



SEN Report November 2016

Type of support	Number of pupils
SEN support	16
Statement of SEN	1
EHCP	3

Areas of need	Number of pupils
Specific Learning Difficulties	14
Moderate Learning Difficulties	3
Severe Learning Difficulties	3
Profound and Multiple Learning Difficulties	2
Social Emotional and Mental Health	2
Communication and interaction	3
Sensory and/or Physical	3

	Provision	Impact																																																
Pupils on SEN support	<p>There is a range of provision delivered across all year groups:</p> <ul style="list-style-type: none"> • Small group Literacy • Focused Phonics/Spelling • Toe by Toe • Alphabet Arc • 1:1 Reading • Small Group Numeracy • Number Formation • Communication Skills • Handwriting Skills • Friendship Intervention • Pat Dog 	<p>No data has been collated for Reception children at present.</p> <p>Progress achieved according to end of year data July 2016</p> <table border="1"> <thead> <tr> <th>%</th> <th colspan="3">2pts +</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td></td> <td>93%</td> <td>93%</td> <td>93%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>%</th> <th colspan="3">3pts +</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td></td> <td>66%</td> <td>66%</td> <td>40%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>%</th> <th colspan="3">4pts +</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td></td> <td>20%</td> <td>6.5%</td> <td>13%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>%</th> <th colspan="3">5pts +</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>20%</td> <td></td> </tr> </tbody> </table>	%	2pts +				Reading	Writing	Numeracy		93%	93%	93%	%	3pts +				Reading	Writing	Numeracy		66%	66%	40%	%	4pts +				Reading	Writing	Numeracy		20%	6.5%	13%	%	5pts +				Reading	Writing	Numeracy			20%	
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statements/EHC plans	to EHCPs continue to take place. The SENCO works with parents and professionals to ensure that all paperwork is reviewed and up to date for all our children at this range. The range of provision for these children is very specific to their need. They receive 1:1 provision to support the objectives set out in the plan. For some the curriculum is highly differentiated.	Reading 100%	Writing 100%	Numeracy 100%
		One child made 4pts + in Numeracy.		

A Graduated Approach:

The time scale is the duty of the LA and we continue to comply with this process. The Referral forms and relevant paper work has been agreed.

Our 'Local Offer' for Harden Primary School is available on the school website for both parents and prospective parents to access. It clearly outlines how SEN at Harden will be delivered and who will be responsible at different stages of different processes.

Transfers of statements to EHCP:

Last year 3 statements were converted.

2 for children in Year 6 who then transferred to Secondary.

(This process was completed and in place for the new school to access and act upon.)

1 for a child in year 3.

1 is currently pending for a year 6 child and this will be finalised before he leaves Harden.

School has received an EHCP for a child in Reception.

(This process was referred by the previous setting)

There are no current pending referrals for an EHCP

Identifying Pupils with SEN and work with external agencies;

Children, who display specific needs, will continue to be monitored and reviewed by class teachers. During progress meetings individual children are discussed, and if appropriate, referrals are made to the SENCO.

Concerns will be measured against the new range indicators and the clear tracking sheets available to support identification.

The SENCO's responsibility is to support all class teachers and TAs to review provision of all SEN and vulnerable pupils.

Once identified children will be placed on the SEN register at the appropriate range. The Senco will meet regularly with Class Teachers to check appropriate provision and track provision maps for 'Impact'

This academic year we have adopted a new format for tracking the provision maps and the impact. The Senco will monitor and review all provision maps every Half term.

Due to regular reviews and consultation with teachers the TA timetables are amended regularly to meet the needs of the identified children.

Parents continue to be proactive when they have individual concerns about their child's learning and needs and we as a school endeavour to meet the needs of any private reports and recommendations that are made.

We now have four children at Range 4 and this now equates to an EHCP. Formal and informal reviews take place regularly to monitor the provision for all pupils at Range 4

We now have nine children at Range 3 and this appears to be a growing trend due to more children being referred for a baseline assessment for specific learning difficulties.

All nine children have a diagnosis of a specific learning difficulty.

A further three children are awaiting assessment from our specialist LSS teacher.

The LSS teacher will conduct further in depths assessment and present her findings. Judith Cunningham, our specialist teacher for cognition and learning, presents her findings and makes recommendations for school to follow.

Judith is now accredited as a practitioner to screen children for dyslexia and other specific difficulties and any reports that she submits can be used in school for children to access extra time during assessments if needed.

Currently there are two children undergoing baseline assessment for cognition and learning within the school setting. The findings will determine if we require any further support from LSS.

Mo Collins, a specialist teacher for the autism team, continues to support school. She makes visits to observe children and support staff with recommendations and actions. She has been very proactive and supportive to school when supporting the reports and reviewing provision for children with Autism.

We do have access to a specialist teacher for Social and Emotional concerns. Our named teacher is currently not working and we are awaiting a replacement.

Progress made by pupils with SEN:

SEN children's progress is tracked and monitored at termly progress meetings.

The SENCO meets with teaching staff and TA staff half termly to track IEPs and Provision maps.

The SENCO continues to support staff when writing and reviewing IEPs and provision maps throughout the academic year.

We review good practice at all times and amend any forms or tracking documents to make sure that we have good quality information that meets Ofsted standard.

The progress made by individuals is very important. Where individuals have not made the expected progress, provision for these children will be monitored through scrutiny of IEPs and provision maps.

Staff Development:

Training on Dyslexia Friendly Classrooms was delivered to staff last Half Term. Further Training for Staff and children will take place in November around Brain Injury. The Brain Injury Trust will deliver training to familiarise everyone on the specific needs of a child in school.

BM and JT will receive training on 'Monster Magic' an intervention to support social communication skills.

School are proactive when choosing courses for staff to promote good practice.

Miss Waterhouse is currently undertaking training to become SENCO trained.

SEND Funding:

There are various people responsible for this.:

- The Head Teacher
- The Business Manager
- The Senco

The funded is apportioned and used to meet the needs of all SEN children. The main use of the funding is the staffing. They will facilitate any learning and specific interventions in place in each individual class. Children with an EHCP will receive 1:1 TA time in order to implement the objectives set out in the plan. Other children will have differentiated activities planned into their timetable and provision maps.

Resources are purchased and are either school or class based to support the learning of these children.

The school is currently using 2 IT programmes to support learning for Literacy and Numeracy. Pupil Premium funding sits alongside the SEN funding and further supports children on the Pupil Premium register.