

## SEN Annual information Report 2018/19

This report has been compiled after the publication of 2018/2019 data. It provides the evaluation of the SEN information report.

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### SEN register year ending 2018/19

<u>Year Group</u>	<u>SEN support</u>	<u>High Needs Funded</u>	<u>Education Health Care Plan (EHCP)</u>
Reception	5.5%	0	0
Year 1	11%	0	0
Year 2	11%	5.5%	Application pending
Year 3	11%	5.5%	Application pending
Year 4	11%	0	0
Year 5	22%	5.5%	0
Year 6	27.5%	0	0
<b>TOTAL</b>		<b>0</b>	<b>0</b>

<u>SEN Need type</u>				
<u>Year Group</u>	<u>Communication and interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>PD, Sensory and Medical</u>
Reception	0	0	0	5.5%
Year 1	5.5%	0	5.5%	0
Year 2	0	5.5%	5.5%	0
Year 3	0	5.5%	5.5%	0
Year 4	5.5%	5.5%	0	0
Year 5	5.5%	16.5%	0	0
Year 6	0	5.5%	22%	0
<b>Total % of total SEN</b>	<b>16.5%</b>	<b>38%</b>	<b>38.5%</b>	<b>5.5%</b>

At the end of 2018/19 there were 90 children on role at Penshurst CE Primary School.

The national trend for SEN support students is 13% of the school population. At Penshurst CE Primary School we have 20% which is above national average.

1.4% of students nationally are in receipt of an EHCP. At Penshurst CE Primary School we currently have no children (0%) with an EHCP (although 2 applications were pending final judgement at the end of term 6).

Pupil Premium information will be available in a separate report on our school website.

Year Group	SEN Support without HNF	SEN Support with HNF	EHCP Without HNF	EHCP with HNF
Reception	1			
Year 1	2			
Year 2	2	1		
Year 3	2	1		
Year 4	2			
Year 5	4	1		
Year 6	5			

### **Background information**

In 2013 the Children's and families Bill became law and has reformed the system 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 Needs Code of Practice 2014 extends the SEN system from birth to 25, giving children, 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. (Sept 2014)

### **Key Points**

- Replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan.
- Extending rights and protections to young people in further education and training.
- Offering families personal budgets so that they have more control over the support they need.
- Improving cooperation between all services that support children and their families.
- Local authorities required to involve children, 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 16.7% of our SEN support children in receipt of higher needs funding. This is a small amount of additional funding ranging from £200 to £4000 annually per child depending on the category and severity of need. The first £6000 of any pupil's entitlement is funded through the delegated school budget.

### **Exam Concessions for KS2 SATs**

Last year (2018) 41% of pupils received exam concessions in their KS2 SATs. These concessions included additional time, a reader and a scribe.

This year 29 % of pupils will receive exam concessions.

### **Vulnerable Children**

We currently have 0 children on the Looked After register.

### **Vulnerable groups transition to Secondary School**

It is important for children and families of children on our SEN Support register to have support and a smooth transition to secondary school, in year 6. In previous years, we have supported children by arranging additional taster sessions with secondary schools. We have also provided a transition meeting between secondary school liaison staff and the Year 6 teacher and SENDCo. It is our intention to continue with this support tailoring it where necessary to meet the needs of our most vulnerable children.

### Pupil Outcomes

The latest data report shows the progress and attainment pupils made between key stages compared to national averages for similar pupils (those with SEN support and EHCPs).

#### Target Outcomes met for children with SEN

SEN Pupils	HNF	All outcomes	>50%	<50%	None
R		1			
1a			1		
1b			1		
2a	HNF			1	
2b				1	
3a		1			
3b	HNF		1		
4a		1			
4b			1		
5a	HNF			1	
5b			1		
5c			1		
5d			1		
6a			1		
6b		1			
6c		1			
6d		1			
6e			1		
18 Children	3 Children				

### KS1 and KS2 SAT results

All pupils: % on track for expected or better progress from their starting point		Reading	Writing	Maths
<b>KS1 Trends</b>	Expected	71%	71%	88%
	Exceeding	24%	18%	29%
<b>Kent</b>	Expected	76%	71%	77%
	Exceeding	26%	15.0%	22%
<b>National</b>	Expected	75%	69%	76%
	Exceeding	25%	15%	22%
<b>SEN Pupils (2 pupils)</b>		100% Not on track to make expected progress from starting point	100% Not on track to make expected progress from starting point	100% Not on track to make expected progress from starting point
<b>KS2 Trends</b>	Expected	92%	75%	92%
	Exceeding	42%	33%	33%
<b>Kent</b>	Expected	76%	82%	79%
	Exceeding	30%	23%	27%
<b>National</b>	Expected	73%	78%	79%
	Exceeding	27%	20%	27%
<b>SEN - 5 Pupils</b>		100% achieved the expected standard compared to 73% nationally	80% achieved the expected standard compared to 78% nationally	100% achieved the expected standard compared to 79% nationally

### Academic Progress of SEN Children

**Red**- no progress made

**Orange**- Progress made

**Green**- working at expected progress

**Blue** - greater than expected progress

SEN Pupils	Term 1			Term 2			Term 3			Term 4			Term 5			Term 6		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
R																		
1a	0	1	1	1	0	1	1	1	1	1	0	1	1	2	1	1	0	1
1b	1	1	1	1	1	1	1	0	0	1	0	2	1	1	1	1	1	1
2a HNF	1	1	1	2	2	1	0	1	1	0	1	1	0	0	1	0	0	0
2b	1	0	0	3	1	1	0	1	1	0	1	1	0	0	1	0	1	0
3a	1	1	1	-2	1	1	1	1	1	3	1	1	1	1	1	1	2	1
3b HNF	0	1	0	0	0	2	0	0	1	2	1	1	1	2	1	2	2	1
4a	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	0
4b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5a HNF	1	1	1	1	1	0	0	1	1	0	1	0	0	1	1	0	0	0
5b	1	0	0	1	2	1	1	1	1	0	3	1	2	1	1	1	1	1
5c	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1
5d	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
6a	2	2	2	0	1	0	1	1	1	1	1	1	1	1	2	1	1	1
6b	1	2	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1
6c	1	1	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	1
6d	1	1	1	1	2	2	1	1	1	1	1	1	1	1	2	1	1	1
6e	1	1	2	1	2	2	1	0	0	1	1	2	1	1	1	1	2	1
18	3 Children HNF															Final progress colour		

SEN PROGRESS DATA COMPARISON FROM TERM 3 2018/9

All year groups	Reading SEN			Writing SEN			Maths SEN			Comment
	Below progress	Expected progress	Above progress	Below progress	Expected progress	Above progress	Below progress	Expected progress	Above progress	
Whole school SEN	54%	31%	15%	8%	77%	15%	38%	31%	31%	2018
progress	38%	38%	22%	44%	50%	8%	17%	67%	17%	2019
Total making 3pts+ progress	46% in 2018 60% in 2019			92% in 2018 56% in 2019			62% in 2018 84% in 2019			
Not making 2pts progress	54% in 2018 38% in 2019			8% in 2018 44% in 2019			38% in 2018 17% in 2019			

SEN Pupils	HNF	Attendance as of 19 <sup>th</sup> July 2019 %	Average Total
R		96.3%	
1a		97.9%	
1b		96.3%	
2a	HNF	77.9%	
2b		95.5%	
3a		96.3%	
3b	HNF part time TT	80.8%	
4a		98.4%	
4b		96.8%	
5a		96.8%	
5b		93.2%	
5c		99.2%	
5d		93.7%	
6a		94.7%	
6b		93.4%	
6c		97.1%	
6d		98.7%	
6e		96.8%	
18 Children	3 Children	Average 94.5%	Non SEN average 96.8%

- The school has been working with the family of 6a and 6b to improve attendance.

**Exclusions**

In the year 2018-19, we have had one fixed term exclusion.

## Review of interventions currently used at Penshurst CE Primary School

Socially speaking / Lego therapy	Used to improve children's social skills and reduce behaviour incidences.	This intervention will be used in our nurture sessions for children experiencing social skill difficulties.
Read write Inc Ditties	A phonics intervention for KS1.	This is used for children in KS1 who are struggling to retain the phonic pure sounds.
Read write inc	A phonic based intervention for KS1 and KS2.	This programme is currently used across the school with good progress.
Code X	A reading intervention for KS2 reluctant readers.	This intervention has worked well with children and will be used throughout the school where required.
Speech and language link	An intervention to improve receptive and expressive language skills.	All children in reception are screened using the language link screener. Interventions are put in place for all identified children.
Time to talk	An intervention to encourage turn taking in conversation.	This intervention is currently being used in Reception.
Nurture time	Offered for children with a variety of specific need.	This is a new intervention for children with an identified need.
Sensory Circuits	To provide regular and consistent sensory motor input to develop the skills need for self-regulation.	Sensory circuits has been run for 4 mornings a week for a group of identified children where required. We currently have 2 TAS that have received training to run this intervention.
Maths support group	To provide a better understanding of basic maths concepts and number.	This intervention consists of 2 groups at present of identified children across key stage 1 and key stage 2.
Comprehension support group	This intervention provides children with a better understanding of the text unpicking where the difficulty lies.	This intervention is currently being used in KS1 and KS2.
Reading support group	Volunteers come in twice a week to hear children read.	At present year 1-4 have twice weekly volunteer sessions to boost children's reading.
Phonics groups	This intervention groups children together with a similar phonic need.	Currently running in KS1 with some children in KS2 also revisiting their phonic understanding and fill the gaps.

Write Dance	An intervention used in reception to aid fine motor skills.	Used in reception.
Clever fingers	Each classroom has access to a clever fingers box to improve fine motor skills and subsequently handwriting.	This intervention is currently being used in years 2-4 successfully.
Clicker 6	Reading and Writing tool for the computer and IPad.	This programme is installed throughout the school and is used regularly in both KS1 and KS2.
BEAM/Jump ahead	To improve fine and gross motor skills.	This intervention is used in reception.
Nessy spelling	Nessy is a spelling intervention aimed at KS2 children.	We currently have Nessy programme installed on several computers to support children's individual spelling needs.
Reading Doctor	Reading Doctor is an app for the class I-pad to help children with early reading and spelling.	Currently 3 children use this app across KS1 and 2.
Play therapy	Fegans visit the school on a Monday morning and provide play therapy for up to three children.	Currently used for children in all keystages.



## Interventions delivered during the academic year 2017-2018

Key:

Sensory	S and L	Memory	Reading	English	Maths	SEMH
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Intervention	YR	Y1	Y2	Y3	Y4	Y5	Y6
Sensory circuits	X	X	X	X	X	X	X
Movement breaks			X	X	X	X	X
Golden Mile	X	X	X	X	X	X	X
Time to talk	X			X	X		X
Speech link	X	X					
Language link	X	X					
Speech language therapy	X	X	X			X	X
Memory monkeys					X		
Reading intervention			X	X	X	X	X
Reading inference				X	X	X	X
Volunteer reading	X	X	X	X	X	X	X
Read write inc		X	X	X	X	X	X
Clever/funky/fingers	X		X	X			
RM maths	X	X	X				
Mrs Brown's maths				X	X	X	X
Counselling			X	X	X	X	X
Emotions				X		X	X

All interventions are tracked, using a traffic light system, in green books.

### Whole class and diagnostic testing.

All the children at Peshurst CE primary School are assessed regularly throughout their time with us. Teachers make formative assessments continuously and use summative assessments 3 times a year to help assess the children's progress. Judgements are made at the end of each term to decide whether the children are on track to meet age related expectations. This assessment data is tracked, term by term, by staff, to ensure that all children are making expected progress. Pupils who do not make the expected progress during that term are then discussed during Pupil Progress Meetings. Interventions are then targeted to aid the progress of these pupils.

Reception children are screened in the autumn term to create a baseline assessment.

Within the school, we also have a range of diagnostic tests to try and identify a specific educational need. We also work closely with the Specialist Teaching Service.

Once a child has been identified as having a special educational need, they are added to our SEN register and a provision plan may be created. Teachers assess the SEN children termly and review their targets a minimum of 3 times per year.

**Whole school professional development training in SEN in the last 2 years**

<b><u>Training</u></b>	<b><u>Uses in school</u></b>	<b><u>Date</u></b>
Dyslexia awareness SENDco and all TA's	How to identify and support children with dyslexia	December 2016
ADHD conference SENDco	How to identify and support children with ADHD	January 2017
The well-being tool kit	Understanding SEMH in schools. How to use the toolkit to help children in school	July 2016
Positive handling	To keep children safe when distressed	2016
Sensory circuits	To support children to settle	2015 and Feb 2017
ADHD	How to create a positive learning environment and better understand ADHD	2016
Reading comprehension	As a whole class approach as well as a diagnostic tool kit for individuals who are struggling with comprehension.	2017
Safe guarding leadership Head Teacher and SENCO	To support all children within school and staff	2017
Attachment training SENDco	How to support children with attachment difficulties	2018
Challenging Behaviour conference SENDco	How to support staff and children regarding challenging behaviour	2019
Supporting children with hearing impairment All Staff	All staff trained to support children with hearing loss	2019
Read Write inc training SENDco and HLTA	Supporting children to read using the read write Inc intervention	2019