

Inclusion/SEND Report Summary, September 2016

We currently have nine children with EHC plans/Statements, which is well above national average for a school our size.

SEND register: Approximately 36 children in total - approximate because NR is in the process of taking some off and adding others as a result of the last Pupil Progress Review meetings

All accept two statements have been converted into EHC plans, and have all been accepted by the LA. The remaining two statements are both in year 5 (RP and MM) and will be converted in spring 2017 (NR will need support with these from SLT as they can be quite complex pieces of work).

Two children are in need of an EHC assessment (DR YR4 currently on cycle 3 of SEN support plan and JHS YR4 who has a pastoral support plan in place).

Following advice of Andrew Blow teachers have a Quality First group of lower attainers who would probably have previously fallen to the School Action Plus within the old Code of Practice. I now need to set up a specific group on our tracker so that these children can be carefully monitored.

Attendance for children with SEND

SEN Support: 95%

EHC/statements (combined average):93%

(I am not concerned by this latter figure as it has been negatively affected by CDG who was hospitalised for several weeks).

Training

Majority of TA's have now had training in using the Occupational Therapy pack and bespoke training in working with children with sensory difficulties (which is the majority of children with ADHD, ASD and global delay). In September 2016 teachers also received training regarding the sensory needs of pupils, resulting in both the teachers and teaching assistants being able to work in collaboration, to address the sensory needs of their pupils and provide initial 'in house' interventions.

The majority of teaching assistants have been trained to deliver Lego therapy sessions. In the first instance NR has observed T/A's delivering Lego therapy sessions. The speech and language therapist will observe and advise T/A's in November 2016. All staff attended positive handling training and systems are in place to record and document occurrences.

EJ, BC and DN (TA's) have received specialist training in running SAL interventions.

All staff has received training from the EP regarding managing ADHD.

TP, EC (TA's) and the specialist support teacher have received training in basic Makaton. SC and NR to receive training in the 2016-2017 academic year. The status of this important communication system is being raised throughout the school.

DKB (TA) has begun his Learning Mentor training; wherein he provided additional support to two boys as part of this programme. Unfortunately, the training provider is no longer functioning; therefore, DKB's training is discontinued. He intends to pursue the training with another provider.

TP (TA) attended Lark Hall 2 day intensive training in provision for children with ASD.

NR due begin SENCO qualification January 2017.

Key events

LDS (Y5 child with EHCP has successfully been reintegrated from Kennington Park Academy and has been at St John's Angell Town Primary full time since March 2016. Due to have his annual review in July 2016 for pre secondary school transfer meeting, but mum cancelled. The annual review to possibly take place in October 2016.

SCA Y1 child (EHCP) has been medicated for his ADHD initially significant improvements in behaviour and emotional wellbeing; however, he has at times been defiant and violent, and has been excluded twice in September.

AV Reception child (EHCP) - alternative placement in mainstream primary has been secured following a difficult Annual review/consultation process in which LA have been extremely supportive.

CDG Year 2 (EHCP) has had a significant operation on her hip as part of an ongoing medical programme to support her cerebral palsy. She is no longer wheelchair bound, but uses a walking frame. A physiotherapy and OT programme is in place.

Sally Brazier HLTA is now overseeing the day to day management of medicines in school overseen by the school Nurse.

Exclusions of children on SEND register

DR Y4 (SEN Support but not EHCP) has had nine fixed term exclusions totalling 25 full days. A Permanent exclusion is becoming a possibility. Currently on third cycle of a SEN support plan. He is given one-to-one support, as if he already had an EHCP.

LO Y3: observations, discussions and feel there are many factors here including staff relationships, consistency, level of work etc. Weekly learning mentor sessions scheduled from September 2016.

SCA Y1: now receiving medication (see above).

Commissioned Services Financial Year April 2017

- Speech and Language Therapy: 12 days at £4400 as this year (this will need to increase)
- Occupational Therapy: 3 days at a cost of approximately £1100 as this year
- Educational Psychology Service: 6 sessions at a cost of £2340 (this is 4 sessions less as training sessions are not required)

Progress (data September 2015 – July 2016)

SEND

Writing: 87% expected 34% more than expected. 3.5 Tracking Point

Reading: 97% expected 39% more than expected. 3.6 Tracking Point

Maths: 95% expected 45% more than expected 3.7 Tracking Point

In comparison to previous years, more than expected progress is significantly less. This could possibly be due to year two and six previously being assessed with the old levelling system.

It is always important to point out that comparison between years and even between terms is arguably unfair or at least unreliable, as the SEND register (i.e. the children that make up this data) changes due to children coming off and others going on - we are rarely comparing the exact same group. However, the Multidisciplinary document looks at individual children's progress in detail.

Children with EAL and SEND have generally made more than expected progress.

EAL

Whole school data:

Writing: 3.5 TP

Reading: 3.6 TP

Maths: 3.7 TP

KS1 have made very slightly higher progress than KS2 in reading & writing.

Portuguese and Spanish speakers (our 'quality assurance' group for want of a better term!) make more than expected progress in reading, writing and maths.

Children Looked After

We currently have no children in the care of the Local Authority so the Virtual School is no longer funding any of our children. 7 children however are in receipt of Pupil Premium Plus as children who have been through the care system or are now under private family fostering arrangements (Section 20). This equates to £1900 per child that the school business manager accesses through the DFE. This money is used to fund horse riding for a pupil, additional time with Angela Giuliani (behaviour and wellbeing consultant) and weekly sessions with Akeilo our Learning Mentor. These families have also been made aware that clubs are free to them should they wish to take part.

Progress of CLA:

Writing: 3.7 TP

Reading: 3.6 TP

Maths: 3.9 TP

Concerns/issues to be aware of

CAMHs - suffered further cuts recently. Thresholds are now extremely high resulting in many schools enlisting full time counselling support. In the future as the school grows, a full time counsellor may be of higher priority than other support roles and may be more cost effective.

New SENCO – NR has been in role since the Easter; therefore, in post throughout the summer term.

Budget: SEND resources need a ring-fenced amount. Specific and often expensive specialist resources will always be needed with children with needs such as ours and the recommended interventions cannot be carried out without them (think sensory balls, PECs books, dyslexic friendly texts, weighted jackets, soundfields, magnified calculators, protractors, ear defender etc). Unfortunately owing to a huge budget spent on human resources we are left with £500 a year for resources. This doesn't come close to providing the children with what they need but equally they cannot manage in school without 1:1 adult support.

Serious consideration has been had about the sustainability of the 1:1 T/A model. Where possible children receive 1:1 support from any adult within the learning environment.

A **Safe space room** for calming, with absolutely nothing in it has been considered as an alternative to sustain restraint, which though not common is increasing. A **Sensory room** is to be established and fully functional by the beginning of term 3. Advice from the occupational therapist will be sought for both rooms.