

SEN Report from Deal Parochial Primary School

1. Our school SENCo is Mel Hogben, senco@deal-parochial.kent.sch.uk
2. The SEN governor is Mary Heard
3. We currently have 4 children with EHCP and 1 being converted from statement to EHCP. We have 18 children with SEN Support.
4. Children with each need type:
 - Communication and interaction - 4
 - Cognition and Learning - 5
 - Social, emotional and mental health - 5
 - Sensory and/or physical - 4
5. This year the school received £30996 SEN notional fund and then £67885 High Needs Funding to help support those children deemed as having high needs
6. The outcomes below show what was achieved by the last leaving group of pupils with SEN –

Primary Analysis of outcomes of pupils with statements / EHC Plans from RAISEonline 2015

- 2015 School % with SEN support 14.6% SEN (National 13%)
- 2015 School % with an SEN Statement or EHC Plan 1.9% (National 1.4%)
- 2015 Year 6: No SEN 18 (66.7%) SEN Support 9 (33.3%) SEN with Statement or EHCP 0%
- Expected progress KS1 – KS2 Table 5.4.1

Maths	Reading	Writing
88% (Nat 79%)	88% (Nat 83%)	88% (Nat 88%)

SEN pupils achieved equal or above the National Average in all areas

7. The progress data for current pupils, either by year group or as a combined group, showing %pupils on track to make expected progress or more than expected progress from their starting point

% SEN on track for expected or better progress from their starting point EYFS-Y1,2 KS1-Y3,4,5,6	Reading	Writing	Maths
Year R (1 child)	0%	0%	0%
Year 1 (3 children)	33.3%	33.3%	66.7%
Year 2 (4 children)	50%	50%	50%

Year 3 (2 children)	100%	50%	50%
Year 4 (4 children)	75%	75%	50%
Year 5 (2 children)	50%	50%	50%
Year 6 (4 children)	25%	25%	50%

% all pupils with SEN on track to achieve All Outcomes (Expected at current year group)	> 50%	<50%	None
Reading	=50%		
Writing		35%	
Maths	=50%		
Reading/Writing/Maths		30%	

This provides us with evidence that further writing interventions are an area for SEN School Improvement.

8.

Attendance of pupils with SEN Table 2.1.2 (primary)

	% sessions missed due to overall absence	
	School	National
No SEN	4.12	3.8
SEN support	3.7	5.2
SEN with statement or EHCP	12.8 High due to 1 CiC leaving our school and foster placement but awaiting special school place	6.5

9. Deal Parochial has issued no fixed term exclusions this year.
10. Children with SEN in our current year 6 are moving to the following secondary schools:
 - Sandwich Technology School
 - Foxwood and Highview School
 - Goodwyn Academy
11. All parents of children with SEN completing satisfaction surveys rated the school as being fully satisfied with the provision and their involvement.
12. An update of the improvements made to the school through the Accessibility Plan
13. An evaluation of the Equality Objective (if it relates to SEN and disability)
14. An evaluation of the this year's interventions used by the school to support pupils with SEN and children making slower progress

Intervention	Focus	Impact	Implications for 2015/16
Sensory Circuits	To help prepare specific children for the day by working on gross motor skill control and breathing	Teachers noticed that the children are more unsettled if unable to access this intervention in the morning	To continue for the specific children
Reading empowerment	To raise children's progress in reading	Children involved in these interventions all raised their attainment with reading	To continue for children picked up from data and progress review meetings
Building Reading Power			
Toe by Toe reading & spelling			
Reading comprehension	To raise children's progress in reading comprehension	Majority of children improved their reading comprehension	To continue for children picked up from data
Phonics	To raise children's phonetic awareness and knowledge	Children have improved their phonics	To continue for children with difficulties
Maths	To build upon	Majority of	To continue for

	basic maths skills to raise children's progress	children involved in these interventions raised their attainment levels within maths	children picked up from data
Success@arithmetic	For children working below expected to raise their progress in maths		
Talk time	To provide children time to discuss their concerns and worries	Children were aware that they had a time to deal with their anxieties	Will continue children needing time
Easi-keys	To aid keyboard skills for our VI children	Children involved are growing in confidence with their keyboard skills	Will continue
Drawing and Talking	To help children with underlying emotional difficulties that may be affecting their learning and behaviour	Has helped the specific children, majority have helped them through difficult times	Will continue for children needing focused emotional support

15. SEN Training provided to staff over the last 2 years

Training	Uses in the school and impact
Spring 2015 ASD training	To help to improve the support given to children in school with ASD
Autumn 2015 Speech therapy	To be able to support children with speech difficulties
Autumn 2015 Safeguarding	To ensure all staff are aware of safeguarding issues within school and how to deal with any concerns
2015 Advanced ASD course	To be able to support and aid progress of children with ASD
2015 Speechlink	To be able to carry out the intervention with greater success
2015 VI part 1 and part 2	To be able to support children within the classroom
2015 Language Through	To be able to use the strategies to support

Colour	children with learning difficulties
2016 Dyscalculia awareness	To develop an understanding and to be able to support children with learning difficulties in maths
2016 Supporting Children with social, emotional and behavioural difficulties	To be able to support child and develop appropriate strategies
2016 Whole school VI training	To develop an understanding of difficulties for children with VI
2016 ASD in Girls	To be able to understand and support girls with ASD within the classroom
2016 ASD anxiety 5-point scale	To be able to use the intervention with appropriate children

16. The coming year SEN provision will be reviewed.

We will be looking into further writing support for the SEN children.

Interventions will be monitored regularly for impact.

Parents/carers of children with SEN support will be met with three times throughout the year to review their children's provision and needs.

Ensure all teaching staff are aware of and putting in place the Mainstream Core Standards

The SENCo is completing the National SENCo Award and working towards being an Social Emotional Mental Health Champion