

## SEN Report July 2016

Current SENCO role taken on by Class 3 teacher (Claire Brown) for the Year 15-16.

A new SEND policy was written and put on the website in Jan 2015.

We currently have 14 children on the school SEN register, ie %

There are three children in school with statements, all in Y5.

Under new SEND guidelines SA and SA+ no longer exist, pupils are shown as having SEND needs.

0 referrals were made this year to the EP.

2 DAFs were completed by the school nurse and SEN co. The school have been included in meetings with one y6 child's current DAF.

The table below shows the types of SEN throughout the school:

	R	Y1	Y2	Y3	Y4	Y5	Y6
SL- Specific Learning-cluding dyslexia)	0	0	0	0	0	0	1
ML- Mild/Moderate Learning	0	1	1	0	1	0	0
BES- Behavioural, Emotional and Social	1	0	0	1	0	1	0
SLC- Speech, Lang. & Communication	1	0	0	2	0	1	1
ASC- Autistic Spectrum Condition	1	0	0	0	0	1	0
VI- Visual Impairment	0	0	0	0	0	0	0
HI- Hearing Impairment	0	0	0	0	0	0	1
MSI- Multi-Sensory Impairment	0	0	0	0	0	0	0
P- Physical	0	0	0	0	0	1	0

These areas of need are not clear cut. For examples some children may have more than one area of need, but the most prevalent has been entered onto the table.

Children receiving interventions and those on the SEN register are monitored for both attainment and progress over the year. At the end of each term children who have not made expected progress are discussed at pupil progress staff meetings. Interventions are tracked using a range of assessment tools in order to evaluate their effectiveness and make sure that the support given is making a significant impact on children's learning.

### SEN progress

	Reading	Writing	Maths	
Y6 3 pupils	5.7	5.0	2.7	Measured in Tracking points (new curriculum) - Good progress made in reading and writing. Maths will continue to be a focus.
Y2 1 pupil	3.0	2.0	1.0	Measured in Tracking points (new curriculum) This pupil is making slow progress in Reading Writing Maths and requires specific support programmes. See needs. This pupil will part in a new school maths initiative 'Maths Count' receiving 3 afternoons of extra support.

Y 3 3 pupils	2.2	3.3	2.1	Measured in Tracking points (new curriculum) Monitor progress in Y4 especially in reading and maths.
Y4 1 pupil	2.0	3.3	2.1	Measured in Tracking points (new curriculum) Monitor progress in Y5 especially in reading and maths.
Y5 4 pupils	2.7	2.5	2.0	Measured in Tracking points (new curriculum) Continue to track progress especially into Y6. Focus on all curriculum areas.

Our Learning Support Assistants are all very dedicated, have high levels of skill and are of huge importance to us. The table below shows where each LSA works and in what way:

Mrs Lang	Emma Cusack (temp)	Miss Hubbard	Mrs Manning
1	0.6	1	1
Class 1- general class support and support for less able/EAL	Class 2- general class support and support for less able/EAL	Class 3 general class support and support for less able/EAL Support for statemented.	Class 3 - Groups with needs
Language/ Speech Link	Fun Fit Therapy for named child	Words First Counting to Calculating Thrive	Thrive Devon Dyslexia FLS Third Space Learning.

In Y5 three children are statemented. They require regular 1:1 intervention by trained TAs.

A number of children have physical difficulties as either their primary or secondary need consequently 'Fun Fit' runs which supports children with difficulties in fine and gross motor skills. From baseline assessments a number of children were identified who we felt would benefit from the program. Seven children have received Fun Fit support (3 times a week for 15minutes). Further assessments were completed in the year to measure the success of the intervention.

Third Space Learning is a new Maths intervention programme being delivered this year by maths specialists that provide online maths interventions and specific lessons for KS1 and KS2 . We have currently targeted chn at upper KS2. It has been successful with clear improvements being made with an underperforming Y5 and Y6 group, all gaining in confidence from the programme.

Language and Speech link is a computer based program which screens and supports children with language and speech difficulties. In September the language link program was used to assess all children in Reception. It highlighted that none of the current cohort required support. However, two children came into school seeing a Speech Therapist and Mrs Lang continued to support these children four times a week. These children were continually monitored in class and have made good progress - one child was discharged in Jan 2016.

#### **Statemented pupils:**

Annual reviews took place in April. These will become key next year as these pupils will be in Y6 and choice of secondary school will be of great importance. Provision and need will need to be very closely looked at.

### **Referrals:**

0 referrals were made this year to the EP or TEP.

### **Behavioural Support Team:**

Recently one statemented child has displayed extremely challenging behaviours and further support was requested from Linda Duncombe (Behaviour Support). Parents have decided that their child will stay at home as the child's needs could not be met by mainstream school. The child currently receives two hourly teaching sessions from school plus homework ( provided by current class teacher Mrs Brown ), attends a therapeutic horsemanship, and a Family Support Worker.

### **Speech and Language:**

Two Y3 pupils (also EAL) have difficulties in SLC (going beyond EAL). A vocabulary building/comprehension programme called Language for Thinking has been put in place to be delivered daily by a LSA.

### **Transition:**

Enhanced transition has been set up for Y6 pupil transferring at end of summer term.

Transition for new Reception children (Sept 2015) recognises one pupil who will require specific support and some complex needs plus EAL support.

### **Provision Mapping/ IEP's**

Provision maps are reviewed each term. All staff have been encouraged to use these as a working document in order to use it as tool to assess children working on the SEN register. IEPs need to be maintained for statemented pupils to form part of Annual reviews. Provision mapping has been adapted in order to take account of the four areas of SEN (behavioural, social and emotional/ cognition and learning/ communication and interaction/ sensory and/or physical needs) and the tracking of the interventions offered for each Class.

### **Thrive**

Two Thrive practitioners have maintained their training and work regularly with pupils.

Each class is screened as a whole class at the beginning of October. Individual cases and needs are then planned and pupils supported accordingly. Each classroom has a Thrive area and there is a main Thrive area in the Literacy Room.

### **Young Carers**

One child in Year 6 was referred to the Young Carers.

### **Areas for Development**

To continue and review and make changes to the SEN paperwork, eg DAFs, referrals to Ed Pysch .

To monitor planning and teaching in relation to SEN with a focus on maths. This will involve individual observations, or blinks , tracking of progress and looking at work.

Careful placement and transition in place for statemented pupils and Y6 SEN pupils.

Provision for SEN co to undergo training in' new maths initiative 'Maths Count' to give Y2/3 children extra weekly support and cascade training to all staff.

### **Children in Care 2015-16:**

We have no children in this category.