

SEN and Vulnerable Children Annual Report 2016/2017

This annual report has been compiled after the publication of the 2016 RAISEonline. It provides the evaluation of the SEN Information report.

The SENCO is Mrs V Adams (senco@hartleyprimary.org.uk)

SEN Register taken from the January 2016 census

Year Group	SEN Support	High Needs Funding	Statement/Education Health Care Plan
Reception	1	0	0
1	2	0	0
2	1	0	0
3	2	0	0
4	5	0	0
5	5	0	0
6	8	1	2
TOTAL	24	1	2
Total on Register			26

SEN Need Type				
Key Stages/Year Groups	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
FS and KS1 (Yr1,2)	3	1	0	0
KS2 (Yr3,4,5,6)	9	9	2	2
Total	12 (2.99% of total SEN)	10 (2.43% of total SEN)	2 (0.49% of total SEN)	2 (0.49% of total SEN)

The national trend for SEN support students is 14.4% of the school population (January 2016 - SFR29/2016). At Hartley Primary Academy we are below the national average at 6%.

2.8% of students nationally are in receipt of a statement/EHCP (January 2016 - SFR29/2016). At Hartley Primary Academy this is below the national average at 0.5%.

Pupil Premium information is available in a separate report on our website.

However, there is a high correlation between SEN and Disadvantage:

Percentage SEN	Percentage Disadvantaged	Percentage of disadvantage that are also identified as having SEN
6%	6.9%	33%

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

Key points

- Replacing statements and learning difficulties assessments with a new birth to 25 education health and care plan extending rights and protections to further protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
- Improving cooperation between all the services that support children and their families.
- Requiring local authorities 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. Within the local offer schools have to produce their own school offer on their website.

ADMISSION AND INDUCTION ARRANGEMENTS FOR CHILDREN WITH SEN&D, INCLUDING THOSE WITH Education, Health and Care Plans (EHCP)

We welcome children with SEN&D into our school. The Local Authority's SEN&D department informs us when parents/carers of a child with an Education, Health and Care Plan (EHCP) want a place at our school. All other requests for places for children with SEN&D, who do not have an Education, Health and Care Plans (EHCP), are dealt with using the Local Authority admission criteria for allocating places for all children.

Our school Induction arrangements for children with SEN&D include:

- The SENCO gathering information from the parents and outside agencies (including early years providers) involved with the child.
- The SENCO making appropriate admission arrangements for the child. These may include visiting the child in their previous school, providing the child with visual information about our school, and arranging for the child to visit the school prior to starting.
- Buddy/Learning Partner systems.

We are committed to working in partnership with parents to ensure a smooth start to their child's time with us.

Steps taken to prevent pupils with SEN from being treated less favourably than other pupils –

Please see Equality Objectives below.

The table below outlines how we demonstrate 'due regard' to the general duty of the Equality Act 2010.

Eliminate unlawful discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations
<p>Policies: SEN, Equality, Antibullying, Behaviour</p> <ul style="list-style-type: none"> • Accessibility Plan • Continuing Professional Development and Professional Development focuses on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding • A Prejudice Related discrimination/incident log is kept in school and monitored by Senior Management Team • Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. by email, by notice in briefing • Senior Management Team meetings take focusing on day-to-day management and strategic development with a focus on these areas where required • Regular liaison with governors which informs and updates on current all areas of the School Improvement Plan 	<p>In-depth analysis of attainment data at each data drop takes place at a senior level in addition to middle leaders and teachers</p> <ul style="list-style-type: none"> • Analysis is shared at Senior Management level • Assessment dispensation is organized • Auxiliary aids currently include: iPads, laptops, writing slopes, special handwriting pens, colour overlays, reading rulers, full copying and enlarging facilities and any others as necessary • PSHE schemes of work and assembly content are regularly adapted to reflect current and topical issues • Lessons are regularly observed by subject and SLT to ensure accessibility and progress against Ofsted standards • Differentiation for access is a key driver of the school improvement plan • Provision maps are kept and updated regularly to ensure all staff are aware of relevant barriers to learning some pupils face and support pupils in reflecting upon any barriers to learning • Where necessary the SENCO will coordinate external professional provision for individuals or groups: Speech and Language 	<p>Transition programme throughout each year with feeder nursery and pre-schools</p> <ul style="list-style-type: none"> • Leaders of Learning programme, Leaders of Literacy programmes foster ethos • PSHE schemes of work, thinking skills and assemblies focus on teamwork /friendships and promoting tolerance and respect • Afternoons/Evenings to support parents /carers to tackle current national and local issues are held when required e.g. safety, options, specialist intervention information sharing • Pupils are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary • The class teacher is the primary contact for parents / carers

Expected progress KS1-KS2 (Table 5.4.1)

	Maths			Reading			Writing		
	Cohort	School %	National %	Cohort	School %	National %	Cohort	School %	National %
No SEN									
SEN support									
Statement /EHCP									

Attendance RAISEonline 2016 Table 2.1.2

	% sessions missed due to overall absence		% persistent absentees – absent 15% or more sessions	
	School	National	School	National
No SEN				
SEN Support				
SEN with statement/EHCP				

Access arrangements for the Key Stage Two SATs

Pupils in Year 6 last year received access arrangements. These access arrangements included having a reader to read questions, scribe to record the peoples thoughts and supervised rights. Some pupils had an additional 25% extra time to complete the tests. (A reader is not allowed in papers testing reading.)

Vulnerable children

We currently have no children on the children looked after register.

Vulnerable groups transition to Secondary school

A very comprehensive transition plan was drawn up this year to assist students who are on the SEN register, in the transition to secondary school including transfer review meetings. Pupils were transitioning to 10 different schools this year. This transition process includes additional visits to the schools prior to the whole year days and a weekly transition group to discuss any concerns or worries. This resulted in more informed SEN pupils, helping them to build their confidence about the changes.

Review of the Interventions currently running at Hartley Primary Academy

Intervention	Focus	Impact % making progress/achieving targets (Term 5 and 6 2016)	Implications for 2016/2017
PALS – self esteem support	Raising self-concept and reducing absence/anxiety in	100%	Will continue for pupils exhibiting these behaviours

	school		
ELS – Early Literacy Support	Embedding early phonics	92%	Will continue with the next cohort of children identified.
Language, listening and instruction skills	Increased vocabulary and ability to listen, follow instructions	100%	Need to use an entry level language test to quantify gains. We will continue this intervention , using either BPVS or Language Link assessment
Speech and Language 1:1 support	To follow the programmes of support identified within the Year R screening – Language Link	100%	Will continue this support and follow up with an exit assessment in the summer term
Speech and Language 1:1 support	To follow the programmes of support identified by external NHS SALT (Yrs 1-6)	100%	To continue with support until next review by SALT
Co-ordination group BEAM Year R	Assessing and developing gross motor skills	82%	To complete the BEAM assessment of all Year R and follow up with BEAM Plus, if this is identified as necessary
Literacy Booster	Upper KS2 skills booster	90%	Continue at Year 5
Numeracy Booster	Upper KS2 skills booster	85%	Continue at Year 5
Reading comprehension groups	Years 3-6, addressing comprehension, sequencing and inferential reasoning	100%	Will continue with reading age being pre and post, tested at regular intervals. Investigate whole school reading age test.
Social skills group – Lego therapy	Carried out across all key stages, to help build relationships with peers and support turn taking/sharing	100%	Will continue for pupils exhibiting these behaviours

New Interventions

Numeracy Catch Up – a numeracy intervention targeted at children from Year 2, which we are trialling this term.

We have introduced Accelerated Reader for groups of Vulnerable pupils – this is being monitored to identify the affects of increased reading skills.
 We are also introducing Sensory Circuits, once fully resourced.

Progress of SEN

READING

Year Group	Value Added since end KS1 to Summer 2016 SEN	Value Added since end KS1 to Summer 2016 Non SEN
5	99.4	98.19
4	101	98.44
3	98.5	99.28
2	86.0	100.56
1	98.5	100.33

WRITING

Year Group	Value Added since end KS1 to Summer 2016 SEN	Value Added since end KS1 to Summer 2016 Non SEN
5	100	98.68
4	97.2	98.62
3	100	99.93
2	80.0	100.56
1	97.5	99.93

MATHS

Year Group	Value Added since end KS1 to Summer 2016 SEN	Value Added since end KS1 to Summer 2016 Non SEN
5	100.8	98.67
4	101.8	98.63
3	100	99.67
2	80.0	100.63
1	97.5	99.84

SEN pupils are making progress at least in line with non SEN and in many instances are making more than expected progress when compared to non SEN.

Whole class and diagnostic testing

All pupils, except Reception children are tested in terms of spelling phases. It is planned that all pupils will also have reading age tests at the start and end of the year, to ensure that we have whole school literacy scores that can be tracked on a year by year basis. Pupils who do not achieve progress over time are then targeted to receive interventions. All Reception children are screened using Language Link, Vision Screening and BEAM to help identify pupils requiring additional support at their earliest opportunity.

All Year 3, 4 and 5 pupils are tested for their Non-Verbal and Verbal reasoning scores, Year 4 and 5 are also tested for their Quantitative and Spatial skills. This provides a full picture of ability and potential. This baseline data is also very useful when pupils are referred to SEN for diagnostic testing.

SEN Support in School

Under the new SEN Code of Practice schools are required to show a graduated approach to SEN support. This is based on the Waves of Provision model:

- Wave 1 – Inclusive quality first teaching
- Wave 2 – Additional interventions to enable children to work at age related expectations or above
- Wave 3 – Additional highly personalised interventions.

The SEN school criteria has been reviewed and those on the SEN register will have their provision planned according to their level of need and this may include a provision plan and a request for High Needs Funding. Their provision will be reviewed three times a year.

Whole School professional development training in SEN

Training	Uses in the school
October 2013 – Maths the new curriculum (All staff)	Increased understanding of how best to support pupils in numeracy. Implementation of the new National Curriculum objectives.
October 2013 – Window on Dyslexia (all staff)	Dyslexia friendly school
October 2013 – Thinking Schools (all staff)	To look at ways to encourage all pupils to see themselves as learners.
January 2014 – SEN, the new Code of Practice (all staff)	All staff to be aware of the changes in the new code of practice
February 2014 Lego Therapy (TAs)	To alert all teaching assistants of a new intervention available
February 2014 Leigh Trust Teaching and Learning Conference (all staff)	Implementation of the new National Curriculum and supporting pupils
September 2014 – SEN Update and	To notify all staff of changes in SEN

provision mapping (all staff)	register and mapping provision
September 2015 Safeguarding (all staff)	To update all staff of their safeguarding duties
October 2014 Thinking Families (all staff)	An update in thinking tools and to encourage independent learning for all pupils
January 2015 Pupil Asset (all staff)	To share the new data system in school for recording attainment and progress for all pupils
February 2015 Leigh Trust Teaching and Learning Conference (all staff)	Implementation of the new National Curriculum and supporting pupils
March 2015 SEN – Provision Mapping and Clicker 6 training	To alert staff of provision map requirements and of new tool – Clicker 6
May 2015 Assessment for all (all staff)	To share with staff new assessment requirements for all pupils
September 2015 Safeguarding (all staff)	To update all staff of their safeguarding duties
October 2015 Working with children with Autism (all staff)	ASD awareness and tools for use in the classroom
November 2015 SEND support, the school local offer, including differentiation (all staff)	To share interventions with staff.
January 2016 Therapies in school (TAs)	To alert all teaching assistants of the therapies available in school.
February 2016	LAT Conference SEN Training for all TAs
May/June (2x TA) 2016	Mindfulness
May/June (x2 TA) 2016	Lego Therapy

All teaching staff and teaching assistants have had access to SEN training over the last three years and we have a very well developed, professional team.

All teachers have 1:1 meetings with the SENCO three times a year to discuss progress and provision maps for their classes.

SENCO/Assistant Principal :

Mrs V Adams

Date: September 2016

Review: September 2017