

## SEN Annual Report for Governors 2017-2018

### Deal Parochial Church of England (Aided) Primary School

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential – being the best that they can be.



We value all of our children and what makes each of them special. Please also refer to our SEN Policy reviewed this academic year.

### **Assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Deal Parochial are Language for Learning, Leuven scale, Thrive, checklists, Speech link and Language Link, Dyslexia identification screening. Using these it will be possible to see if pupils are increasing their level of skills in key areas. All interventions are reviewed for impact during termly Pupil Progress meetings.

The SENCo meets four times an academic year with each class teacher to discuss children with SEN, concerns, provision and strategies.

### **SEN information**

The SENCo at school is Mel Hogben, she can be best contacted via email at [senco@deal-parochial.kent.sch.uk](mailto:senco@deal-parochial.kent.sch.uk) or telephoned through the school office 01304 374464. Mel works Monday to Thursday.

The SEN Governor is Mary Heard.

2017-2018	<b>Total SEN Support: (give number and % of roll) National Average = 11.9% (Kent = 9.9%)</b>	<b>Total SSEN/EHCP: (give number and % of roll) National Average = 2.8% (Kent = 2.9%)</b>
Total SEN	23 children 11.2%	5 children, 2.4%
Total monitoring/AEN	30 children, 14.6%	

<b>Year Group</b>	<b>SEN Support without HNF</b>	<b>SEN Support with HNF</b>	<b>SSEN / EHCP without HNF</b>	<b>SSEN / EHCP with HNF</b>
Reception	2			1
Yr 1		1		
Yr 2	4	1		
Yr 3	2	1	1	1
Yr 4	3			1
Yr 5	4			
Yr 6	3	2		1
<b>Total</b>	<b>18</b>	<b>5</b>	<b>1</b>	<b>4</b>

<b>Number of pupils</b>	<b>C &amp; I</b> Communication & Interaction	<b>C&amp; I and PP</b>	<b>C &amp; L</b> Cognition & Learning	<b>C &amp; L and PP</b>	<b>SEMH</b> Social, Emotional & Mental Health	<b>SEMH and PP</b>	<b>PD &amp; SN</b> Physical Development & Sensory Need	<b>PD &amp; SN and PP</b>
R	1	2					1	
Yr 1	1							
Yr 2	1	2		1		2	1	
Yr 3			1	2		3	1	
Yr 4	1			2		1	1	1
Yr 5		1	2	1	1	1	1	
Yr 6		1		1	1	1	1	
<b>Total</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>8</b>	<b>6</b>	<b>1</b>

*\*Some children have more than one area of need*

Funding from April 17/18 was Notional £67885 with High Needs Funding top up of £89608. Funding April 18/19 is Notional £71641 with High Needs Funding top up of £59977.

## Year 1 Phonics assessment

School pass	Local	National
90%		

## KS1 SAT results non-SEN% / SEN%

	Reading	Writing	Maths
School	95.8% / 50%	87.5% / 50%	91.7% / 50%
Local			
National			

30 children, 24 non-SEN, 6 with SEN

## KS2 SAT results non-SEN%/SEN%

	Reading	Writing	Maths
School		100% / 66.7%	
Local			
National			

29 children, 23 non-SEN, 6 with SEN

Data from Term 5 showing children to reach expected by the end of their year group

% non-SEN/SEN on track for expected or better progress from their starting point	Reading	Writing	Maths
Year R	83.3%/33.3%	33.3%/0%	80%/0%
Year 1	87.7%/100%	80.6%/100%	80.6%/100%
Year 2	SATs		
Year 3	76.9%/66.7%	65.4%/33.3%	69.2%/33.3%
Year 4	80%/33.3%	70%/33.3%	83.3%/50%
Year 5	67.9%/0%	75%/0%	85.7%/25%
Year 6	SATs		

<b>% all pupils with SEN on track to achieve All Outcomes</b>	<b>&gt; 50%</b>	<b>&lt;50%</b>	<b>None</b>
		100	

## Attendance

2017-2018	% sessions missed due to overall absence	
	School	National
<b>No SEN</b>	4.1	3.8
<b>SEN support</b>	7.1 One child part-time attender that became a school refuser. Several children with poor health needs	5.2
<b>SEN with statement or EHCP</b>	8.5 One child with poor attendance and health needs	6.3

Within the last 12 months we have had to fix-term exclude 3.57% of pupils with SEN for 1.5 days and 0% of non-SEN

## Secondary destination

This year we have 5 pupils with SEN going to Goodwin Academy and 1 pupil with SEN will be going to Sir Roger Manwood's School.

## An evaluation of the interventions used at school

<b>Intervention</b>	<b>Focus</b>	<b>Implications for 2018/2019</b>
Social Skills Small group	To encourage positive interaction with peers	To continue with specific children
Thrive 1:1 / small group	To support the children with SEMH needs	To continue with specific children: EC, MH, JB identify
Draw and Talk 1:1	To support children processing life incidents	To continue for specific children
Incredible 5-point scale 1:1 / small group	To support children with difficulty managing their emotions	To continue with specific children
Speechlink 1:1	To support children with sound pronunciation difficulties	To continue following assessment
Talk Boost Small group	To encourage confident speaking	To take place rigorously with identified groups
Phonics: multisensory Small group	To develop phonic skills using all senses	To continue within EYFS and KS1
Phonics Small group	To improve phonic knowledge	To continue with specific children struggling with literacy
Reading Recovery 1:1	To raise reading attainment	To continue with children assessed appropriate
Building Reading Stamina 1:1	To improve reading attainment	To continue with children deemed appropriate
1:1 Reading	To improve reading attainment, particularly KS1 and children that do not read often out of school	To continue
Beanstalk 1:1 outside readers	To raise interaction and immersion with reading	To continue with specific children
Reading Comprehension 1:1 / small group	To improve children's comprehension of texts	To continue when appropriate
Inference 1:1	To improve children's ability to infer meaning from text	To continue when appropriate
Beat Dyslexia 1:1 / small group	Specific programme for children identified with Dyslexic tendencies	To continue when appropriate

Clever hands Small group	To strengthen children's fine motor skills to aid writing development	To continue when needed
Handwriting 1:1 / small group	To improve children's handwriting skills	To continue when needed
Fizzy 1:1 / small group	To strengthen children's gross motor skills to aid balance and control	To continue when needed
Sensory Circuit 1:1 / small group	To improve levels of attention and focus, helping to reduce imbalances and redirect positively those with lots of energy.	To continue with specific children
Reading Recovery writing	To raise children's writing attainment	To continue with specific children
Writing focus	To improve children's writing progress	To continue with specific children
Touch Typing	To improve children's speed and stamina using a computer keyboard, supporting the use of technology for extended writing tasks	To continue with specific children
Clicker 7	To develop literacy skills	To set up and train across the school
Maths club	To raise children's attainment in numeracy	To continue with specific children

## Staff training

SEN Training 2017-2018	Attendees (whole staff or individual)
Thrive	1 TA
Dyslexia level 2	SENCo
Management of Thrive	SENCo and Head
Understanding Autism	1 TA
ASD Awareness at school	Whole staff
Hearing Impairment awareness training	Whole staff
SEN and SEMH awareness	Whole staff
Attachment, Trauma and Critical Incidents	2 TAs and SENCo
Solihull Approach for CiC	SENCo
Anxiety, helping children to cope	SENCo
Lego Therapy	1 TA
Emotional Regulation	SENCo
FRIENDS	SENCo
Selective Mutism	1 teacher, SENCo
Dyslexia awareness and strategies	All teaching staff (to be done with TAs/LSAs next academic year)

**2017-2018** was very focused upon improving the Social Emotional and Mental Health Provision at school, this has now greatly improved and has seen the impact through children managing their emotions better, better skills in children to talk about their emotions and feelings, the staff are now dealing with less angry outbursts and now have the tools to feel more confident in dealing with difficult situations. Reading was also a focus; this has resulted in more reading and practicing of specific skills across the school and has definitely seen an increase in children's interest and confidence in reading.

## **SEN Action Plan**

**2018-2019** we will be focusing upon improving the provision for children with Specific Learning Difficulties (SPLD). This has started with some training this year but will see the strategies and approaches discussed being imbedded in whole school classroom practice. This will also see the increased use of technology to support through Clicker 7, Touch Typing and Talk to Text but also strategies such as thinking maps, mind maps, brainstorming and TalkB4Uwrite.

SENCO will also be completing the National Award for SEN Co-ordinator.