

Northbourne CEP School SEN and vulnerable children Annual Report – 2018/2019 (up to and including Term 6)

Current SEN Register

| Year Level | SEN Support | High Needs Funded | Education Health Care Plan |
|------------|-------------|-------------------|----------------------------|
| Reception | 1 | 1 | 0 |
| Year 1 | 0 | 0 | 0 |
| Year 2 | 1 | 0 | 0 |
| Year 3 | 3 | 0 | 0 |
| Year 4 | 0 | 0 | 0 |
| Year 5 | 4 | 1 | 1 |
| Year 6 | 1 | 0 | 0 |

Total on the SEN Register – 10.

The national trend for SEN support students is 14.6% (2018 data); at Northbourne CEP School we have below this average at approximately 8.19 %.

2.9% of students nationally are in receipt of an EHCP/statement. We currently have one child with an EHCP.

Pupil Premium information is available in a separate report on our website, two of our Pupil Premium children are on the SEN register.

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. The Special Educational Needs Code of Practice 2014 extends the SEN system from birth to 25, giving children and young people and their parent’s greater control and choice in decisions and ensuring needs are properly met. There is also statutory guidance for supporting pupils at school with medical conditions (September 2014).

Key Points

- By replacing statements with a new Birth to 25 Education Health Care Plan extends the rights and protections to young people for further education and training. It offers families personal budgets so that they have more control over the support they need.
- Improves cooperation between all services to support children and their families.
- Requires local authorities to involve children and young people and parents in reviewing and developing provision for those with special educational needs and to publish a ‘Local Offer’ of support.

Funding

We currently have two children with additional high needs funding (from term 6). The first £6000 of any child with special educational needs entitlement is funded through the school budget.

Key Stage 2 Special Arrangements

We can apply for special arrangements for Key Stage 2 SATs. The arrangements could include supervised rest breaks, a reader or a scribe. The application has to relate to our everyday provision which is embedded for that child.

Children in Care

We currently have 0 children who are on the Children in Care register.

Vulnerable Children Transition from Nursery to our School

Our reception teacher provides a package that is organised to help a successful transition for all children. This includes visits to local nurseries, small group sessions in school and a staggered timetable of entry. If nursery staff highlight a child then the SENCO will arrange a meeting with the parent/s, school and Reception Teacher, this is to ensure positive relationships are built quickly and that there are good communication links between home and school.

Vulnerable Children Transition to Secondary School

We provide a comprehensive transition programme to our local secondary school for children who are on our vulnerable or SEN register. The SENCO meets with either the Head of Year 7 or SENCO from the secondary school where we talk in length about the child's strengths and difficulties. We then, in liaison with the school, register our children for extra afternoons of activities and sometimes holiday clubs. If a child needs additional support, we have organised school tours before school which has then been increased to lessons and lunchtimes. This has been extremely beneficial for children who have social communication difficulties.

We also provide extra in-school sessions on transition within school with the School counsellor.

The SENCO is also part of The Secondary Schools Transition Working Group, which looks at ways to ensure a consistent approach to transition across the district.

Examples of Interventions currently running at Northbourne CEP School

| Intervention | Focus | Impact |
|---------------------|--|---|
| Self Esteem support | Group or individual to raise children's well-being. | Children's well-being for the majority of children raises, therefore they are more ready to learn. |
| Social Skills | Behaviour, for example - turn taking, boundaries and conversation rules. | Behaviour improves in class and children have strategies to stay in class. Currently there is one child on a Pastoral Support Plan. |

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| Nurture Intervention including extra Forest School. | For children who currently find it difficult in the classroom and for a period of time have timetabled 'nurture' in the afternoons. | Behaviour and emotional resilience improves in the majority of children. |
| Circle of Friends | For children who are experiencing difficulties in school because of a disability, personal crisis or because of their challenging behaviour towards others. | Successful, particularly in the upper classes of the school. Behaviour and emotional resilience has improved. |
| Time to Talk (Nurture) | For children to share concerns or anxieties. | Successful, particularly in the middle classes of the school. Staff and children have been positive about the impact it has had on children emotional resilience. They feel listened to and know there are trusted adults within school to talk to. This has also been used to support children through transition. |
| Lego Play | For children to develop their confidence and language skills. | Successful in developing children's confidence in small groups and therefore whole class situations. Enables children to lead or be lead in a small group situation. |
| Speech Link | Speech sounds. | Children are successful with the production of speech sounds, when not successful we refer to speech and language. This has resulted in one referral being completed this year. |
| Language Link | The use and understanding of language. | Successful use in year R and 1 as well as throughout the school as required. The children are then able to follow instructions in the class. This has resulted in one referral being completed this year. |
| Individual Speech and Language | Following individual programmes from the speech therapist. | Ongoing due to the nature of difficulties. We have one child who is waiting for an appointment following a referral being made by school. |
| Fizzy | Programme focusing on the core, balance, ball skills and spatial awareness. | Children are more confident in P.E, they can also use the play equipment properly. |

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| Clever Hands | To develop strength in hands this will in turn help fine motor skills. | Handwriting improves in class tasks. |
| Sensory Circuits | A programme to facilitate sensory processing and sensory integration. | Allows and support children to be in the optimum state of alertness, ready for learning |
| Power of 1/ Power of 2/ Power of Time /dyscalculia games sessions. | Precision Teaching – maths programme. | For children with dyscalculia, provides overlearning opportunities. |
| SNIP | Focused spelling programme | Excellent for children who do not grasp phonics and learn by the shape of words. |
| SOS | Focused multi-sensory spelling programme. | Excellent for children with dyslexic tendencies. |
| Precision Teaching for reading and spelling. | A daily, focused programme teaching specific words. | Excellent for children with dyslexia difficulties or EAL. |
| BRP | A 1:1 reading programme. | Successful impact throughout the school. It supports children in developing independent reading and comprehension skills so that they can make faster progress and catch up with their peers. |
| Memory Skills | Auditory and Visual memory skills | Very good for children who cannot retain key information either what they hear or what they see. |
| Memory Magic | A programme to support children's memory skills through learning 7 'magic tricks.' | Excellent for children with poor or weak memory skills through learning 'tricks' which support their memory. |

At Northbourne CEP School we also work closely with DEALT to monitor impact of interventions used in local schools to therefore enhance our provision for our children.

Evaluation of Interventions completed for Terms 5 and 6

| Intervention | SOS spelling | Speech and Language Individual provision | Language Link Individual programme. | Feelings programme | Friendship skills |
|------------------------------------|--------------|--|-------------------------------------|--------------------|-------------------|
| Time per week | 5 x 20 mins | 3 x 20 mins | 3 x 20 mins | 1 x30 mins | 1x 30 mins |
| Number of Children in Group | 4 | 1:1 x 2 | 1 | 1 | 2 |
| Year R | | 1/2 | | | |
| Year 1 | | | | | |
| Year 2 | 2/4 | | 1/1 | | 1/2 |
| Year 3 | 2/4 | | | 1/1 | |
| Year 4 | | | | | |
| Year 5 | | | | | |
| Year 6 | | | | | 1/2 |
| Overall Success | 3/4 | 2/2 | 1/1 | 0/1 | 1/2 |

| Intervention | Memory Magic | Precision teaching for spelling and reading. | Lego Play | Sensory Circuits | Boxall Profile | Social Scripts/Time to Talk /ind Lego Play |
|------------------------------------|--------------|--|-----------------------------|------------------|----------------|--|
| Time per week | 5x 20 mins | 5 x 15mins | 3 x 20 mins 2 x 20 mins. | Daily x 10 mins | 1 x 20 mins | 1x 20 mins 2 x 20 mins |
| Number of Children in Group | 5 | 2 | 2 x 3 | 2 | 1 | 1:1 x 4 |
| Year R | | | | | | |
| Year 1 | | 2/2 | | 1/1 | | 1/1 |
| Year 2 | | | 2/3 | | 1/1 | |
| Year 3 | | | 1/3 | | | 1/1 |
| Year 4 | 2/5 | | | | | |
| Year 5 | 3/5 | | 3/3 | 1/1 | | 2/2 |
| Year 6 | | | | | | |
| Overall Success | 4/5 | 2/2 | 6/6 | 0/2 | 1/1 | 4/4 |

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|------------------------------------|--------------------------|-----------------|--|--|--|
| Intervention | BRP- Reading | Meet and greet | | | |
| Time per week | 3 x 20mins for 10 weeks. | Daily x 10 mins | | | |
| Number of Children in Group | 1:1 x 1 | 1:1 x 2 | | | |
| | | | | | |
| Year R | | | | | |
| Year 1 | | | | | |
| Year 2 | 1/1 | | | | |
| Year 3 | | | | | |
| Year 4 | 1/1 | 1/2 | | | |
| Year 5 | | | | | |
| Year 6 | | 1/2 | | | |
| | | | | | |
| Overall Success | 2/2 | 1/2 | | | |

The interventions are monitored through the cost and effectiveness for the child/ren. If outcomes are poor then the intervention will be observed, discussed with staff implementing the programme and adapted where appropriate, we will not continue to use a programme or intervention if the impact for the child is minimal.

Progress of Children with SEN

As SEN support has been clearly defined by the local authority as highly individualised support, the majority of children with SEN who have been identified to be placed on our SEN register are not making the appropriate progress. However through monitoring and evaluating our interventions we ensure that the children are making small step progress whilst still setting challenges and working towards individual aspirations. We strategically monitor attainment and progress termly and look for specific year groups, classes, subjects or individual children who require support and focused support.

The following pages shows the year 6 SEN cohort in relation to their peers. Individual names have been excluded for the purpose of this report.

Northbourne CEP School Key Stage 2 Comparable Data (SEN/Non SEN Year 6) 2018 – 2019

Scaled Scores

| | Reading Scaled Score | Maths Scaled Score | GPS Scaled Score | Writing Attainment % Exp + |
|--------------------------|----------------------|--------------------|------------------|----------------------------|
| SEN (1 Pupil) | 94 | 99 | 93 | 0% |
| Non SEN (17 pupils) | 112 | 106 | 108 | 76% |
| SEN Difference | -18 | -7 | -15 | -76% |
| | | | | |
| | | | | |
| Cohort Average | 111 | 105 | 107 | |
| National Average | 104 | 105 | 106 | |
| Cohort Difference | +7.0 | +0.0 | +1.0 | |

Progress Scores

| | Reading Progress Score | Writing Progress Score | Maths Progress Score |
|--------------------------|------------------------|------------------------|----------------------|
| SEN (1 Pupil) | -1.09 | -13.42 | 4.15 |
| Non SEN (17 pupil) | 4.2 | -3.6 | -1.3 |
| SEN Difference | 5.29 | 9.8 | 5.45 |
| | | | |
| | | | |
| Cohort Average | 3.92 | -4.19 | -0.99 |
| National Average | 0.0 | 0.0 | 0.0 |
| Cohort Difference | +3.92 | -4.19 | -0.99 |

Children who are below progress are identified by our senior leadership team and teachers termly, interventions are planned and monitored.

We believe each child is individual and case studies are in place to show the journey of the child in every area including well-being, individual interventions, attendance and any home life factors.

Class Assessment

All of our children from Year 1 onwards are tested for reading ages. From Year 3 onwards we also assess inference skills, each child has a Lexile score which is tested each term. In addition to this we assess further in Literacy and Numeracy using the Rising Stars Scheme. Interventions are implemented by the class teacher, the interventions focus on key skills and misconceptions. The SENCO implements more specific interventions; both the SENCO and teacher interventions are evaluated termly.

If a child is not making progress we use the assess, plan, do, review model. The child is discussed at pupil progress meetings, a plan is put in place in collaboration with parents and after a set period of time the teacher, parents and SENCO then meet to discuss progress. We will then decide if the child should be on the SEN register.

SEN Support in School

There are three stages to SEN support in school. The first stage is quality first teaching, the second is small group intervention and the third highly individualised intervention. Each child on the SEN register has an individual SEN support plan, if high needs funding has been applied for the child has a personal plan.

English as an Additional Language

Currently we have no children who have been identified as having English as an additional language. EAL children do not necessarily have SEN, but may need support whilst they are learning the English language. We provide language rich environments especially in reception and year 1. If we identify that a child is having difficulties, for example vocabulary or inference then we timetable provision. We provide early language skills whilst also supporting the social integration of the child.

Whole School Professional Development Training linked to SEN 2018-2019

| Training | Use in school |
|---|---------------------------|
| Level 2- Supporting Children with Dyslexic – June 2018 | SENCO |
| Attachment and Trauma- STLS- Sept 2018 | All teaching staff |
| Lego Play- Diocese- Sept 2018 | Individual 1:1 TA |
| DLD- SALT- Oct 2018 | SENCO |
| Kent Support Levels- Early Help- Oct 2018 | SENCO and FLO |
| Language for Learning- TA Survival- Nov 2018 | Individual 1: 1 |
| Use of maths manipulatives- Nov 2018 | All NB TAs |
| Reading into Writing and strategies for all children- Inset day- Nov 18 | All teaching staff. |
| Team Teach- Jan 2019 | Individual teacher and TA |
| ASD Awareness in Early Years- STLS- Jan 2019 | Individual teacher. |
| Online Safety training- Education Safeguarding Service- Jan 2019 | All Federation staff. |
| ASD- Communication and Sensory Integration- Feb 2019 | SENCO |

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| Language for Learning- Twilight session- Feb 2019- SENCO | Lower School teachers- TD All TA's- NB |
| First Aid Awareness Training- Inset Day- Feb 2019 | All Federation staff. |
| Gangs and Exploitation- Excelsior- March 2019 | All Federation staff. |
| Attachment- March 2019 | SENCO |
| CYPMHS- Pathways Update- NELFT- March 2019 | SENCO |
| Safeguarding Update- The Education People- May 2019 | SENCO |
| Memory difficulties and how to support them- June 2019 | SENCO |

At Northbourne CEP School we continue to evaluate the need for training and through our School Improvement Plan and the Deal Learning Alliance we ensure our professional team is fully equipped to aspire and teach children with special educational needs within our school.