

ANNUAL SPECIAL EDUCATIONAL NEED REPORT TO GOVERNORS

Annual SEN Report to Governors

SENCO	Rebecca Watson-Shardlow
SENCO assistant	Jackie Wood
SEND Governor	Claire Davis
Date of report	20 th June 2019

SEN Profile for the last 12 months

The graduated response to SEN is continuing to work well 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, Pupil premium and potentially dyslexic pupils. 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.

The amount of SEN funding has dropped significantly and continues to do so year on year. We currently have funding for 1 child secured 2019/2020 to support the Key stage transition.

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 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.

Current agency support in school

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

SFSS (Schools and Family support service) – Early Years
 Social and Emotional Mental Health team
 School Nursing team
 CAMHS (Child and adolescent mental health service)
 A new referral will be made to the GAP tea, for behavioural support.

Training

- We have recently received training on ‘Bully Proofing’ from the Social and emotional Mental Health team to support some concerns our year 6’s are currently facing.
- A few pupils are showing dyslexic tendencies and therefore we have received and delivered Dyslexic training for all staff to support children. We would like to look into becoming a dyslexia friendly school but there is a cost implication and therefore could be considered in the future
- Anti-bullying training with Lorna Naylor
- Staff who are working with pupils with additional needs and external agency support we frequently receive support on strategies we can implement within the classroom
- Rochford review training for the reporting of pupils working at Pre Key Stage standard.

Planned training for 2019/2020 academic year

- Attachment
- Emotional resilience
- Epi pen
- E Safety (as it has been identified that children with an SEND are vulnerable to cyber bullying)

Current number of pupils at level 3 in the Summer Term on the SEN register = 11 (141 pupils = 8%)

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

Area of Need:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cognition and learning	1	0	0	0	0	0
Social, emotional and mental health	2	0	0	1	2	3
Communication and Interaction	1	0	0	0	0	0
Physical and medical needs	0	0	0	0	0	0
Total amount	4	1	0	1	2	3

We currently have 141 pupils on role at Lambley
 8% of our children from Early Years to Year 6 are on the Special Educational Needs register.

This is an increase of 2 pupils from the previous year 2017/18

2018/2019 pupils with SEND at Lambley =8% compared to SEND nationally 12% (17/18)

We have 1 Early years pupil identified as having a possible SEND talks with SENCO and referral to early help has been made.

Children are placed at **level 3** in order to make progress they require over and above Quality first teaching and short term interventions are not having the desired impact in supporting progress. Termly SEN reviews keep the SENCO and parents informed of termly progress and the support.

Children are placed at **level 2** when they have been identified as not making sufficient academic progress or they have been identified as having asocial or emotional difficulty.
 Children who are placed at level 2 need to be working 1 full academic year behind the age

related expectation. Reporting to parents on progress for level 2 children takes place in the form of termly Family conversations.
 The SENCO (Rebecca Watson-Shardlow) monitors the children's progress and interventions that are used to ensure that these are effective in making progress.

Year group	School Support	SEND support	AFN	EHC plan	High needs funded	Pupil premium	SEND and EAL
Early Years	0	1		0	0	1	
Year 1	1	4	AFN 1 for Autumn term	0	0	0	
Year 2	1	1		0	0	0	
Year 3	0	0		0	0	2	
Year 4	2	1		0	0	2	
Year 5				0	0	1	
Year 6	2	3		0	0	4	

Policies and other SEND Documentation

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 in September 2018 and will require an update September 2019.

Policies/procedures	In place? (Y/N)	Date of last review	Date of next review
Special Educational Needs and Disabilities Policy	Y	September 2018	September 2019
Admissions Policy	Y	September 2018	September 2019
SEN Information Report	Y Not on website	September 2018	September 2019
Local Offer	Y	September 2018	September 2019
Supporting pupils at school with medical conditions	Y	September 2018	September 2019

Progress and Attainment of children with an SEN

Attainment:

We currently have 11 children at level 3 on the SEN register.

Progress (taken from baseline to Summer 2 data)

Progress is based on the average of pupil progress across the academic year in comparison to children without an SEND.

Expected progress across a full academic year is 3 points of progress – accelerated progress is anything above 3.

Percentage of pupils achieving 3 points (+3) of progress.

Subject	With SEND average	No SEND average	SEND gap	National average
Maths	3.41 (+0.41)	3.04	+0.37	
Reading	3.63 (+0.63)	3.03	+0.6	
Writing	3.50 (+0.50)	3.03	+0.47	
SPAG	4.23 (+0.23)	3.12	+1.11	

This year pupils with an SEND have made **good** progress accelerating the progress of 3 points across the year in Reading, Writing and Maths.

Pupils with an SEND have outperformed those children without an SEND in all areas of maths, reading and writing

A pupil with an SEND is currently demonstrating extremely challenging behaviours within the classroom, consistent distraction and preventing the learning and is not fulfilling his true academic potential. As a result we have made a referral to the GAP for behavioural support, this is in addition to the Early steps, Healthy Families Team and a Team around the Family all in place to support.

Transition support and support timetabling will be carefully considered for the new academic year as there are currently 5 pupils in KS1 moving to a SAT's year group who struggle to work independently and will need addressing to ensure Quality First Teaching is able to take place for all pupils.

Tracking of pupil's not making expected progress (L2)

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 the potential for accelerated progress to take place.

Subject	L2 school intervention average		National average
Maths	2.85 (- 0.25)	9/14 pupils made expended progress or more across the year	
Reading	3.04 (+0.04)		
Writing	2.57(- 0.43)	7/14 pupils made expended progress or more across the year	
SPAG	3.21(+0.21)		

Pupils at L2 have not made expected progress in all areas. Therefore SENCO and SENCO assistant need timetable support for potential Level 3 intervention based on progress across the whole year and how far behind academically each pupil is.

How we track pupil progress

Children's attainment is continuously tracked throughout the year by the class teacher and SENCO. To track the progress of all pupils we use White Rose assessments materials Bench marking to assess Reading and comprehension testing which provide a reading age for each pupil.

Small group support and 1:1 intervention

Progress is also monitored through the independent application of skills in work.

Communication of pupil progress

Level 3 pupil progress is discussed with parents at termly SEN reviews (half termly if needed).

Level 2 pupil progress is discussed through termly Family Conversations.

An intervention letter goes home to parents advising them of the intervention their child is having.

Actions

To become more effective in using the Boxall Profile to monitor Social and emotional progress – social and emotional development

To ensure analysis of the boxall is reported back to staff so recommendations can be implemented in the classroom:

To ensure the AFN funding is used effectively to support the needs of the cohort

To minimise times when TA's are taken from intervention support to ensure all pupils benefit to the support they need.

To become more efficient at ensuring all letters go out to all parents.

Staffing and interventions

Our ELSA Teaching Assistant is continuing to support the emotional needs of our children well.

Funding for the academic period of 2019/20 has been secured for a child with significant SEMH needs. This funding does not cover 1:1 support but as a school we are expected to put in place 6K place funding in addition to the AFN funding allocation

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.

Pupil First

SEN pupils to become a weekly focus during staff meetings during pupil first.

Emails are sent to all teaching staff at the start and end of each term to identify what intervention support Teachers feel certain children any benefit from and then at the end of the term to establish whether or not the intervention is having an impact on the children's independent work.

Summary

Pupils with an SEND have progressed well making at least the expected progress across Reading, Writing and Maths

We work well with agencies and are fast to seek support when a problem has been identified.

Transition works well and we have many strategies in place to ensure a smooth transition.

Communication across the Lambley team is good and we work together to support the needs of all pupils.