

# ANNUAL SPECIAL EDUCATIONAL NEED REPORT TO GOVERNORS

## Annual SEN Report to Governors

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|------------------------|-------------------------------|
| <b>SENCO</b>           | Rebecca Watson-Shardlow       |
| <b>SENCO assistant</b> | Jackie Wood                   |
| <b>SEND Governor</b>   | Claire Davis                  |
| <b>Date of report</b>  | 5 <sup>th</sup> November 2018 |

## SEN Profile for the last 12 months

The graduated response to SEN is continuing to work well at Lambley and children are flexible in terms of their support and need at that time.

Children are being supported by Quality first teaching in class and discussions are being had between SENCO and teachers regarding pupils who are displaying concerning behaviours – socially or academically.

SENCO is more actively involved in whole school pupil's progress and analyses data termly to ensure that expected progress is being made. Discussions are had with teachers to have an overview of support given to individual children.

Tracking documents are sent to teachers to monitor the effectiveness of the interventions used based on pupils ability to apply skills to independent work.

Pupil First is an element of our weekly staff meetings where we discuss individual children (on a confidential and need to know basis) so all staff team are aware of difficulties children are experiencing.

Case studies for children who are at Level 3 (and pupil premium) of the graduated response. These track interventions used and the effectiveness. This is a document that follows the children through school as a working document so we are able to monitor the effectiveness of the support given and add to this when needed.

We have moved away from unnecessary personal academic targets continue to focus on individual targets for children who require social and emotional support these are taken from the boxall profile. Academic progress is supported by the new mastery approach to learning where teachers are in sync with children's progress and use post and pre teach interventions to support and bridge gaps

The amount of SEN funding has dropped significantly and continues to do so year on year. We currently have funding for 1 child secured for Autumn term. I am aware of a 'contingency pot of money' with in the family of schools and will resubmit an emergency bid should we feel this beneficial, but so far this pupil has settled well.

### **SEN Support :**

- We have access to support from Gedling behaviour partnership to support challenging behaviour (to be used as and when required.)
- Schools and Families Support Services (SFSS Early Years)

- SALT
- Specialist Primary Mental Health Team support.
- Trained ELSA Teaching Assistant (Emotional Literacy Support) to support the high demand of social and emotional need present in school.
- Team Around a child (TAC) Multi agency work to support a family.
- School Nursing Team is heavily involved at Lambley with regular meeting with the SENCO delivering packages of work for a variety of different children and their individual needs.

It is becoming increasingly more difficult to seek support from agencies due to agencies dispersing. Springboard meetings are held termly where we are able to seek support or advice (with written parental consent) However, there is now a graduated response to asking for support

The total number of pupils at **Level 3** on the SEN register for the academic year **2018/19** is currently 9 pupils from Early Years to year 6 (this is expected to change throughout the year).

| Area of Need:                                    | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|------|--------|--------|--------|--------|--------|--------|
| Cognition and learning difficulties              |      | 1      |        |        | 1      | 1      |        |
| Social, emotional and mental health difficulties |      | 1      |        |        | 1      |        |        |
| Communication and Interaction                    |      | 1      |        |        |        |        |        |
| Physical and medical needs                       |      |        |        |        |        |        |        |
| Total amount                                     |      | 2%     |        |        | 1%     | 1%     |        |

= 6 pupils = 4%

#### Tracking and reporting of pupil progress

Progress is discussed with parents at termly SEN reviews. Pupils with an SEN although making progress are not making the expected progress in all areas. A child started Lambley Primary school during the Spring term who is significantly behind his peers. Settling time was given to enable him to form friendship groups and for the teacher to get to know his gaps in learning to put in intervention to support him. Behaviour at times has been challenging and attention and focus is difficult. 1:1 intervention is required in order for full attention to be given.

Children with an SEN have been identified as making progress across the year and although they are still not at Age Related Expectation (ARE) progress is still being made. Unfortunately this is not at the same rate as pupils without an SEN (as the table above demonstrates)

Many children at **level 3** have significant social and emotional difficulties which is difficult to evidence in terms of progress. The Boxall is a useful document and will be used more effectively from September. Emotional and Social difficulties take priority over academic progress at this stage.

We currently have **10 pupils** being tracked at level 2 (7%) This level is fluid and children are placed at level 2 and intervention tracked to ensure progress is being made.

## 2017/18 SEND impact report

### 2017/2018 Number of pupils at level 3 on the SEN register = 9

At Lambley, pupils' SEND requirements are separated into areas of need. The table below displays the percentage (and number) of pupils with each need per year group.

| Area of Need:                                    | EYFS      | Year 1   | Year 2 | Year 3    | Year 4     | Year 5   | Year 6    |
|--|-----------|----------|--------|-----------|------------|----------|-----------|
| Cognition and learning difficulties              | 1         |          |        | 1         | 1 (Sum 18) |          |           |
| Social, emotional and mental health difficulties | 1         |          |        | 1         | 1 (Sum 18) |          | 1         |
| Communication and Interaction                    | 1         |          |        | 1         |            |          |           |
| Physical and medical needs                       |           |          |        |           |            |          |           |
| <b>Total amount</b>                              | <b>2%</b> | <b>0</b> |        | <b>2%</b> | <b>2%</b>  | <b>0</b> | <b>1%</b> |

### Progress and Attainment of children with an SEN

**2017/18** we had 140 pupils on role at Lambley and 9 pupils on the SEN register.

6% of our children from Early Years to Year 6 have an identified SEN

This is an increase of 2% from 2016/17

#### Early Years progress

EXP on entry (Autumn Term) **40-60 months Beginning**

EXP progress (Spring Term) **40 – 60 months developing**

EXP on exit (Summer Term) **40 – 60 months Secure**

Once children achieve 'secure' assessments against the Early Learning Goals is completed.

Assessments for the Early Years is completed using the Development matter and is assessed by month bands. Each month band has 3 jumps Beginning, developing and Secure.

**2017/18** 3 children were on the SEN register for Early Years

CHILD A – PSED

CHILD B – CAL

CHILD C – PSED

The table below show the entry and exit date for their main area of need. This is summarised with the amount of jumps each pupil has made.

Pupils are expected to have made on average 5 jumps throughout the year from Beginning to developing in the ELG.

| Prime area                                     | Baseline on entry (Months) | Summer term assessment | Progress made |
|--|----------------------------|------------------------|---------------|
| Communication and language (CAL)               | 22-35 SEC                  | 40-60 Beg              | +4            |
| Physical development (PD)                      |                            |                        |               |
| Personal, Social, Emotional Development (PESD) | 22-35 Beg                  | 30-60 sec              | +1            |
|  | 30-50 Sec                  | ELG Beg                | +4            |
| Literacy R&W                                   |                            |                        |               |
| Maths  |                            |                        |               |
| Understanding the world                        |                            |                        |               |
| Expressive Arts and Design (EAD)               |                            |                        |               |

#### EYFS Progress in summary

Children in the Early years who are on the SEN register come into school with extremely low levels. Support has encouraged progress to be made. 1 child achieving ELG at the end of the year in his area of need. The other 2 made progress but not to achieve ELG.

#### KS1 and KS2 progress

##### **Average Point Score (APS)**

- 1 = Insufficient progress has been made
- 3 = expected progress has been made
- 4 = Accelerated progress has been made.

Expected progress across the year is +3 levels of progress from the baseline assessment at the start of the year. Progress across a year is 3 points If progress was linear (children don't work like that), it would be 1 point per term. Accelerated progress is more than 3 per year

| Subject | With SEND average | No SEND average | SEND gap |
|---------|-------------------|-----------------|----------|
| Maths   | 2.87 (-0.13)      | 3.11 (+0.11)    | -0.24    |
| Reading | 2.62 (-0.38)      | 3.14 (+0.14)    | -0.52    |
| Writing | 1.88 (-1.12)      | 3.13 (+0.13)    | -1.25    |
| SPAG    | 2.25 (-0.75)      | 3.25 (+0.25)    | -1.00    |

#### KS1 and KS2 Progress summary

Progress for children with an SEND during the academic year **2017/2018** was insufficient and upon analysis it was identified that children with an SEND are under performing children without.

However, it is important to recognise that children who have SEND had severe gaps within their learning through school absences, movement from schools, low self-esteem and LAC. Support and intervention was given priority to building children's emotional wellbeing and their confidence which is paramount for future academic progress to be made. Intervention was given to prepare children for their end of KS2 SATS, teachers were brought in to support learning.

Children's attainment is continuously tracked throughout the year by the class teacher and SENCO. To track the progress of all pupils we use test base resources for KS2 SPAG, Reading and Maths, White Rose termly assessments and benchmarking to assess the level of Reading

### SEND Key Documents

**The local offer** is a key document which identifies the universal offer Lambley primary school is able to offer all children with or without a Special Educational Need. It clearly states that we are not specialists in Special Educational Needs but the support we are able to offer beyond the quality first teaching. It is a statutory requirement that there is a link to the local offer on the school website. This has been updated.

| Policies/procedures                                 | In place? (Y/N) | Date of last review | Date of next review    |
|---|-----------------|---------------------|------------------------|
| Special Educational Needs and Disabilities Policy   | Y               | September 2017      | September 2018         |
| Admissions Policy                                   | Y               | September 2017      | September 2018         |
| SEN Information Report                              | Y               | September 2017      | September 2018         |
| Local Offer   | Y               | September 2017      | UPDATED September 2018 |
| Supporting pupils at school with medical conditions | Y               | September 2017      | September 2018         |

### Training and CPD

SENCO Rochford training attended which defines the assessment procedures of children who are working at pre key stage level. It is important to identify that we are no longer able to use P levels past P 4. I have contacted the family of schools to locate the B squared assessment tracking documents for children who are working below the Key Stage.

Family SENCO meetings and Springboard

### Staffing and interventions

Our ELSA Teaching Assistant is supporting our children who have Special Educational, Social and emotional needs well. Due to personal circumstances during the summer term, ELSA support has not been as frequent as the need

The number of behavioural incidents has dropped at lunchtime and playtime due to support procedures put in place. Children who have emotional difficulties surrounding play and lunchtime have an 'area' in school which they are able to go to – teachers are aware of this and children feel safe.

Funding for the academic period of 2017/18 was secured for a child with significant needs. Our TA team and our sports apprentice have supported this child well, building strong relationships with a child who at the start had very limited communication. It needs to be recognised that a huge amount of teamwork and hard work dealing with (at times) extremely challenging behaviour. The dedication from the team subsequently has led to some good progress being made.

Our ELSA TA continues to work well with external agencies

The Teaching Assistant timetable is reviewed regularly according to need and circumstance around school.

TA's are deployed to support Pupil Premium children (+6) Children who have AFN funding, intervention groups (where children are behind by 1 full academic year) They may also be used to support Teachers in pre or post teach interventions, general classroom support – with direction from the teacher as to what they want to achieve through the use of support by the end of the lesson.

Through the use of appraisal and pupil progress children who are not making expected progress are identified, interventions are then put in place to support their individual need. These children are Level 2 on the graduated response, interventions are supported by Teaching Assistants.

Children are discussed at weekly meetings so all teachers are aware of each pupil and their need and are able to share good practice and support for dealing with certain difficulties that teachers face within the classroom. Concern form are not used but children who have been identified as a 'concern' are noted down on the overview of intervention support given to teachers to complete each half term.

### Looking ahead:

It is important to state that Funding for SEN has decreased significantly. Support that has been provided for the academic year **2018/19** is unable to be continued as we are unable to financially support this.

Support for a child with significant social and emotional needs is still paramount and needs to be provided in order for their own progress but also the progress and learning of the rest of the class/ School need to ensure they provide £6000 pounds of funding to support this over the academic year which is equivalent to 8hr per week. Only with proof of this support will the Family of schools take into consideration allocating more additional family funds.