

## SEN Annual Report September 2018

1.	How does the school identify children with special educational needs?	<p>The identification of pupils with special educational needs will include one or a combination of the following criteria:</p> <ul style="list-style-type: none"> <li>a) Class teacher's assessment that the child has a significant learning and/or behaviour difficulty that is affecting their learning</li> <li>b) Class teacher using Essex Provision Guidance tool to identify needs</li> <li>c) Concern expressed by parent</li> <li>d) Key Stage 1 standard attainment tests</li> <li>e) Reading Precision, including phonics and catch-up word lists.</li> <li>f) Salford reading test (1- 1½ years below chronological age) Completed October and April.</li> <li>g) Maths Age test (1-1 ½ years below chronological age) Completed October and April.</li> <li>h) On-going teacher assessment</li> <li>i) Observations from SENCO</li> <li>j) Wellcomm Speech and Language Assessments.</li> </ul>				
2.	How many children in the school have special educational needs?	<p>The current SEN Register is made up as follows:</p> <table border="1" data-bbox="387 712 962 857"> <thead> <tr> <th data-bbox="387 712 675 824">SEN Support / One plans</th> <th data-bbox="675 712 962 824">Education, Health/ Care Plans</th> </tr> </thead> <tbody> <tr> <td data-bbox="387 824 675 857" style="text-align: center;">35</td> <td data-bbox="675 824 962 857" style="text-align: center;">6</td> </tr> </tbody> </table>	SEN Support / One plans	Education, Health/ Care Plans	35	6
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3.	How many children have met the exit criteria and no longer need that support?	<p>Monitoring of all support is closely looked at to ensure progress is being made.</p> <p>We have had 2 children in the Autumn term who met the criteria and no longer need SEND Support.</p> <p>Pupil progress meetings take place every half term to look at progress of children.</p>				
4.	What types of special education needs does the school currently need to provide?	<p>The current types of Special Educational Needs are as follows:</p> <ul style="list-style-type: none"> <li>• Cognitive and Learning-</li> <li>• Social and Emotional-</li> <li>• Physical and Neurological Impairment-</li> <li>• Communication and Interaction-</li> </ul>				
5.	How are pupils with SEN ensured access to the curriculum?	<p>The school believes that children should be assessed early to provide early intervention. Children from Nursery to Year 1 are screened using the Wellcomm screening to highlight any children that are having speech and language difficulties.</p> <p>The school believes all children have a right to access a full experience of the curriculum. High quality teaching ensures that all children are provided with opportunities to learn. The planning of all lessons takes into account the needs of all children. Some children, however, have short and long term special educational needs which require more attention than this. Children with special educational needs will be supported in the classroom with appropriate adult support and teaching resources.</p> <p>Where children need support beyond the normal teaching programmes, they may be withdrawn individually or in small groups from the classroom to work with an LA. These interventions will be supported by assessment carried out or recommendations from specialist teachers. The interventions may be a small number to explain specific concepts or a long term structured intervention which often follows an intervention programme.</p>				

		<p>The child's self-esteem is of crucial importance if progress is to be made. We aim to provide work which will encourage, motivate and consistently reinforce a sense of achievement and success.</p> <p>The class teacher, in conjunction with the SENCo, parents and the child, will consistently monitor progress.</p> <p>Curricular arrangements using the school's cycle of observations, pupil perceptions and book monitoring (see monitoring policy) are in progress. In addition the SENCO holds termly meetings to review children with SEN or children where the teacher has concerns.</p> <p>Having identified a learning need the school will set in motion a Graduated Approach laid down by the new SEN Code of Practice 2014.</p>
6.	How is their progress monitored?	<p>Progress is monitored in a variety of form:</p> <ul style="list-style-type: none"> <li>• Day-to Day Assessment for Learning Strategies are used in class</li> <li>• Use of Precision teaching/ Reading Catch-Up/Maths Catch-Up Intervention programmes to support next step planning</li> <li>• Class data is looked at half termly to ensure progress of all groups of children, including those on the SEN register</li> <li>• SEN SUPPORT PLANs are assessed termly to ensure targets are met using the plan, assess and review cycle</li> <li>• EP termly visit to check progress on recommendations</li> <li>• Specialist teacher observations to check progress and offer recommendations</li> </ul>
7.	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	<p>Children identified as having SENs will either have an SEN Support Plan or a One Plan.</p> <p>The SEN support plan sets out targets to be achieved by the child. They are used by the teacher in planning lessons and interventions.</p> <p>A One Plan is usually put in place if Outside Agencies are involved in meeting the child's needs.</p> <p>If further action or advice is needed a request for statutory assessment will be made and this can lead to a child being given an EHC Plan (Education, Health and Care Plan).</p>
8.	How are school resources deployed? <ul style="list-style-type: none"> <li>▪ How many LSAs</li> <li>▪ Any external support</li> </ul>	<p><b><u>Learning Assistants</u></b></p> <p>The school employs 17 Learning Assistants.</p> <p>In KS2: 16 hours each week are allocated as follows:</p> <ul style="list-style-type: none"> <li>• 10 hours to support all English and Maths lessons</li> <li>• 6 hours to support children on the SEN register with Intervention Programmes</li> </ul> <p>In KS1 the learning assistants are in the class full time and are allocated as follows:</p> <ul style="list-style-type: none"> <li>• 10 hours to support all Maths and English lessons</li> <li>• Support children on the SEN register with interventions</li> <li>• ½ hour planning meeting with teacher</li> </ul> <p>4 Learning Assistants have hours specifically named to a child (often those with a EHC Plan).</p> <p>We also have a Learning Mentor who works throughout the primary school. The learning mentor provided pastoral care for children. At Leverton Primary School we recognise that children's emotional well being is an important part of their development. We understand that children's emotional wellbeing is important to optimise their learning experience.</p> <p>The Learning Assistants also run</p>

		<ul style="list-style-type: none"> <li>• Additional EAL programmes to support children on the early stages of the EAL register</li> <li>• Mentoring programme to support children with low self-esteem</li> <li>• Speech and Language therapy</li> </ul> <p><b>External Support</b> The school has access to an EP through the Local Authority's local offer.</p> <p>Speech and Language Therapists often work with children and suggest strategies to improve their learning. The school also benefits from having a Speech &amp; Language Learning Assistant who is able to focus specifically on this need.</p> <p>Specialist Teachers visit termly to support children with an EHCP and those children who have specific difficulties.</p> <p>The school, through the Local Delivery Group, has access to a Family Support Worker, Counselling Services and Play Therapy.</p>																		
9.	Are there any budget/resource issues in terms of SEN provision?	<p>All Adult Support is budgeted within the school's annual budget setting process.</p> <p>Additional Resources can be purchased in accordance with the school's procedures eg Curriculum Bids made termly at Finance Committee.</p>																		
10.	<p>What are the targets and outcomes for children with special education needs?</p> <p>% (actual) achieved ARE.</p>	<p><b>KS1</b></p> <table border="1" data-bbox="384 902 1070 1279"> <thead> <tr> <th colspan="3">2018 Attainment</th> </tr> <tr> <th>Working below</th> <th>Working within</th> <th>Age related expectations.</th> </tr> </thead> <tbody> <tr> <td>R: 0 W: 0</td> <td>R: 81% (9) W :100% (11)</td> <td>R: 18% (2) W: 0</td> </tr> <tr> <td>M: 9% (1)</td> <td>M : 73% (8)</td> <td>M : 18% (2)</td> </tr> </tbody> </table> <p><b>KS2</b></p> <table border="1" data-bbox="384 1420 1070 1731"> <thead> <tr> <th colspan="2">2018 Attainment</th> </tr> <tr> <th>Not Met</th> <th>Met</th> </tr> </thead> <tbody> <tr> <td>R: 80% (8) W: 80% M:70%</td> <td><b>R: 20 % (2)</b> <b>W : 20 % (2)</b> <b>M : 30% (3)</b></td> </tr> </tbody> </table>	2018 Attainment			Working below	Working within	Age related expectations.	R: 0 W: 0	R: 81% (9) W :100% (11)	R: 18% (2) W: 0	M: 9% (1)	M : 73% (8)	M : 18% (2)	2018 Attainment		Not Met	Met	R: 80% (8) W: 80% M:70%	<b>R: 20 % (2)</b> <b>W : 20 % (2)</b> <b>M : 30% (3)</b>
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11.	<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> <li>▪ Who is involved in reviewing the</li> </ul>	<p>The SEN Policy was reviewed in September 2018 and agreed by the Governing Body. The next review will take place in September 2019.</p> <p><b>Transition</b></p> <p>In the school staff liaise with each other prior to the transition of classes each year. The Year 6 staff and SENCO also liaise with the secondary school to which our children transfer. In any liaison the transfer of information concerning children with SEN takes a high priority with arrangements for passing on SEND Support Plans, One Plans and EHCPs and any other relevant details which may affect a child's learning. A transition day is held each year to ensure the children have met staff and become familiar with their school surroundings. Further transition days are also</p>																		

	<p>policy?</p> <ul style="list-style-type: none"> <li>▪ Does the policy reflect and meet needs of pupils</li> <li>▪ What does it say about supporting pupils in their transfer to and from other schools?</li> </ul>	<p>arranged if required by children with SEN.</p>
12.	<p>Has the SENCO undertaken the necessary training?</p>	<p>The SENCO is currently Lesley Mottram. She has gained the National Award for SENCO and has the correct SENCO qualification.</p> <p>The SENCO is supported by a mentor and attends local group meetings with other SENCOs.</p>
13.	<p>Have the relevant staff members received appropriate training?</p>	<p><b><u>Learning Assistant Meetings</u></b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Written Feedback</li> <li>• New Curriculum</li> <li>• SEN Support Plans</li> <li>• Inclusion/EAL resources</li> <li>• SEMH training</li> </ul> <p><b><u>Weekly Teacher Staff Meeting</u></b></p> <ul style="list-style-type: none"> <li>• Reviewing SEN Support Plans</li> <li>• Maths Catch Up</li> <li>• Phonics</li> <li>• Essex Provision Guidance document</li> <li>• SEMH training</li> </ul>
14.	<p>What communication strategies are in place for parents/carers of children with SEN?</p>	<p>There are a variety of strategies that are in place for Parents/ Carers to communicate with the school:</p> <ul style="list-style-type: none"> <li>• Termly meetings with Class Teacher to review progress and agree new SEN Support Plan targets</li> <li>• Twice yearly meetings with Class Teacher to discuss progress at Pupil Progress Meetings (November and March)</li> <li>• Where applicable, Annual Review meetings</li> <li>• Those parents whose child has been seen by the EP or Specialist Teachers have an opportunity to discuss their concerns</li> <li>• Parents can arrange to meet Class Teacher/ SENCO/ Headteacher at any time</li> <li>• One Plan meetings to communicate between home/school on targets and needs</li> </ul>
15.	<p>What is going well?</p>	<ul style="list-style-type: none"> <li>• SEN Support Plans in place and targets reached</li> <li>• Class Support Plans</li> <li>• Good quality Interventions groups run by trained Learning Assistants</li> <li>• Monitoring of interventions to ensure progress is being made</li> <li>• One Plan meetings</li> <li>• Essex Provision Guide</li> </ul>

16.	What is going less well and needs to be improved?	<ul style="list-style-type: none"><li>• The use of the Essex Provision Guidance to provide high quality teaching (HQT) first.</li></ul>
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