

## Special Educational Needs (SEN) Report

### St. Margaret's Collier Street CoE Primary School

July 2020

This report provides the evaluation of the SEN Information Report (3a).

#### 1. Contact details:

The SENCo's name is: Emma Findlay

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The most recent SEN Governor visit to the school was in June 2019 and the focus of the visit was interventions (following the recommended SEN Governor - Rolling programme of Monitoring, Evaluation and Review). The most recent Governor visit to the school was in March 2020 and the focus of the visit was reviewing the Single Equality Scheme.

#### 2. SEN Support in our school

Year Group	SEN Support	EHC Plan
Reception	0	0
Year 1	0	0
Year 2	0.8%	0
Year 3	1.6%	0
Year 4	3.2%	0
Year 5	4.0%	0.8%
Year 6	1.6%	0.8%
Total	11.2%	1.6%
Total SEN	12.8%	

The national average for incidence of students with SEN Support 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 students with EHCP in primary schools is 1.4%. At St. Margaret's we are in line with this average with 1.6%.

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	0	0	0
Year 2	0.8%	0	0	0
Year 3	0	0.8%	0	0.8%
Year 4	2.4%	0.8%	0	0
Year 5	1.6%	2.4%	0	0.8%
Year 6	0.8%	1.6%	0	0
Total	5.6%	5.6%	0%	1.6%

Please note, the table above shows the Primary SEN Need Type. In our school our main areas of need are Communication and Interaction and Cognition and Learning; we have delivered training to key members of staff in how to support dyslexia and received support from a specialist teacher for Cognition and Learning. This table 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 and communication difficulties.

Also many of our 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 £68,159 SEN notional fund and has been successful with a number of applications for High Needs Funding totalling £37,060. 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 5 pupils.

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

	Reading	Writing	Maths
<b>Year 6 (SATS May 2019)</b>	<b>2/3: achieved standard</b> <b>Av scaled score: 104</b>  2/3expected progress.	<b>2/3: achieved standard</b>  2/3: expected progress <b>SPAG:</b> <b>Av scaled score: 101</b>	<b>2/3: achieved standard</b> Av scaled score: 99  2/3made expected progress.
<b>Year 6 (SATS May 2018)</b>	<b>2/2: achieved standard</b> <b>Av scaled score: 108</b>  2/2 expected progress	<b>2/2: achieved standard</b>  2/2: expected progress  SPAG: <b>Av scaled score: 109</b>	<b>2/2: achieved standard</b> <b>Av scaled score: 107</b>  <b>1/2 accelerated progress (from 2c to 106), 1/2 made expected progress</b>

This shows that in 2018 all our pupils with SEN Support made expected or accelerated progress from Key Stage 1 in most areas. In 2019 a majority of our pupils with SEN Support made at least expected progress.

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. Due to Covid 19 this is up until February 2020, hence the expected progress for this period is 4 steps.

SEN/non-SEN	Reading	Writing	Maths
<b>Year R</b>	-	-	-
<b>Year 1</b>	-	-	-
<b>Year 2</b>	2.0/4.4	0.0/3.7	1.0/4.1
<b>Year 3</b>	3.0/4.2	2.5/3.9	4.5/4.0
<b>Year 4</b>	5.3/4.9	5.3/4.9	5.7/5.2
<b>Year 5</b>	4.5/3.8	3.8/3.3	5.3/4.4

<b>Year 6 (Teacher Assessed May 2020)</b>	<b>2/3: achieved standard</b> <b>Av scaled score: n/a</b>  2/2accelerated progress (+26 steps) 1 from Emerging to Expected, 1 from expected to Greater Depth.	<b>1/3: achieved standard</b>  2/2: expected progress  <b>SPAG: 2/3 achieved standard</b> Av scaled score: n/a	<b>2/3: achieved standard</b> Av scaled score: n/a  2/2made expected progress. 1 made accelerated progress from Emerging to Expected.
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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 some areas. In particular, in Years 4 and 5 the children with SEN have made more progress than the children with no SEN in all areas and made accelerated progress for this time period.

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 provision in Year 2). For example for 1 child in Year 2 there have been additional assessments and a diagnosis of DLD, STLS are involved and consultations have taken place in lockdown so that additional strategies and provision can be in place for September (e.g. further assessments, possible 1:1 support with Reading Recovery and Catch Up Provision).

Also of note is that in Year 5 one child, who was recently granted an EHCP, made accelerated progress in this time period; + 6 steps in Reading, +4 in Writing and +7 in Maths. Similarly, a child in Year 6 with an EHCP also made accelerated progress from KS1 (Emerging in R, W, & M). In a practice SATs papers in February he achieved standardised scores of; Reading: 107, SPAG: 109

7. Attendance of pupils with SEN

	% sessions missed due to overall absence		% persistent absentees – absent 10% or more sessions	
	School	National	School	National
<b>No SEN</b>	2.3	3.8	0.03	2.2
<b>SEN support</b>	2.9	5.2	0.0	5.3
<b>SEN with EHCP</b>	0.8	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 attend for more than 90% of sessions.

8. Exclusions occurring in the last 12 months.

- Number fixed term incidents (0% pupils with SEN / 0.8% 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 conducting virtual Annual Reviews with the child, parents and staff from both schools, additional visits to the secondary school and all of Year 6 taking part in the Maidstone Year 6/7 Transition Project (as home learning and in school).

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; commenting on how happy their child is at school and the progress they are making. Parental questionnaires have indicated that 97% of all parents agree that the school is good at providing extra learning support when required.

At a recent appointment with a paediatrician a parent described how the family are supported by the school. The paediatrician made a point of praising and noting the very good support provided by the school in his report.

Children were also asked how they felt about the intervention they were involved in and how this helped them, (pupil voice), please see the responses below:

- A child involved in a maths group: 'It is quite helpful as I wasn't that confident and the peaceful space helped. It helped me with my learning.'
- A child involved in a social group: 'I enjoy the group. It helps me understand. I've learnt to be polite when joining in with conversations. I like going out in this group.'

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

Information available on website, please see Equality Objectives within Policies:

Progress from previous Single Equality Scheme overview:

- Greater and continued opportunities for children to visit a range of places of worship – achieved – (see SIAMS)
- Ensuring equality of opportunity when the new curriculum is devised from September 2014 – achieved – (see latest Ofsted)

Please note: The Equality Objectives (from 2017-2021) is available on the school website.

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

<b>Intervention</b> and number of pupils who accessed this intervention this year	<b>Focus</b>	<b>Impact</b> <b>% making progress/achieving targets</b>	<b>Implications for 2020/21</b> (continue / drop / re-train TA / select pupils more accurately)
Speech Link (9 students)	Listening to, understanding and pronouncing sounds in speech.	100% can distinguish between targeted sounds and make sounds identified.	Assess new intake in September and use again.
Language Link (3 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.
SALT (3 students)	Speech and Language Therapy 1:1 support and recommendations (e.g. Word Aware)	Pupils have met SMART targets set. With 1 pupil both staff and parents noted that child's vocabulary increased.	Continue to use intervention.
Social skills groups (4 students)	Focussing on developing social skills and communication with peers.	100% met targets set. Parents noted positive change with their children.	Continue to use intervention.
BEAM, Fine Motor Skills and Handwriting (21 students)	Initially focussing on core muscle strength, then moving onto fine motor skills and developing cursive handwriting script.	BEAM: <ul style="list-style-type: none"> <li>• 100% achieved targets set.</li> </ul> Fine Motor Skills: <ul style="list-style-type: none"> <li>• 88% achieved targets set.</li> <li>• Marked improvements in Fine Motor Skills, leading to improved handwriting (forming letters correctly). Now focussing on joining letters.</li> <li>• Remaining 12% made slower progress, smaller target group in place.</li> </ul>	Continue to use intervention.
Sensory Circuits (5 students)	A Sensory Motor Skills Programme for Children - a way to energise or settle children into the school day.	All pupils ready and focussed at start of lessons. Some pupils no longer need this intervention. Pupils enjoyed sharing exercises with peers in Hub provision, as well as joining in with Joe Wicks.	Continue when necessary
Counselling (1 student)	Opportunity to discuss concerns and crisis points with trained child counsellor.	Child gaining in confidence and trying new strategies. Provision continued during lockdown, planning to continue in Term1.	Continue when necessary
Mentoring (2 students)	Regular opportunity to discuss concerns with trusted member of staff.	With 1 child behaviour improved. With 1 child counselling replaced this intervention.	Continue when necessary
1:1 Reading -	Structured reading	86% made progress.	Continue to use

Better Reading Partnerships (7 student)	sessions, focussing on fluency and comprehension.	For 1 child – further external dyslexia assessments. 2 pupils in Year 3 using age appropriate phonic matched books.	intervention.
Precision Teaching – Phonics (2 students)	Over learning of key information, recording progress together so child can see how improving.	100% achieved targets set.	Continue when necessary
Paired reading (3 students)	1:1 reading with an older pupil to increase reading fluency and comprehension.	75% made progress. For 1 child – referral to SALT and LIFT. Children particularly enjoy this intervention and ask to do this each morning.	Continue with suitably trained older pupils when COVID restrictions allow.
Spelling group – phonics/ Phonographix (4 students)	EYFS and KS1 – focussing on phonic skills. KS2 - Spelling patterns specified.	<ul style="list-style-type: none"> <li>• 100% met targets set.</li> <li>• All made progress with phases (Letters and Sounds).</li> </ul>	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 (24 students)	Reading fluency and comprehension (inference often a focus)	83% of students in intervention achieved expected or accelerated progress.	Continue to use intervention.
Writing Booster Group (21 students)	Writing targets specific to group (e.g. accurate use of punctuation)	66% (14 students) achieved expected or accelerated progress. Some students were part of 2 consecutive writing booster groups (intervention period 1 and 2) – accelerated progress in period 1 (+5 steps in 3 month period).	Continue to use booster group intervention. Be aware of including pupils in consecutive booster groups.
Maths Booster Group (35 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)	69% (24 students) achieved expected or accelerated progress. Remainder of students: <ul style="list-style-type: none"> <li>• Meeting most targets set but more areas need to be secure in order to make steps progress.</li> <li>• 8 pupils made accelerated progress in intervention period 1 and then re-joined booster group to consolidate learning.</li> </ul>	Continue to use intervention.
Times tables group- including precision teaching (8 students)	Quick recall of times tables and division facts, using activities and games (e.g. bingo) and precision teaching for specific	75% (6 students) achieved increase in times tables scores.	Continue to use intervention.



	pupils		
1:1 tuition (3 students)	Targets for specific child set in one subject area. Weekly sessions with teacher focussing on these targets (e.g. memory skills).	100% achieved targets set.	Continue to use intervention(dependent on funding)
Dynamo Maths (0 students)	Online assessment tool, with targeted follow up activities.	Currently used as part of QFT provision.	Continue to use – emphasising regular use at home.

### 13. Training (provided to staff over the last 2 years)

<b>Training</b> Date provided - Title	<b>Uses in the school and impact</b>
September 18 - The new Integrated 'Front Door'	SENCo aware of how to access Specialist Children's Services and Early Help and Preventative Services. Training shared with all staff. Referrals to Early Help made during the year. As a result of training Kent Young Carers visited our school and presented an assembly; children are now more aware of Young Carers and one child who is taking on some caring responsibilities supported (mentoring).
September 18 - Diabetes Awareness Training	All staff involved in supporting pupil with diabetes aware of needs and how to check/administer medication. Range of staff support daily needs and pupil has been able to attend all school visits.
September 18 - 'Managing Children's Behaviour' for parents and carers.	Kent Adult Education staff delivered the course for parents, school hosted. Parents reported that they have changed their behaviours as a result of the training.
Throughout the year - AEN Updates and SEN Forum	SENCo aware of national changes within SEN and Pupil Premium; changes made as appropriate.
October 18 - Questioning course	2 TAs attended– feedback and led session for remaining TAs. TAs have feedback that they have changed their practice as a result of the training (e.g. rephrasing questions).
November 18 - Keeping Children Safe	Input for new TAs, revision for remainder. All aware of safeguarding procedures.
November 18 – 5 Ways to Wellbeing	Staff and children all aware of 5 ways to wellbeing (see hand prints).
November 18 – De-escalation techniques	Class teacher attended and shared practice with relevant staff. Strategies in place consistently in the classroom and on the playground (reminder posters – used by staff when necessary, cards with strategies shared with lunchtime staff).
November 18 – EEF Teaching Assistant training sessions	Number of sessions focussing on the role of the TA, effective feedback, high expectations (behaviour and teaching & learning policy), bar modelling in maths and ADHD. Staff developing confidence in these areas; strategies being used by staff.
November 18 – Sensory Circuits	TA attended training confidently ran group intervention; children are more focussed at the start of sessions, ready to learn.
January 2019 – SALT led training session for TAs	2 sessions have been led by a SALT focussing on; helping children listen, recasting, input/output and vocabulary – being Word Aware. TAs are more aware of the language/vocabulary they are using when working with pupils.
January 2019 – First Aid	1 teacher attended external training and shared expertise with all staff.

Mental Health	Strategies used with pupils when appropriate.
January 2019 – Building Phonics Skills for Reading and Writing	TA attending training; she is now much confident with the progression within phonics and terminology.
January 2019 - Talk for writing	TAs attended training to enable them to support class teachers with implementing this approach and to implement strategies in small group work (e.g. focussing on vocabulary in comprehension/guided reading).
February 2019 – Supporting Emotional Wellbeing in the classroom	Teacher used strategies and ideas with wellbeing activities, to enable children to become more ready to learn (mindfulness, yoga)
February 2019 – Dyslexia Awareness	TA who works 1:1 with pupil with dyslexia is more aware of key difficulties and suitable strategies to support. Strategies in place in QFT, e.g. 10 second rule (for additional processing time). Reading age of pupil increased with accelerated progress.
March 2019 – Using Practical Strategies to Support and Teach Social Situations	TA who works 1:1 with pupil attended training; over Terms 5 & 6 incidents reduced and social skills target removed from provision plan as no longer required.
March 2019 – TA training focussing on Scaffolding	TAs using more prompting and waiting (processing time) rather than clueing with pupils.
April 2019 – TA Training focussing on behaviour management	SENCo observed a range of techniques used by TAs to gain and maintain children’s attention.
May 2019 - TA Training focussing on Phonics	TAs aware of process of teaching phonics in different phases (letters and sounds), structure of sessions and activities to support this learning. TAs more confident to run phonics groups – Year 1 phonics screening above national average.
July 2019 – STS delivered training on the writing process	All Upper Key Stage 2 staff involved in supporting a pupil with SEN needs are more aware of early writing process and suitable expectations (knowledge or writing focus task) – ready for Term 1.
September 19 - Diabetes Awareness Training	All staff involved in supporting pupil with diabetes aware of needs and how to check/administer medication. Range of staff support daily needs and pupil has been able to attend all school visits.
September 19 - Keeping Children Safe	All staff attended and are aware of safeguarding procedures.
September 19 - Epilepsy Awareness Training	All staff involved in supporting pupil with epilepsy aware of needs and how to administer emergency medication. Range of staff support daily needs and pupil has been able to attend all school visits.
October 19 – Scaffolding learning with TA Team	All TAs attended; SENCO based training on The TA’s Guide to Effective Interaction by Rob Webster. Focussed on scaffolding framework; self-scaffolding (10 sec rule), prompting, clueing, modelling, correcting (see lanyards). Impact – TAs report they start from the ‘top of the triangle’, only intervening when have to, they have made own prompt sheets in Widgit.
October 19 – Dyslexia Training	CT and SENCO attended. CT implemented strategies into whole class teaching (e.g. guided reading questions). SENCO shared strategies with Dyslexia Training for TAs, see impact below.
October 19 – 1 <sup>st</sup> Aid Training	All staff attended. More confident delivering First Aid when needed.
November 19 – Dyslexia Training with TA Team	2 sessions with all TAs; first session focussing on ‘What is Dyslexia?’, second on ‘How can we support children with Dyslexia?’. TAs have much clearer idea of strengths and key barriers to learning and reported that they understand children with this barrier more (e.g. greater understanding of working memory). Strategies suggested are in use in QFT and interventions (e.g. using picture mnemonics to support reading

	and spelling words& pupils making own mnemonics, rephrasing questions, using 10 second rule and using 'Say it, Clap it, Tear it, Muddle it, Fix it')
November 19 – Visit to specialist school	2 TAs and SENCo visited specialist provision to consider how to support children with high level of need. Strategies transferred to our school included; emotional check in point in classroom, software used with ipad for independent Maths work and additional visual supports using Widgit.
November 19 – 'Clever Fingers' and Developing Fine Motor Skills with TA Team	1 TA attended. Amended practice with Clever Fingers resources and has a greater understanding of fine motor skills development. TA disseminated this training to all TAs.
December 19 – Guided Reading with TA Team	TAs have greater understanding of the purpose of guided reading and a range of strategies (e.g. focus for a guided reading session, how to structure a session, reading strategies to be fostered and questions to be asked). TAs reported they feel much more confident leading guided reading session and using new resources (e.g. being prepared for each session with suitable questions, using basketball questioning, as well as more efficient recording of evidence).
January 20 – Training consolidation session for TAs	TAs shared impact of training, they brought at least one change or improvement to share. Please see impact for each training for details.
January 20 – ADHD Training	Building on TA session last year, STLS training for 1 TA supporting a child with ADHD traits. TA has increased understanding of possible causes and ADHD and practical strategies to support in classroom (e.g. not overloading during input and suggesting not instructing).
January 20 – Year 6 Transition Project	SENCO attended training. All Year 6 took part in successful STLS Year 6/7 Maidstone Transition Project.
February to July 20 – Reading Recovery	SENCO attended sessions before and during lockdown (virtually). SENCO started assessments with practice children, set up Reading Recovery area and then 1:1 sessions stopped due to Covid 19. Planned to resume in September 20.
July 20 - PEG Feeding Awareness Training	All staff involved in supporting pupil with complex medical needs aware of how to support and what to do in an emergency. Follow up practical session with parent planned to ensure staff and parent confident when child starts school.
Throughout the year - AEN Updates and SEN Forum	SENCo aware of national changes within SEN and Pupil Premium; changes made as appropriate.
Liaison with outside agencies	Please note, although Covid 19 meant that some children were not able to attend or return to school, we have used our best endeavours to continue supporting our children and community. For example, continuing with: <ul style="list-style-type: none"> <li>• High Needs Funding Applications (5 completed)</li> <li>• Statutory Assessments, with 2 successful EHCPs granted.</li> <li>• In Year Reviews and Annual Reviews for pupils with EHCPs</li> <li>• Reviewing personalised plans for pupils with High Needs Funding</li> <li>• Meeting best endeavours for children with EHCPs – most targets on personalised plans being met.</li> <li>• TAC meetings with follow up training and actions.</li> <li>• PEP meetings and follow up support.</li> <li>• Attending LIFT meetings</li> <li>• Consultations with teachers and specialist teachers (planning strategies to be used and assessments in place for September 20) and sharing information with parents.</li> </ul>

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

- Teaching Assistants:
  - SENCO to continue to undertake regular short drop-ins with TAs in class and in interventions, with immediate feedback.
  - If possible with Covid restrictions - consolidate TA training with regular TA/SENCO solution focussed meetings; focussing on impact of interventions, especially with Catch Up.
  
- Other:
  - Mainstream Core Standards questionnaire for all staff to inform planning and training (Sept 2020)
  - SENCO to research and implement new evidence-based interventions for English and Maths, disseminating new strategies with staff; Reading Recovery and EEffective application for 1<sup>st</sup> Class at Number.

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
SMART	Specific, Measurable, Attainable, Relevant and Timely
TA	Teaching Assistant