

**Annual Report to**



**Governors**

**November 2019**

At Harden Primary school we believe that it is essential to provide a challenging full curriculum for all pupils. We are committed to ensuring that all pupils with SEND needs receive their right to a high quality, accessible and balanced curriculum to include all subjects.

Our aim is to provide the pupils with the best possible outcomes in preparation for life-long learning. We believe that it is important that pupils acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those with SEND by working in partnership with parents, carers and other professionals and to listen to pupil voice.

### **SEND School Profile**

At present, SEND pupils make up approximately 12% of the whole school population.

	September 2018	September 2019
SEND support	24	25
EHCP	2	1

### **Identifying SEND**

Children's needs may be categorised into seven bands:

- Moderate Learning Difficulties
- Specific Learning difficulties
- Speech Communication and Language Needs
- Social Emotional and Health Needs
- Hearing Impairment
- Visual Impairment
- Physical Difficulties

### **Early Identification**

We believe that early identification of SEND is crucial to the well being and progress of all our children. To support this process we:

- We have early meetings with the parents of new reception children
- Robust transition meetings for all SEND children transferring to us
- Provide appropriate intervention through Quality First teaching, small group or individual intervention programmes
- Meeting with professionals and parents gives us the opportunity to discuss strengths and needs. This then enables us to match provision and appropriate resources as required

## **Identification**

Ongoing assessments will take place regularly.

- Analysis of assessment data half termly to identify children who are not meeting age related expectations
- Baseline assessments when required
- Class teachers continually monitor the children in their class through observations, discussions, marking and written feedback
- Progress meetings with SLT staff and SEND staff
- Liaising with parents

## **Provision**

Any child identified on the SEND register receives additional support tailored to their needs. Each child has their own provision map which is written by the class teacher and shared with the TAs. This outlines any additional support to the already Quality First Teaching that is being delivered in the class for all pupils.

When planning, teachers will clearly identify the targets and next steps for pupils with SEND, and interventions will be reviewed and next steps identified.

Parents/ carers will sign provision maps and will have opportunities to meet with teachers when appropriate. SENDco will review pupils learning through book scrutiny and classroom observations.

For further information, please refer to the School Local Offer on the school website.

## **Progress of SEND children compared to Non SEND July 2019**

### **Reception**

Subject	SEN children	Non SEN children
Reading	3.1	3.0
Writing	3.1	3.0
Maths	3.1	3.0

SEND children made the same or better progress in English and Maths. One child has a diagnosis of Autism and struggles with communication and interaction.

Two children have SCLN ( speech and language difficulties ) and this hinders access to provision. Specialist provision is delivered through specific resources and provision maps.

All children made better than expected progress. One child achieved GLD and two children did not.

### **Year 1**

Subject	SEN children	Non SEN children
Reading	3.0	3.1
Writing	3.5	3.1
Maths	3.3	3.1

SEN children made expected or better than expected progress in Writing and Maths. Only one child did not make the expected progress in Reading.

Four children have SCLN need and two children have Physical need.

### **Year 2**

Subject	SEN children	Non SEN children
Reading	2.9	3.1
Writing	3.1	3.0
Maths	3.1	3.0

SEN children made better progress than non-SEN children in Writing and Maths

One child has an EHCP and multiple needs ( MLD, SCLN SEMH and PD ) This child is assessed independently and with an adult to inform the necessity of 1:1 support. Two EHCP referrals are pending, one child with possible Autism and another child due to complex learning difficulties.

### **Year 3**

Subject	SEN children	Non SEN children
Reading	2.1	3.1
Writing	2.5	3.1
Maths	2.5	3.1

Non SEN children made better progress than SEN children in Reading, Writing and Maths.

One child has a diagnosis of severe dyslexia and there is a pending EHCP due to other complex needs. Two children are displaying Dyslexia type tendencies and will require a Cognition and Learning assessment.

### **Year 4**

Subject	SEN children	Non SEN children
Reading	3.0	3
Writing	3.3	3
Maths	3.1	3

Non SEN children made better progress than SEN children in Reading, Writing and Maths.

In Year 4 we have one child with Specific Learning Difficulties who is currently being assessed by the Community Paediatrician. There are two children also with Specific Learning Difficulties who have been referred to the Cognition and Learning Team and now have a diagnosis of Dyslexia. All of the children have provision maps tailored to their individual needs.

### **Year 5**

Subject	SEN children	Non SEN children
Reading	3.2	3.2
Writing	3.3	3.2
Maths	3.3	3.2

Non SEN children made better progress than SEN children in Reading Writing and Maths.

In Year5 we have one child with Communication and Interaction needs. Provision for this child is very specific affecting the school timetable and access to learning. There are three children who have a diagnosis of Dyslexia and their provision maps are detailed according to their specific needs.

## Year 6

Subject	SEN children	National Average	Non SEN children	National Average
Reading	-0.7	-1	1.9	0.9
Writing	2.7	-1.8	1.8	0
Maths	0	-1	1.7	0

This data has been taken from the Information Management Team (BSO online)

SEND children made better progress in Writing than non-SEND children. This is a real positive for our SEND cohort.

The progress for Reading was not as good for SEND children (The send papers that they are expected to complete pose many challenges for SEND children)

The progress for Maths was not as good for the SEND children again due to the difficulty posed for our SEND cohort.

Comparing our results with the National Average Harden SEND children are making good progress.

In year 6 there are four children with a diagnosis of Dyslexia and their provision map is detailed and tailored to their specific need. One child continues to have support due to Attachment as this continues to present barriers to their learning.

## **SEND Budget 2018 - 2019**

**The budget for SEN in 2017 -2018 was £53,712.07**

Provision For SEN support pupils	Impact
<p>There is a range of provision delivered across all year groups by trained teaching assistants which is tailored to meet the individual needs of the children. Some of the interventions run are:</p> <ul style="list-style-type: none"> <li>• Small group Literacy</li> <li>• Focused Phonics/Spelling</li> <li>• Toe by Toe</li> <li>• Alphabet Arc</li> <li>• 1:1 Reading</li> <li>• Small Group Numeracy</li> <li>• Number Formation</li> <li>• Communication Skills</li> <li>• Handwriting Skills</li> <li>• Friendship Intervention</li>   <li>• IDL</li> </ul>	<p>The SEN children made the same progress in Writing and the Non SEN children made better progress in Reading</p> <p>In year 6 teacher assessments indicated that SEND pupils had made expected progress.</p> <p>Toe by Toe intervention has allowed children to make good progress in Reading. Out of seven children 28% made 3 points progress and 72% made 2.5 points progress.</p> <p>All classrooms operate a multi-sensory approach to English lessons and this has impacted on Reading and spelling progress in Year 5. 57% of children achieved 3 points progress or above 14% achieving 3.5 and 14% achieving 4 points progress</p> <p>Maths intervention has allowed for accelerated progress in Reception All Reception children made expected or better progress.</p>

	<p>Maths intervention has allowed for good or accelerated progress in Year 5. 42% of children made 3.5 accelerated progress.</p> <p>In all year groups IDL intervention continues to impact on all the SEND pupils that are targeted and continues to support progress for all children. We have seen children make on average 4-6 months progress in Reading and 4-6 months progress in Spelling. Some children exceed and accelerate their progress This constitutes good progress and the impact is evident when transferring skills into the classroom environment.</p>
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Provision for children with and EHCP	Impact
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<p>Children with EHCP's will access provision for SEN support children if needed. Bespoke provision maps are written to meet the needs of the individual children. A 1:1 support assistant is provided to ensure that the needs of the child are fully met.</p> <p>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.</p> <p>The range of provision for these children is very specific to their need.</p> <p>They receive 1:1 provision to support the objectives set out in the plan.</p> <p>The curriculum is highly differentiated and this is evident within class teachers planning and delivery.</p>	<table border="1" data-bbox="719 1003 1070 1279"> <thead> <tr> <th>Subject</th> <th>Progress EHCP</th> <th>Progress Non SEN</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>4</td> <td>3.3</td> </tr> <tr> <td>Writing</td> <td>1.5</td> <td>3.2</td> </tr> <tr> <td>Maths</td> <td>1.5</td> <td>3.1</td> </tr> </tbody> </table> <p>It is important to note that we have 1 child with an EHCP in school so the progress measures are for 1 child.</p> <p>This child has a variety of needs ( MLD, SCLN, SEMH and PD ) This child has a good memory and good recall of factual information. However the Physical disabilities impact on writing progress due to gross and in particular fine motor skills. This in turn impacts on writing and recording progress despite very good oral skills.</p>	Subject	Progress EHCP	Progress Non SEN	Read	4	3.3	Writing	1.5	3.2	Maths	1.5	3.1
Subject	Progress EHCP	Progress Non SEN											
Read	4	3.3											
Writing	1.5	3.2											
Maths	1.5	3.1											

**Training Delivered to staff:**

- Continued training for all staff 'Dyslexia Friendly Classroom' including delivery of resources for every classroom
- Training for TAs 'IDL Cloud'
- Introduction to SEN procedures
- Training for SALT (Black Sheep Resources)
- Induction of new staff.

**Key priorities for 2019 / 2020**

- Ensure that all policies and procedures are in place and adhered to by all staff
- To ensure that pupils with SEND make at least average points progress in each key stage
- To continue to work with a supporting school to improve provision throughout school.
- Provide quality CPD for all staff on Emotional, social and behavioural difficulties
- Continue to endorse a dyslexia friendly classroom.
- To explore a Maths intervention that is more cost effective.
- To support children with fine and gross motor skills
- To support families with additional needs. For example: attending meetings with other professionals to ensure the best outcomes for their children
- We have children awaiting EHCP referrals and we continue to gather appropriate evidence to support this.