expected progress in reading, writing and maths has gone down. The 1 child who didn't make expected progress in all areas now has an Education and Health Care Plan with full funding attached.

At the end of EYFS the percentage of children that did not make expected progress is down in reading and writing and remains the same in maths. The percentage of children exceeding the expected level of progress had increased in reading and writing but decreased in maths.

Our end of key stage 1 data shows;

6% of children on SEN support were at ARE in Reading, with the Brighton and Hove average being 29%. 100% of children with EHCP were at ARE in Reading, with the Brighton and Hove average being 14%.

0% of children on SEN support were at ARE in Writing, with the Brighton and Hove average being 21%. 100% of children with EHCP were at ARE in Reading, with the Brighton and Hove average being 12%.

6% of children on SEN support were at ARE in Maths, with the Brighton and Hove average being 34%. 100% of children with EHCP were at ARE in Reading, with the Brighton and Hove average being 14%.

This data shows we were below the Brighton and Hove average for children with SEN support achieving ARE but above for children with an EHCP. 82% of the children on the SEND register in Year 2 were on for 'cognition and learning'. They had significant barriers to their learning which meant they were unable to make ARE. When we look at their data from baseline in reception these children were either 'below' or 'very below' typical, showing they have made steady progress.

Academic Year 2018-2019

- To use Edukey more thoroughly and for all teaching staff to use it across the board to write case studies.
- To have a focus on high attainers.
- Embed Family Fischer Trust intervention into Year 1.
- Look at approach to 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.
- Introduce Talk Boost Nursery into Reception and Nursery- timetable it successfully.
- To implement The Just Right Programme for individual children with ASC or SEMH.
- Embed new Nurture timetable so that SEMH interventions run more smoothly.
- Encourage the use of 'dialogic talk' in interventions (all staff to have training).
- Introduce whole school to the 'Just Right' approach.