

SEN Governors Report October 2017 – Kemsley Primary Academy

SEN Register:

The national trend for SEN Support students is 17.9% of the school population. At Kemsley Primary Academy we have above this average at 24.5%.

2.8% of students nationally are in receipt of a statement /EHCP. At Kemsley Primary Academy this is currently 3 pupils which is 1.24%. We also have 1 pupil whose EHC needs assessment is currently in progress.

Pupil Premium information will be available in a separate report on our school website

SEN profile by year group:

	SEN Support	High Needs Funded	Statement/Education Health Care Plan	Cause for Concern
Nursery	2			1
Reception	5			
Year 1	8	2	3	2
Year 2	12			4
Year 3	10			4
Year 4	8			4
Year 5	6			13
Year 6	8			2
TOTAL	59	2	3	30

Gender of pupils on schools SEN Register:

Total number of boys	Total number of girls
31	31

This includes pupils with an Education and Health Care Plan.

Broad Areas of Need – Number of pupils with SEN within each need type:

	Communication & Interaction (Speech & Language)	Cognition & Learning	Sensory/Physical /Medical	Social, Emotional & Mental Health
Nursery	1	1		
Reception	5			
Year 1	7		3	
Year 2	8	1	1	2
Year 3	6	2		2
Year 4	3	2		3
Year 5		2	1	3
Year 6	1	2		5
TOTAL	31	16	2	15

This highlights that communication and interactions continues to be our highest area of need at Kemsley Primary Academy. We continue to employ a speech and language therapist to assess and support our children. She creates Speech and Language plans with SMART targets and our speech and language TA implements the plans and strategies suggested. The cases are reviewed every 6-8 weeks.

Key points:

Identification

As a school, we are continuing to work together to develop a structured and agreed approach when identifying pupils needing SEN support and differentiating from those who are underachieving. The school identifies children needing SEN support in a number of ways:

- Early identification through Language and Speech link screening assessments given to children as they start in Reception class and subsequent referral onto the school's Speech and Language Therapist.
- Screening of Year 4 using Junior Link to ensure we identify pupils at this stage who may have difficulty understanding higher level aspects of language. We can then create tailored interventions with universal, targeted and specialist support recommendations.
- Early identification of SEN made Nursery staff through home visits and subsequent observations in the school setting.
- Pupil Progress meetings which take place during the last week of each term, undertaken by a member of the Senior Leadership Team and attended by the Inclusion Manager.
- Concerns about individual pupils are raised with the Inclusion Team using an Initial Concerns Form for further consideration/advice.
- Well Being and involvement monitoring, class teachers will monitor and record using specific indicators the level of well-being and involvement of all children each term. These records combined with pupil progress data enable a proactive approach to pupils demonstrating a low level of wellbeing and involvement.

Funding

We currently have 2 children with additional high needs funding. This is an amount of additional funding applied for annually for children with a high level of special educational needs as is dependent on the category and severity of need. The first £6000 of any SEN pupil's entitlement is funded through the delegated school budget (element 2).

Vulnerable Children

We currently have 5 children on the Children in Care Register.

Vulnerable Groups Transition to Secondary School

A very comprehensive transition plan was drawn up to assist students who were on the SEN register, in their transition to secondary school including transfer review meetings. Our pupils were transitioning to 5 different schools. The transition process included additional visits prior to the whole year days and meetings with key members of staff at the secondary schools allowing any concerns or worries to be discussed. This has led to more informed SEN students, helping them to build their confidence about the changes.

Documentation

Provision Mapping

The process of Provision Mapping is now embedded into the daily routine. Provision across the school is mapped and evaluated on a termly basis and reviewed at Pupil Progress Meetings.

Individual Needs Register

The Inclusion Manager has compiled and regularly updates a record of key concerns and recommendations on the Individual Needs Register which is stored on the staff drive so all teachers have access to the needs of all pupils in their class.

SEN Records

All children named on the SEN register have detailed SEN records. These records hold current and historical information about the pupil allowing teachers to access medical reports, specialist teacher reports and recommendations as well as details of assessments and previous interventions ensuring they are fully informed at all times. They also include records of meetings/discussions with parents and the intended outcomes and actions agreed.

Review of the Interventions currently running at Kemsley Primary Academy

Intervention	Focus	Impact % making progress/achieving targets	Implications for 2017/2018
Language Enrichment Group	Listening skills, targeted vocabulary	80% of the Year R group met targets 100 % of Year One group met targets and were age appropriate when reassessed using language link.	1 pupil who has been rescreened will continue into Term 1 & 2 with specific targets and reviewed at the end of Term 2
One to one speech and language plans	Targets speech sounds	65% of targets met and cases closed	Some cases remain open due to very extensive speech and language difficulties which require an ongoing speech and language plan.
Speech and language Social Communication group	To improve social communication skills including sentence formation and language development.	Ongoing	Very successful for younger pupils who need to practice speech sounds, increase vocabulary and learn to interact and play with others. Will continue and extend where necessary.
Memory Skills	Improving working memory (Based on Joanna Rutland programme)	100%	Very successful when accessed consistently and strategies practiced in the classroom. Useful strategies that can be used at any age.
Toe by Toe	Phonics	100% met initial targets	This is a programme that can be revisited and can be ongoing and has been from term to term for some pupils. Phonics support will now have a basis within letters and sounds for any further interventions to ensure consistency across the school.
Dyslexia Support programme	Embedding phonics, spelling and reading in a multi-sensory format	0%	1 pupil will be carrying on into this academic year as this was started in the lead up to the summer holidays and was inconsistently run.
Play Therapy	Intensive 6 week plus intervention to offload and process difficult emotions.	Play Therapy for each child is ongoing to T1 2017/2018	
Drawing and Talking	12 week intervention which serves as a safe place to offload and process difficult emotions and increase self esteem	100% of initial targets met by all pupils. Some pupils continue for longer than the 12 weeks initial intervention due to	Excellent intervention which can now be measured through the well-being and involvement scales and SDQ analysis.

		their ongoing needs for regular one to one time and space to offload.	
Talking Time	Ad hoc or weekly intervention to offload and process difficult emotions.	All pupils benefit from this time and some continue to use the time regularly when they need to.	This will continue.
Lego as an Intervention	6-8 week intervention to increase self-esteem, team building and social skills.	100%	Strategies learnt in these sessions are observed in class as is an increase in confidence. Younger and non-verbal pupils are using an adapted version to improve their communication skills.
Phonics Support Sounds Write	Embedding phonics skills – Competence with extended code.	100%	Ongoing phonics support needs to be letters and sounds based to continue from Early Years foundations.
Handwriting	Focus on letter formation, spacing, layout, speed and fluency	100%	Useful weekly/daily intervention to focus on handwriting. From Sept 2017 this will happen in class. This intervention can now be replaced with Clever Fingers (fine motor skills)

Accelerated Learning

This was the main intervention programme used which worked to ensure that as many children as possible were working at age related expectations or above. It's main aim was to identify gaps in children's understanding or skills development and through specific targets, to rapidly close these gaps to enable children to progress at an accelerated rate. The programme is aimed at and works for, all children at all levels with the exception of those with specific educational needs. Review meetings with the class teacher and the Head teacher are held on a fortnightly basis to assess the children's progress against the agreed targets. This will be replaced from September 2017 with One to One Feedback interventions which focus on those children who have not met the learning objective in a lesson. They will work with a TA on a one to one basis to recap the learning, identify any misconceptions and work towards meeting the learning objective. If further gaps are identified during this process, a referral for further intervention can be made.

New Interventions

- Social Skills / Friendship Groups
- Minute reading
- One to one feedback interventions
- Sensory Circuits
- Clever Fingers

All interventions are reviewed termly at Pupil Progress Meetings and analysis of their effectiveness is carried out three times a year.

Outcomes for pupils with SEN

Year 6 data (July 2017 outcomes) – children attaining expected standard

Attainment	Reading	Writing	Maths	Combined
National Average	71%	76%	75%	61%
School Non- SEN	75%	79%	79%	71%
School SEN Support	86%	57%	57%	57%
School SEN EHCP	N/A	N/A	N/A	N/A

Progress of SEND

Progress score (0.00 is in line with national average)	Reading	Writing	Maths
School Non- SEN	0.00	0.07	0.83
School SEN Support	4.48	0.08	-0.26
School SEN EHCP	N/A	N/A	N/A

Attendance of Pupils with SEN

No SEN	SEN Support	SEN plus EHCP
97%	98%	N/A

Whole school professional development training in SEN

The following training has been provided to staff over the last 2 years:

Training	Uses in the school
Well Being Toolkit – 10/01/2017	Strategies to support emotional health and mental well-being of children in the school.
ASD and anxiety – 18/01/2017	Strategies for supporting children with ASD and those who may be suffering with anxiety across the school.
Lego as an Intervention – 17/05/2016	Supporting children with social and emotional difficulties, team working, turn taking.
Drawing and Talking – 09/02/2016	Supporting children with social and emotional difficulties.
SENCo Training- Securing the best outcomes for SEND pupils – 06/12/2016	Strategic whole school planning for SENCO
National Award for SEN Coordination completed and awarded November 2016	Implementation of Code of Practice, strategic planning, role of senco, funding
How to successfully demonstrate highly effective impact for disadvantaged pupils – 11/10/16	Strategies for developing an approach to secure impact for disadvantaged pupils and evaluating outcomes.
Forest Schools – Achieved ...	Outdoor learning to support pupils with social and emotional difficulties, increasing self-esteem, encourages team working.