

Special Needs Report 11.09.17.

The inclusion, progress and attainment of children with Special Educational Needs continue, to be seen as an essential part of the teaching and learning at Broadwindsor Primary School.

SEN (Special Educational Needs) data.

There are currently 17/83 children on the SEN register at the school. This is 20.5% of the school population. This is above the 14.4% national average of pupils in schools in England in the year 2017.

3/83 pupils currently have an EHC Plan or Statement. This is 3.6% of the school population. This is above the national average of 2.8% in England's schools (2017).

13 boys have SEN= 15.7% of the school population (% of the school SEN population).

4 girls have SEN= 4.8% of the school population (% of the school SEN population). .

14 pupils are at SEN support level. 16.9% of the school population.

3 EHCP (Educational Health Care Plan) = 3.6% of the school population.

0 EAL (English as an Additional Language) pupils = 0% of the school population.

7 FSM (Free School Meals) pupils = 8.4% of the school population.

1 service children = 1.2% of the school population.

Breakdown of SEN data by year group:

Year group	Total of pupils in year group with SEN	Percentage of SEN pupils out of school population
Reception	0	0%
1	1	1.2%
2	1	1.2%
3	5	6.0%
4	4	4.8%
5	2	2.4%
6	4	4.8%

Data taken from:

Statistical First Release Special educational needs in England: January 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/633031/SFR37_2017_Main_Text.pdf

SFR 37/2017, 27 July 2017. The number of pupils with special educational needs (SEN) has increased from 1,228,785 in January 2016 to 1,244,255 in January 2017. While this is the first annual increase since 2010, the percentage of pupils with special educational needs remains stable at 14.4%.

Primary area of need	EYFS	No of children in KS1	No. of children in KS 2	Total
Communication and Interaction	0	I	IIIIII	8
Cognition and Learning	0	III	IIII	7
Social, mental and emotional health	0			0
Physical and/or sensory needs	0	I	I	2

	<u>TOTAL</u>	<u>ASD</u> (Autistic Spectrum Disorder)	<u>HI</u> (hearing impaired)	<u>MLD</u> (mild learning difficulties)	<u>PD</u> (Physical difficulties)	<u>SLCN</u> (Speech, Language & Communication Difficulties)
	17	2	1	7	1	6
	100%	11.7%	5.8%	41.1 %	5.8%	%
<u>Boys</u>	13 (76.5%)	2	0	4	1	6
<u>Girls</u>	4 (23.5%)	0	1	3	0	0
<u>Year R</u>	0 (0%)	0	0	0	0	0
<u>Year 1</u>	0 (0%)	0	0	0	0	1
<u>Year 2</u>	1 (5.8%)	0	0	0	1	0
<u>Year 3</u>	5 (29.4%)	1	1	2	0	1
<u>Year 4</u>	4 (29.4%)	1	0	2	0	1
<u>Year 5</u>	2 (11.7%)	0	0	0	0	2
<u>Year 6</u>	4 (23.5%)	0	0	3	0	1

SEND Code of Practice 2015.

In September 2015 a new Special Educational Needs and Disabilities Act came into force. This has brought in a number of changes for all schools in the way that they plan for the inclusion of children with special educational needs and disabilities.

The SEND Code of practice requires that schools work in a way ensures that:

- Children and their parents are able to participate in decision making
- Children and needs are identified early and there is early intervention to support them
- Parents and children have greater choice and control over support
- There is collaboration between education, health and social care services to provide support
- There is high quality provision to meet the needs of children and young people with SEN
- There is a focus on inclusive practice and removing barriers to learning
- There is successful preparation for adulthood, including independent living and employment

In response to this, in 2016/2017 we have:

- The school SEN policy is updated and reviewed annually.
- The views of children in EYFS, KS 1 and 2 are collected through the creation of One Page Profiles. These are updated twice yearly.
- The SENCo created a PEEP (Personal Emergency Evacuation Plan) for an SEN pupil in Year 1 and continues to review this annually (07.10.16).
- A teacher was employed to work 1:1 and with small groups of SEN and Pupil Premium pupils (January 2016 onwards).
- The SENCo and teaching assistants work with pupils 1:1 and in groups to implement interventions and provide support for SEN pupils.
- The teaching assistants attended a cluster training session, arranged by the SENCo and led by Kate Tryhorn on Demystifying Speech and Language targets (03.01.17).
- All staff members attended a training session 01.09.16 on 'Managing challenging behaviours and with a specific focus on pupils with ASD.'
- During 2016 and 2017 four teaching assistants have been employed to support pupils on a 1:1 basis.
- Two further applications for EHC Plans are in the process of being submitted, with EJAP meetings arranged.
- Future training on the importance of Emotional Literacy in schools for teaching assistants and teachers has been arranged. Date to be confirmed.
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Identification of SEN

How do we as a school identify SEN?

Analysing data each term to identify children who are not making expected progress or accelerated progress.

Class teachers monitor the children in class.

Adults discuss any concerns they have regarding a child at any time.

Liaising with parents.

A discussion takes place with the relevant staff and if it is felt appropriate then the child will be added to the school's SEN register. All SEN issues are discussed with the SENCO and information is shared. Any child on the SEN register receives additional support to that which is received within the classroom through quality first teaching. Provision maps have been created for each class in the school and are costed according to the provisions provided. If it is deemed necessary, then a child may be referred to an outside agency for additional support and advice which can then be used in school to enable the child to make progress.

Parents/carers are invited to meetings with the class teacher and SENCO to review their child's progress, celebrate their successes and set new targets for their action plans.

Provision.

Quality first teaching (Wave 1) is used to target children's specific needs which include using 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) provisions for individual children or groups. *For further provisions: see table below for KS1 and KS2. In most instances, these provisions are carried out by the teaching assistants who have received specific training in order to carry out the provision. If external agencies are involved, then the class teacher and teaching assistant will discuss the child's progress and review the child's action plan appropriately. After a discussion with the teaching assistants about the provisions provided in school all feedback was very positive and they felt that they were having an impact on the children's learning. The children were also very positive about the interventions such as Nessy, 1:1 support and social skills group support.

SEN funding.

The annual budget for SEN was used to buy any necessary SEN resources and training courses for teachers and teaching assistants, including the funding of four 1:1 TA's. The budget also funds any additional support in school such as reading support groups, writing support groups and the use of outside agencies. The funding of the SENCo for additional 1:1 and small group teaching hours to support SEN pupils.

The total budget for pupil premium was used for additional teaching staff hours to support children for whom progress is slower to close the gap between pupil premium children and non-pupil premium children, additional teacher hours for booster work with pupil premium children who are not making expected progress. The way in which the pupil premium budget is spent is monitored by the head teacher which outlines the interventions implemented for each child receiving pupil premium money.

Inclusion of SEN children in extracurricular activities/clubs.

KS1:

All of the children in the school whether they are SEN or non-SEN are actively encouraged to join all extracurricular activities and clubs. The children have a wide variety of extracurricular activities available to them and these vary each term so that the children encounter a range of different experiences. The school encourages the SEN children to take part in a variety of different sporting events including events which are specifically organised for children who would not normally take part in team activities. This has an impact on the children's self-esteem and confidence.

		% below		% at or above											
Group:	SEN:A LL SEN [15 children]	Subjects Combined		Writing				Reading				Mathematics			
		66.7 %	33.3 %	66.7% 4/6	33.3% 2/6	33.3% 2/6	66.7% 4/6	33.3% 2/6	66.7% 4/6	0.0% 0/6	33.3% 2/6	66.7% 4/6	0.0% 0/6	33.3% 2/6	66.7% 4/6
33.3 %	66.7 %	33.3 %	33.3 %	33.3 %	0.0 %	0.0 %	33.3 %	0.0 %	66.7 %	0.0 %	0.0 %	33.3 %	66.7 %	0.0 %	0.0 %

Broadwindsor SEN Progress Report for Academic Year 2016 to 2017.

***Provisions and interventions used in school.**

Area of Need	All pupils where appropriate Wave 1	Catch –Up Wave 2	
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to word processor At least 50% TA in class support	Nessy/Hairy Phonics. Words First.	Nessy Word EMAS SSEN Specia 1:1 an
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines	New visual aids to support in class teaching as well as intervention.	Speed
<i>Emotional, Behavioural and Social</i> <i>(Assessment- Boxall Profile).</i>	Whole school behaviour policy based on Assertive Discipline approach Whole school / class rules Class reward systems Circle Time SEAL lessons	Small group Circle Time (as appropriate, 1:6 or 8, TA or CT) Social Skills group	Input Team (as ap Indivi Home Peer r Schoo De-es
<i>Sensory and or Physical</i> Sensory assessment (see staff share drive).	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes	Brain gym exercises (as appropriate) Additional handwriting practice (as appropriate 1:1, TA)	TA su Acces SPAR

	Pencil grips		
<u>KS2:</u>			
Area of Need	All pupils where appropriate Wave 1	Catch-Up Wave 2	
<i>Cognition and Learning</i>	<p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>Increased visual aids / modelling etc</p> <p>Visual timetables</p> <p>Illustrated dictionaries</p> <p>SEN/dyslexia friendly dictionaries.</p> <p>Use of writing frames</p> <p>Access to word processor</p> <p>At least 50% TA in class support (upper KS2).</p> <p>Use of Numicon resources to support lesson activities.</p>	<p>Response to marking with PP pupils and extension activities.</p> <p>Nessy (Year 3).</p>	<p>Toe b</p> <p>Nessy</p> <p>Word</p> <p>Speci</p> <p>1:1 an</p>
<i>Communication and Interaction</i>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language</p> <p>Increased visual aids / modelling etc</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines</p>	<p>Individual reward systems KS2.</p>	<p>Input</p>
<i>Emotional, Behavioural and Social</i>	<p>Whole school behaviour policy based on Assertive Discipline approach</p> <p>Whole school / class rules</p> <p>Class reward systems</p>	<p>Small group Circle Time (as appropriate, 1:6 or 8, TA or T)</p> <p>Social Skills group training (if required)</p>	<p>Class</p> <p>Home</p> <p>Peer r</p>

	Circle Time		
<i>Sensory and Physical</i>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Writing slopes</p> <p>Pencil grips</p>	<p>Brain gym exercises (daily, x 5 min Lower KS2 or as required)</p> <p>Handwriting / fine motor skills (x2 weekly – 10 mins).</p>	<p>Individual approach</p> <p>SPAR week</p>