



St. Paul's CE Primary School

SEN and Vulnerable Children Report 2016-2017

Background Information

In 2013 the Children's and Families Bill became law and has reformed the systems for adoption, looked after children, family justice and special educational needs. Within the bill the Government has transformed the system for children and young people with SEN, including those who are disabled, so that services consistently support the best outcomes for them. Key changes include:

- Joined up support across education, health and care from birth to 25
- Clearer focus on views of children and parents
- High aspirations and focus on improving outcomes
- Graduated approach to SEN
- Requiring local authorities to publish a 'local offer' of support to provide transparency at all stages
- Greater emphasis on teachers' responsibilities
- Statements being replaced by Education, Health and Care Plans

The definition of SEN has remained unchanged in the new SEND Code of Practice: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.' (Special educational needs and disability code of practice: 0 – 25 years, January 2015, p. 15-16)

The definition of what constitutes SEN Support is less clear; KCC provides the following clarification of what constitutes SEN Support:

SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement.

High Needs Funding

This is additional funding based on the severity of need and the provision required to meet the need. The first £6,000 of provision for any child with SEN is funded through the delegated school budget. We currently have three children in receipt of additional high needs funding, with one further application to be submitted.

Children in Care

We currently have 2 children that have been adopted and one child that is still in the process of being officially adopted.

Current SEN Register

We currently have 15 pupils on our SEN register.

Year Group	SEN Support	EHCP	Total	High Needs Funding
R	4	0	4	*1 application to be submitted
1	1	0 *application process beginning	1	1
2	3	0	3	1
3	2		2	0
4	3	1	4	1
5	1	0	1	0
6	0	0	0	0

- At St. Paul's we currently have just over 14% of pupils with SEN.
- 2.8% of pupils in schools in England have statements of SEN or an EHC plan. At St. Paul's Primary school we currently have 1 pupil with an EHC and one more application to begin in the next academic year.
- Pupil Premium information is published in a separate report on our school website.

Wellbeing

Wellbeing and resilience is currently high on the government's agenda but it has always been a priority for us at St. Paul's CE Primary school. This is reflected through our Values and in our practice. It is evidenced in relationships across the school, supported by clearly modelled and consistently reinforced expectations. Children's well-being and involvement is monitored using the Leuven scales. Referrals are made to Early Help Support when it is felt to be appropriate.

Our Reception classes have full-time TAs to provide continuity and consistency and all classes across the school have TA's during the morning lessons. The TA's from these rooms are then used to deliver interventions across the school in the afternoon as well as taking on the role of midday supervisor to ensure consistency for our pupils.

Effective information sharing systems are in place across the whole staff through allocated time in weekly staff meetings. Safeguarding is always discussed during this meeting, as well as all staff receiving weekly bulletin's to ensure all staff are kept up to date.

PHSE (Personal Health Social Education) continues to form part of our curriculum; weekly Circle Time is an integral part of this, providing a shared opportunity for discussion and reflection. Key messages, including actively promoting the British Values, are reinforced through Collective worship.

Ensuring a seamless transition from pre-school into school and from Key Stage 1 to Key Stage 2 is a high priority for us as a school. We work closely with families and professional colleagues to plan and implement individualised transition plans for children with SEND. The SENCo is involved in transition meetings with all local secondary schools.

Interventions

All schools must make provision for children as and when they require it, irrespective of their Special Education Need. Many children will benefit from some additional provision to support or extend their learning during their time at St. Paul's CE Primary.

Interventions currently running at St. Paul's CE Primary School

The 'Current Interventions' table attached, identifies the range of programmes currently running at St. Paul's CE Primary. The school makes reference to a range of advice and resources to inform decisions about appropriate interventions. We also act on professional advice from colleagues in health, including Speech and Language Therapists, physiotherapists and occupational therapists and colleagues in education, including the specialist teaching and learning service and educational psychologist team.

The school monitors the effectiveness of individual interventions and tracks the impact of provision for individuals using Provision Mapping and through Pupil Progress Meetings. The SEN Governor also has a monitoring role.

Impact of Interventions

Early Years

In 2016, outcomes for Early Year Foundation Stage were above national averages with 73% (11/15) of pupils achieving a good level of development, compared to 69% nationally. Furthermore 87% of Year 1 children passed the Phonics Screening check, which is higher than the last five years for us as a school.

Attainment at Key Stage 1

In 2016, pupils at St. Paul's achieved 71% reaching expected or higher in reading (this was 10 out of 14 pupils), 64% of pupils achieved expected or higher in Writing (9 out of 14) and in maths 78% of pupils achieved expected or higher (11 out of 14) which was ahead of national levels at 66.5%.

Attainment at Key Stage 2

In 2016, pupils at St. Paul's achieved 62% (8/13) expected level for Reading, which was above the national average; 54% (7/13) achieved expected level for EGPS; 85% of pupils achieved expected levels in Writing and 54% expected levels in Maths.

Data on impact of core interventions

Reading Groups

Over half of the Year 2 cohort (57%) participated in a short term intervention to support and develop their reading and comprehension skills during the year 2015 – 2016. As a school we also purchased the Read, Write, Inc scheme throughout the whole school, starting in EYFS and key stage 1. We stream all pupils into RWI and EGPS groups every morning and target specific children to develop their phonics, reading and writing. The impact can be seen in the End of Key stage 1 outcomes with 71% of pupils reaching expected or higher levels in reading.

Maths Support and Maths Challenge Groups

The requirement to demonstrate attainment of **all** the statements within the expected standard proved particularly challenging for less confident mathematicians. Targeted support enabled most children who participated in the maths intervention group to make good progress, with 78% of the cohort achieving at least the expected standard, compared to 72.6% nationally.

Writing Booster

In 2015 – 2016 there was a major focus on the Year 6 cohort to develop and promote writing. This was done through some short, tailored writing interventions led by the class teacher as well as good quality first teaching using the Big Write. The year 6 teacher visited other schools to share good practice and implemented ideas into his own classroom.

It was evident from our end of key stage 2 data that the focus on writing had shown a positive impact with 85% of the Year 6 cohort achieving expected levels at the end of key stage 2. However, it was also clear from our end of Key stage 1 data that as a school we needed to address Writing as a priority area into the next academic year at key stage 1. This is something we have been working on in the same way as KS2 and throughout the school.

Progress of children with SEND

There are low numbers of pupils in the school who have special educational needs or disability. However, in every year group almost all are making the progress that is expected of them. Much more effective provision has been put in place since the last inspection and this is having a positive impact on pupils' progress (Ofsted, May 2016)

(See attached documents 'Comparison between Whole school and SEN pupils; Attainment of Vulnerable groups and Comparison between Whole school and SEN pupils)

Professional Development Training for SEN

Mrs Rachel Cunningham (Inclusion Manager) is a qualified teacher and has worked as a SENCO since 2009 and achieved the National Award for SEN Co-ordination. In addition to this Mrs Cunningham also holds an MA in Literacy and Learning.

Whole school training undertaken in the last two years

- SEND Equality and Inclusion Update (Sept 2016)
- Introduction to revised Mainstream Core Standards (Sept 2016)
- Epi-pen Training

Other SEND training undertaken by individuals or small groups in past 2 years:

- Termly attendance at LIFT, AEN updates and Sevenoaks SENCO forum – SENCO
- Lego Therapy
- Draw and Talk
- BEAM
- Sensory Circuits
- First class at Number 1
- Dyslexia training
- Dyscalculia training
- ASD awareness

2016-2017

Current Progress of SEN Pupils

March 2017 – SEN Data

Year 1 Spring 16-17	Reading		Writing		Mathematics	
	Expected or Exceeding Progress	Attainment	Expected or Exceeding Progress	Attainment	Expected or Exceeding Progress	Attainment
SEN (1)	0%	0%	0%	0%	0%	0%
SEN – SEN Support (1)	0%	0%	0%	0%	0%	0%

Year 2 Spring 16-17	Reading		Writing		Mathematics	
	Expected or Exceeding Progress	Attainment	Expected or Exceeding Progress	Attainment	Expected or Exceeding Progress	Attainment
SEN (2)	100%	0%	50%	0%	0%	0%
SEN – SEN Support (2)	100%	0%	50%	0%	0%	0%

Year 3 Spring 16-17	Reading		Writing		Mathematics	
	Expected or Exceeding Progress	Attainment	Expected or Exceeding Progress	Attainment	Expected or Exceeding Progress	Attainment
SEN (2)	100%	50%	100%	50%	50%	0%
SEN – SEN Support (2)	100%	50%	100%	50%	50%	0%

Year 4 Spring 16-17	Reading		Writing		Mathematics	
	Expected or Exceeding Progress	Attainment	Expected or Exceeding Progress	Attainment	Expected or Exceeding Progress	Attainment
SEN (3)	50%	50%	50%	0%	50%	0%
SEN – SEN Support (2)	50%	0%	50%	0%	50%	0%
SEN – EHCP/Statement (1)	100%	100%	50%	0%	50%	0%

Year 5 Spring 16-17	Reading		Writing		Mathematics	
	Expected or Exceeding Progress	Attainment	Expected or Exceeding Progress	Attainment	Expected or Exceeding Progress	Attainment
SEN (1)	0%	0%	0%	0%	0%	0%
SEN – SEN Support (1)	0%	0%	0%	0%	0%	0%

Attached

- Progress of Children with SEND 2015-16
- Comparison of attainment of SEND and peers 2015 - 2016
- Current Interventions table

Current Interventions

Intervention			Description	Evidence base
Speech, Language and Communication Needs	Colourful Semantics <i>All year groups</i>	CS	1:1 or paired. This is a S&L therapy technique which uses colour coded cards to help children to learn the important elements of a sentence, and how to join them together in the correct order. It aims to teach the possible structure of sentences using colour coding and question words.	Communication Trust: What works Recommended by SLTS
	Lego Therapy <i>All year groups</i>	Lego Th.	1:3 Different responsibilities are assigned to group members ('engineer'; 'supplier'; and 'builder') & the team works together to assemble the project with an emphasis on verbal and non-verbal communication, joint attention and task focus, collaborative problem-solving, sharing and turn-taking.	Recommended by STS
	Language Link <i>All year groups</i>	LL	Infant/Junior Language Link is a computer based receptive language screening assessment and a whole range of supporting resources and advice to address both classroom practice and small group work.	Recommended by SLTS – required for referral to SLTS
	Speech Link <i>Reception/Yr 1</i>	SL	Speech Link is a computer packages that give teachers and TAs the ability to screen for developmental speech and language difficulties. Information is also given about implementing appropriate support programmes and strategies.	Recommended by STLS.
	Talkabout KS2		A social communication skills package.	Recommended by STS.
	Social Stories <i>All year groups</i>	SS	Created by Carol Gray in 1991 to help teach social skills to people on the autism spectrum, Social Stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.	Communication Trust: What works
	Speech and Language Therapy <i>All year groups</i>	SLT	Speech and Language Therapy – one to one, individual programme provided by a Speech and Language Therapist	Individualised programme from SLT
	Visual Cues (individualised) <i>All year groups</i>	VC	e.g. Sequence strips, First/Next boards, Choice boards Involves the use of pictures, symbols, photographs and written language as instructional supports in both structured and natural environments. Teaches children to become independent learners.	Recommended by SLTS and STS
SEMH				
	Early Help Preventative Services <i>All year groups</i>	EH	EHPS aims to target early help services for the most vulnerable children, young people and families with complex needs who require additional and intensive support, with a focus on delivering better outcomes.	Part of Kent's Strategy and Three Year Plan
	Incredible 5-Point Scale <i>All year groups</i>	I5PS	An individualized practical strategy to support emotional regulation. Initially designed for children with ASD, the 5-Point Scale supports children to recognise their emotional state and regulate their response.	Recommended by STS. Effective school use
	Individual Behaviour Plan <i>All year groups</i>	IBP	Agreed strategies to manage behaviour. An IBP is for individuals who regularly display challenging behaviour to the extent that it severely impacts on their well-being and/or learning and/or that of others.	EEF Behaviour interventions Supported by STS
	Outdoor nurture group	ONG	A programme related to forest schools, where children learn to work together and take on different roles such as leader etc.	Forest schools programme
English	Read, Write, Inc <i>All pupils</i>	RWI	An approach to teaching phonics and early reading and writing. This can be done on an individual basis or group sessions depending on the need.	
	Nessy <i>All pupils</i>	N	A dyslexic friendly computerised programme designed to support pupils with dyslexic tendencies with reading and spelling.	
	Dyslexic programme			
	Phonics (additional small group) <i>Year 1 Phonics play</i>	Add. Ph	Small group work to develop and reinforce children' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling	Phonics play

			patterns (graphemes) that represent them.	
	Writing groups		This is based on teacher assessment during lessons and individual pupils are targeted for additional boosting or reinforcement . Pre- teaching.	STS
	Reading groups		This is based on teacher assessment during lessons and individual pupils are targeted for additional boosting or reinforcement . Pre- teaching.	STS
Maths	Dynamo Maths	Dyna mo	Individualised programme linked to on-line assessment which combines practical activities, with paper-based and on-line resources to support low-attaining children in maths and children with dyscalculia.	Recommended by STS
	Maths boosters	Yr.2 Ma	Same day paired/small group targeted work to address gaps identified through AfL. Support is delivered by TAs who have accessed dyscalculia training and monitored by class teachers.	Small group tuition Recommended by STS
	Numicom resources EYFS and KS1		The activities in this kit are designed to help children experiencing difficulty with maths to develop a secure foundation of basic number understanding, with guidance on creating suitable learning environments and structuring teaching sessions to meet the needs of individuals. It includes three assessment tools.	Recommended by STS
	Pre-teaching maths (inc. vocab) All year groups	N pre	Small group pre-teaching activity to introduce maths topic – focus on vocabulary and resources to support development of key concept/s	Communication Trust: What works (Pre-teaching vocab) and SLTS
	Max's Marvellous maths KS1	MM M	A maths booster programme to 'fill the gaps' in pupils basic maths understanding.	
	Wave 3 maths All pupils		A maths programme designed to meet the needs of learners who are two years behind in their maths work. This targets the four basic functions of =, - x and division.	National curriculum
Motor skills	BEAM <i>All year groups</i>	BEA M	Small group. Balance, Education and Movement – BEAM is a movement screening and development tool for young children suitable for use in primary schools. Designed by Kent physiotherapists to address basic co-ordination and balance skills required for assimilation of motor skills.	Recommended by physio/OT team (evidence of 50 sessions required for physio/OT referral)
	Clever Fingers <i>All year groups</i>	CF	1:1 or small group. A fun and highly-motivating activity-based strategy devised for schools, by a paediatric Occupational Therapist, to help pupils with poor fine motor skills. Includes an assessment to identify potential underlying reasons for a pupil's poor fine motor skills & guidance on how to appropriately address these difficulties, through the use of a Clever Fingers Box	Recommended by OT team
	Sensory circuits <i>All year groups</i>	SS	A programme to support pupils to control their feelings and emotions and begin to control any form of sensory overload.	Recommended by STS team

