

SEN Annual Report September 2020

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"> a) Class teacher's assessment that the child has a significant learning and/or behaviour difficulty that is affecting their learning b) Class teacher using Essex Provision Guidance tool to identify needs c) Concern expressed by parent or carer d) Key Stage 1 standard attainment tests e) Year 1 Phonic Screening Test f) Reading Precision, including phonics and catch-up word lists. g) Salford reading test (1- 1½ years below chronological age) Completed November and June. h) On-going teacher assessment i) Observations from SENCO j) Wellcomm Speech and Language Assessments. k) Referral from a specialist for example child development clinic or GP. 				
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" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">SEN Support / One plans</td> <td style="padding: 5px;">Education, Health/ Care Plans</td> </tr> <tr> <td style="text-align: center; padding: 5px;">33</td> <td style="text-align: center; padding: 5px;">5</td> </tr> </table>	SEN Support / One plans	Education, Health/ Care Plans	33	5
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33	5					
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 0 children in the Summer term who met the criteria and no longer need SEND Support.</p> <p>Review of children with SEN take place every half term.</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"> • Cognitive and Learning- • Social and Emotional- • Physical and Neurological Impairment- • Communication and Interaction- 				
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. Some children may require a separate timetable to enable them to make progress against their targets.</p> <p>This school believes that no child should be limited because of their special needs; children will be given work that challenges.</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</p>				

		<p>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 and independence 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. This is part of the plan, do and review cycle.</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 with the teacher reviews the progress against their targets and attainment.</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"> • Day-to Day Assessment for Learning Strategies are used in class • Use of Precision teaching/ Reading Catch-Up/Maths Catch-Up Intervention programmes to support next step planning • Class data is looked at half termly to ensure progress of all groups of children, including those on the SEN register • SEN SUPPORT PLANS are assessed half termly to ensure targets are met using the plan, assess and review cycle • Specialist teacher observations to check progress and offer recommendations • Progress against Wellcomm targets.
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 put in place when the child's needs either go beyond cognitive difficulties or their difficulties are such that more support is required.</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). On advise for the Local Authority children with an EHCP will also have a one plan with shorter term targets.</p>
8.	How are school resources deployed? <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support 	<p><u>Learning Assistants</u></p> <p>The school employs 18 Learning Assistants to work in class.</p> <p>In KS2: 16 hours each week are allocated as follows:</p> <ul style="list-style-type: none"> • 10 hours to support all English and Maths lessons • 6 hours to support children on the SEN register with Intervention Programmes <p>In KS1 the learning assistants are in the class full time and are allocated as follows:</p> <ul style="list-style-type: none"> • 10 hours to support all Maths and English lessons • Support children on the SEN register with interventions • ½ hour planning meeting with teacher <p>8 Learning Assistants have hours specifically named to a child (often those with a EHC Plan).</p> <p>We have one specialist teaching assistant who supports children with speech and language difficulties.</p> <p>We also have two Learning Mentors who works throughout the primary school. The</p>

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.

The Learning Assistants also run

- Additional EAL programmes to support children on the early stages of the EAL register
- Mentoring programme to support children with low self-esteem
- Speech and Language therapy

External Support
 The school has access to an EP through the Local Authority's local offer and the EFSPT MAT.

Speech and Language Therapists often work with children and suggest strategies to improve their learning. The school also benefits from having a Speech & Language Learning Assistant who is able to focus specifically on this need.

Specialist Teachers visit termly to support children with an EHCP and those children who have specific difficulties.

The school, through the Local Delivery Group, has access to a Family Support Worker, Counselling Services and Play Therapy.

9. Are there any budget/resource issues in terms of SEN provision?
 All Adult Support is budgeted within the school's annual budget setting process.
 Additional Resources can be purchased in accordance with the school's procedures eg Curriculum Bids made termly at Finance Committee.

10. What are the targets and outcomes for children with special education needs?
 % (actual) achieved ARE.

KS1

2019/20 Attainment		
Working below	Working within	Age related expectations.
R: 75% W: 75% M : 75%	R: 12.5% W :12.5% M : 12.5%	R: 12.5% W: 12.5% M : 12.5%

KS2

2019/20 Attainment		
Working Below	Working within	Age related expectations
R: 66% W: 77% M:63%	R: 12% W : 13% M : 31%	R:0% W:0% M:6%

		All data to taken up to Summer term however was affected by Covid.
11.	<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils ▪ What does it say about supporting pupils in their transfer to and from other schools? 	<p>The SEN Policy was reviewed in September 2019 and agreed by the Governing Body. The next review will take place in October 2020.</p> <p><u>Transition</u></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 arranged if required by children with SEN.</p> <p>Due to the Covid situation the SENCO from the secondary school contacted the school and parents of children with EHCP through Zoom meetings.</p> <p>Specialist teachers were also become involved with transition.</p>
12.	Has the SENCO undertaken the necessary training?	<p>The SENCO is currently Lesley Mottram. She is has gained the National Award for SENCO and has the correct SENCO qualification. The SENCO works four days a week out of class.</p> <p>The SENCO attends local group meetings with other SENCOs.</p> <p>Please note that at the present time all meetings are virtual.</p> <p>SEN Governor is Carol Harper. The SENCO has regular meetings with the SEN Governor.</p>
13.	Have the relevant staff members received appropriate training?	<p><u>Learning Assistant Meetings</u></p> <ul style="list-style-type: none"> • Phonics • Written Feedback • New Curriculum • SEN Support Plans • Inclusion/EAL resources • SEMH training • Training on Wellcomm • Any other training which fits the needs of the child. <p><u>Weekly Teacher Staff Meeting</u></p> <ul style="list-style-type: none"> • Reviewing SEN Support Plans • Maths Catch Up

		<ul style="list-style-type: none"> • Phonics • Essex Provision Guidance document • SEMH training • Training on Zones Of Regulation • Any other training which fits the needs of the child.
14.	What communication strategies are in place for parents/carers of children with SEN?	<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"> • Termly meetings with Class Teacher to review progress and agree new SEN Support Plan targets • Twice yearly meetings with Class Teacher to discuss progress at Pupil Progress Meetings (November and March) • Where applicable, Annual Review meetings • Those parents whose child has been seen by the EP or Specialist Teachers have an opportunity to discuss their concerns • Parents can arrange to meet Class Teacher/ SENCO/ Headteacher at any time • One Plan meetings to communicate between home/school on targets and needs <p>Please note that at the present time and due to local restrictions the school is reviewing how to give feedback through pupil progress meetings.</p>
15.	What is going well?	<ul style="list-style-type: none"> • SEN Support Plans in place and targets reached • Class Support Plans • Good quality Interventions groups run by trained Learning Assistants • Monitoring of interventions to ensure progress is being made • One Plan meetings • Essex Provision Guide • Early Intervention and screening for Nursery, Reception and Year 1 children.
16.	What is going less well and needs to be improved?	<ul style="list-style-type: none"> • The use of the Essex Provision Guidance to provide high quality teaching (HQT) first.
17.	Where can I find information for accessibility for children and visitors?	<ul style="list-style-type: none"> • You can find information about accessibility under the school policy section of the school website titled: Accessibility Plan 2017-2020. • This plan shows how Leverton Primary School maintains the accessibility of our school for disabled pupils, staff, parents/carers and visitors.