

Special Educational Needs (SEN) Report

St. Margaret's Collier Street CoE Primary School

July 2018

This report has been compiled after the publication of 2018 ASP. It provides the evaluation of the SEN Information Report (3a).

1. Contact details:

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The most recent SEN Governor visit to the school was in July 2018 and the focus of the visit was progress of vulnerable children.

2. SEN Support in our school

Year Group	SEN Support	EHC Plan
Reception	0	0
Year 1	1.6%	0
Year 2	2.4%	0
Year 3	3.2%	0
Year 4	0.8%	0.8%
Year 5	2.4%	0
Year 6	1.6%	0
Total	12.0%	0.8%
Total SEN	12.8%	

The national average for incidence of SEN Support students in primary schools is 13.0%. At St. Margaret's we are in line with this average with 12.8%.

The national average for incidence of SSEN/EHCP in primary schools is 1.4%. At St. Margaret's we are below this average with 0.8%.

Please note pupil premium information is available on our school website.

3. Primary SEN Need Type in our school

	SEN Need Type			
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
Reception	0	0	0	0
Year 1	0.8%	0.8%	0	0
Year 2	1.6 %	0.8%	0	0
Year 3	1.6%	1.6%	0	0
Year 4	0.8%	0.8%	0	0
Year 5	1.6%	0	0.8%	0
Year 6	0	1.6%	0	0
Total	6.4%	5.6%	0.8%	0%

This shows that the children identified as needing additional support in Communication and Interaction has increased over the last year. This is partly due to successfully identifying underlying language difficulties.

Please note, the table above shows the Primary SEN Need Type. In our school many children with SEN Support have secondary needs, such as Social, Emotional and Mental Health Difficulties and/or Sensory and/or Physical Needs.

4. Funding provided to the school for SEN – this is the SEN Notional Fund and any High Needs Funding

The school receives £37,720 SEN notional fund and has been successful with an application for High Needs Funding for £9,522. The SEN Notional Fund is used to provide additional TA Support in class, staff to run interventions, licences for specialist computer programmes, specialist resources and to employ a mainly non-class based part time SENCo. The High Needs Funding is used to fund 1:1 support for a pupil. Following STS support, we have also applied for High Needs Funding for an additional child and await the outcome.

5. The outcomes achieved by last leaving group of pupils with SEN

Year 6 (SATS May 2017)	1/2: achieved standard Av scaled score: 103 2/2 accelerated progress	1/2: achieved standard 2/2: expected progress	1/2: achieved standard Av scaled score: 99 1/2 accelerated progress , 1/2 made less than expected progress (21/24 steps)
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This shows that all our pupils with SEN Support made expected or accelerated progress from Key Stage 1 in most areas. Please note in May 2016, progress for pupils with SEN in our school was within the top 10% of schools for reading and maths. Hence, the gap between SEN and Non SEN is consistently closing in many areas.

6. Progress data for current pupils

The table below shows the average steps progress which have been made by pupils with SEN compared to those with no SEN this academic year. The expected progress is 6 steps per year.

SEN/non-SEN	Reading	Writing	Maths
Year R	-	-	-
Year 1	6.5/6.9	5.5/6.1	6.5/6.1
Year 2	6.7/6.7	5.7/6.7	4.7/6.8
Year 3	4.0/5.5	3.0/5.6	3.0/5.7
Year 4	6.0/6.1	7.0/6.0	6.0/5.9
Year 5	4.0/6.4	4.3/5.6	5.3/6.6

Year 6 (SATS May 2018)	2/2: achieved standard Av scaled score: 108 2/2 expected progress	2/2: achieved standard 2/2: expected progress SPAG: Av scaled score: 109	2/2: achieved standard Av scaled score: 107 1/2 accelerated progress (from 2c to 106) , 1/2 made expected progress
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This table shows that in most areas of learning children with SEN are making progress in line with, or above, their peers and hence gaps are closing in many areas. In year 2, 2 pupils closed the gap in writing; 1 progressed from emerging to expected and 1 progressed from expected to exceeding. In Year 4 there is accelerated progress in writing, a key focus for us as a school. Where this is not the case additional observations and interventions have been put in place (e.g. LIFT, STS, paediatrician and/or High Needs Funding referrals in Years 3 and 5).

7. Attendance of pupils with SEN

	% sessions missed due to overall absence		% persistent absentees – absent 10% or more sessions	
	School	National	School	National
No SEN	5.0	3.8	0.4	2.2
SEN support	3.4	5.2	0.0	5.3
SEN with EHCP	1.3	6.5	0.0	8.4

This shows that pupils receiving SEN support at our school attend school more than pupils with SEN support nationally. All pupils with SEN support have an attendance of more than 90%.

8. Exclusions occurring in the last 12 months.

- Number fixed term incidents (0% pupils with SEN / 0% pupils with no SEN).
- Number permanent exclusions (0% pupils with SEN / 0% pupils with no SEN)

9. (Secondary) Destinations of pupils with SEN.

Pupils with SEN, or those who have previously received SEN Support, have made transitions to a wide range of secondary schools; comprehensive, independent and grammar schools.

Where appropriate additional support, above the transition package offered to all pupils, has been in place. This has included an additional visit from Secondary SENCo, an offer of additional visits to the secondary school and our SENCo visiting a range of secondary schools.

10. Result of last satisfaction survey of parents of pupils with SEN

At the annual review of statements parents have indicated that they are very happy with the support their child receives, how happy their child is at school and the progress they are making. Parental questionnaires have indicated that 98% of all parents agree that the school is good at providing extra learning support when required.

11. An update of the improvements made to the school through the Accessibility Plan and evaluation of the Equality Objective

Information from Single Equality Scheme (SES), available on website:

Progress from previous SES overview:

- Following a visit to Tunbridge Wells Mosque by Leading Lights Committee, they led an act of worship sharing their experiences.
- New curriculum is in place with clear differentiation and Quality First Teach is embedded.

From the analysis above the following issues need to be celebrated:

- Progress of pupils with SEN and Pupil Premium funding.
- Very low number of racial incidents.
- No investigations into bullying necessary.
- No exclusions
- High levels of parental attendance at Open Evenings.

12. An evaluation of the interventions used by the school to support pupils with SEN

Intervention and number of pupils who accessed this intervention this year	Focus	Impact % making progress/achieving targets	Implications for 2016/17 (continue / drop / re-train TA / select pupils more accurately)
Speech Link (10 students)	Listening to, understanding and pronouncing sounds in speech.	90% Can distinguish between targeted sounds and make sounds identified. 1 student referred to SALT.	Assess new intake in September and use again.
Language Link (4 students)	Understanding of key concepts and using grammatically correct speech	100% met targets set and speech has improved.	Assess new intake in September and use again.
BEAM, Fine Motor Skills and Handwriting (26 students)	Initially focussing on core muscle strength, then moving onto fine motor skills and developing cursive handwriting script.	BEAM: 83% achieved targets set (5/6 students). 1 student to be rescreened in September and possible referral to ITACC team. Fine Motor Skills: targets met, cursive script being used. 1 student to be focussed on in class as not transferring skills.	Continue to use intervention.
Counselling (1 student)	Opportunity to discuss concerns and crisis points with trained child counsellor.	Child confident, made progress academically and smooth transition. Counsellor stopped.	Continue when necessary
1:1 Reading - Better Reading Partnerships (10 students)	Structured reading sessions, focussing on fluency and comprehension.	80% increased fluency and developed good understanding of the text. Remaining 2 students developing inference skills.	Continue to use intervention.
Precision Teaching – Phonics (0 students)	Over learning of key information, recording progress together so child can see how improving.	Not appropriate to use this year.	
Paired reading and maths (5 students)	1:1 reading with an older pupil to increase reading fluency and comprehension.	60% met targets set and made progress with paired reading. Paired maths tried however, showing little impact (suggested by EEF).	Continue to ensure all older pupils suitably trained. Paired reading to possibly be included in SIP, paired maths not to be used.
Spelling group – phonics/ Phonographix (10 students)	Spelling patterns specified.	90% met targets set. At the end of the year 80% of students involved in intervention achieved standardised score of above 100. 4 achieved above 110 (exceeding). Remaining 2 students achieved scores of 99 and 96.	Continue to use as good impact with small groups.
1:1 Spelling – Beat Dyslexia (0 students)	Spelling patterns specified.	Not appropriate to use this year.	Use if appropriate, try Phonographix initially as more cost

			effective
Reading Booster Group (27 students)	Reading fluency and comprehension (inference often a focus)	96% of students in intervention achieved expected or accelerated progress. All of KS1 & 2 achieved at least expected in Reading.	Continue to use intervention.
Writing Booster Group (22 students)	Writing targets specific to group (e.g. accurate use of punctuation)	68% (17 students) achieved expected or accelerated progress (7 students made +5 or +6 steps progress, equivalent to 1 years progress in 3 month period). ALS and ELS both introduced to support writing skills for lower ability students (8 students). Both interventions seemed to match student's needs when checked and helped students achieve targets set in sessions, however showed little impact in data.	Continue to use booster group intervention. Observations of ALS and ELS to assess suitability to new curriculum.
Maths Booster Group (21 students)	Maths targets specific to group (e.g. quick recall of number bonds to 10 or to recognise steps needed to solve a multi-step word problem)	100% made expected or accelerated progress across the year.	Continue to use intervention.
Times tables group- including precision teaching (19 students)	Quick recall of times tables and division facts, using activities and games (e.g. bingo) and precision teaching for specific pupils	100% (19 students) achieved increase in times tables scores across the year.	Continue to use intervention.
1:1 tuition (12 students)	Targets for specific child set in one subject area. Weekly sessions with teacher focussing on these targets.	83% (10 students) achieved expected or accelerated progress. Many student closed gaps (e.g. Maths with Year 1 student). With 2 students who did not make progress: For 1 student SEN barriers to progress being investigated (possible SALT & Paediatrician referral). For second student SEN barriers investigated, LIFT referral and application for High Needs Funding for bespoke curriculum applied for.	Continue to use intervention.
Dynamo Maths (7 students)	Online assessment tool, with targeted follow up activities.	100% (7 students) achieved expected or accelerated progress – most impact when accessed regularly at home and school. 5 students made +5 or	Continue to use intervention – emphasising regular use at home. Consider how best

		+6 steps progress, equivalent to approximately 1 years progress in 3 month period. 1 student with EAL now accessing maths curriculum.	to use within school as sessions can sometimes be shorter due to ICT knowledge. CT/maths co-ordinator aware.
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13. SEN Training (provided to staff over the last 2 years)

Training Date provided - Title	Uses in the school and impact
September 2016 – ASD Awareness	Class teacher confident to support child with ASD tendencies in class. Strategies such as ‘I am working for...’ boards (reward system) are being used. Child settled and engaged in tasks set.
October 2016 – Questioning and spelling strategies	Delivered to all TAs. TAs have reported they consider questions carefully and this was evident in observations. Spelling strategies used in spelling interventions.
January 2016 - Dyslexia	TAs have a good understanding of dyslexic traits and barriers to learning. Strategies in place in QFT, e.g. 10 second rule (for additional processing time).
January 2016 – Introduction to Makaton (School Plan focus)	All staff involved in training. Makaton being used to support verbal communication and the development of early language. In particular used by Russet class, both staff and children.
January 2016 - Safeguarding	All TAs took part in Safeguarding session; all now aware of safeguarding terms and process involved with Early Help.
March 2016 – ASD in the Early Years	A class teacher and teaching assistant have attended training on ASD in the Early Years; both have a deeper understanding of ASD, how it can present and have adapted plans accordingly (especially for September with new intake).
March 2017 – Epilepsy training	Key staff and parent attended training for dealing with seizures (Epilepsy). Health Care Plan developed and agreed with parent.
April to July 2016 – TA training	Training for TAs has been delivered, focussing on; Safeguarding & Early Help, the role of the TA, questioning techniques, scaffolding learning. TAs have feedback that they have changed their practice as a result of the training (e.g. rephrasing questions, trying new techniques for supporting a child’s learning, beginning to annotate/mark children’s work if supported by them). Further sessions on reasoning are planned for next year.
April 2017 – Boxall Profile; The Next Step	SENCo attended training on the Boxall Profile to ensure actions from LIFT can be fulfilled. Following use of profile, strategies identified and being used by class teachers. Boxall Profile also to be used with SEMH (Social, Emotional and Mental Health) targets for EHCP (Education, Health and Care Plan).
May 2017 – Supporting children with English as an Additional Language (EAL)	Training session for supporting children with EAL delivered to key staff. Adaptations to classroom practice in progress and further resources investigated. Adaptations for provision in September also agreed with family (e.g. attending phonics sessions out of year group).
June 2017 – Phonics training	TA attending training reported she is now much confident with the progression within phonics and terminology.
September 2017 – Safeguarding and e-safety	All staff, including TAs, took part in training. Reinforced terms and procedures already in place in school. Refresher planned for September 2018.
October 2017 – Teaching Backwards by Andy Griffith	All staff, including TAs, took part in training. All staff aware of strategies to support and engage learners, especially WAGOLL (What A Good One Looks Like) and ‘being in the pit’ to show resilience when working through a problem.
November 2017 & May 2018– Input for TAs on reasoning in Maths and Bar Modelling	TAs now more confident with what is expected in the new curriculum with reasoning and how to develop idea of bar modelling (e.g. from objects to pictures to bars). TAs using strategies when working with groups and annotating work. At the end of the year the Maths lead visiting school was impressed with the level of reasoning in books.
January 2018 – behaviour management with 1 TA	TA was supported with behaviour management through ‘team teaching’ with SENCo, follow up observations were successful.
January 2018 – ASD	CT more aware of possible misconceptions and successful strategies to

Awareness	support child with ASD.
January 2018 - HLTA Course	1 TA attended sessions, showed dedication to completing/giving evidence for goals and qualified as HLTA. HLTA showed great skill whilst supporting cover and planning for lessons in Russet Class in Term 6.
March 2018 – Reading Volunteers	SENCo delivered training to new reading volunteers; ensured adults are aware of phonics (especially clipped phonemes) and a range of reading strategies to decode texts. Volunteers confident when reading with students.
March 2018 - Vocabulary Enrichment and Spelling Strategies.	A session focussing on vocabulary enrichment and spelling strategies has been delivered to all staff and monitored by the SENCo and English Co-ordinator (learning walk). Many vocabulary and spelling strategies are in place, including Word of the Week (all children were aware of this, were able to give examples of previous week's words and were able to use the words, and related words, confidently) and a range of spelling strategies were observed, with many active sessions.
March 2018 - Dyslexia Awareness	1 TA who runs a spelling group intervention attended; which has given her more strategies for how to support a child with these tendencies (At the end of the year she achieved standardised spelling score of 110). See good impact with spelling group above.
March 2018 – Schools In Mind Wellbeing Workshop and KCC Resilience and Wellbeing Workshop	SENCO has attended courses on wellbeing and mental health for children and staff; this has been shared with teaching staff in Term 5. The outcome of this was that we are actively talking about wellbeing and all agreed to eat our lunches together outside. This will be shared with TAs in next academic year.
March to May 2018 - Unlocking the Potential of TAs for Maximum Learning on Impact on Learning.	2 TAs attended the course and reported that they now feel more confident asking suitable, open questions and how to scaffold children's learning. SENCo has requested any resources which are useful which can be shared with new TAs as part of induction.
April 2018 – PESE (11+) briefing	SENCO and HT attended. Reasonable adjustments to tests agreed and in place.
May 2018 – ADHD Awareness	SENCo attended course and cascaded to our teaching staff. Teaching staff now aware of possible causes and traits, as well as key strategies to support. Student with ADHD made accelerated progress in writing and maths and expected progress in reading. Planned that this will be cascaded to TAs next academic year.
Throughout the year - AEN Updates and SEN Forum	SENCo aware of national changes within SEN and Pupil Premium; changes made as appropriate.
September 2018 - Training for parents	SENCo liaised with Marden's Children Centre Early Help Team – pop up events to be arranged over summer holidays in the church and 'Managing Children's Behaviour' course planned for Term 1 2018.

14. Actions that will be included in the next school development plan to improve provision further for pupils with SEN

- Teaching Assistants:
 - Teaching Assistant(s) – use induction policy with weekly meetings and input to ensure new TAs are aware of expectations and are effective (using materials from the 'Unlocking the Potential of TAs' and bespoke school resources). SENCO to undertake regular short drop-ins with TAs in class and in interventions, with immediate feedback – particular focus on children with SEN and PP.
 - Consolidate TA training with TA/SENCO meetings once a term ; sessions on wellbeing, ADHD and ASD are planned.

- Other:
 - Baseline questionnaire for all staff to inform planning and training (Sept 2018)
 - SENCO to become secure using Target Tracker, to ensure it is used to its full potential.
 - SENCo to investigate liaising with SENCOs in collaboration to share ways of working and strategies for vulnerable groups (e.g. Pupil Premium)
 - Investigate bereavement training for 1 member of staff
 - Wellbeing- continues to be a focus, see school plan.
 - Share new guidance with all staff about Previously LAC.
 - Train new reading volunteers.

Glossary of terms used:

ALS	Additional Literacy Support (Wave 3 materials for LKS2 for old curriculum)
APS	Average Points Score
ASD	Autistic Spectrum Disorder
BEAM	Balance, Education and Movement Programme
CT	Class Teacher
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
ELS	Early Literacy Support (Wave 3 materials for LKS1 for old curriculum)
HNF	High Needs Funding
ITACC	Integrated Therapy and Care Co-ordination Service (Physiotherapists and Occupational Therapists)
KS1 and KS2	Key Stage 1 and Key Stage 2
LIFT	Local Inclusion Forum Team
QFT	Quality First Teaching
SALT	Speech and Language Therapist
SAT	Statutory Assessment Tests
SENCo	Special Educational Needs Co-ordinator
SES	Single Equality Scheme
TA	Teaching Assistant