

Annual Report to Governors

SENCO:

Date- October 2018

1. SEN Register Update

Number of SEN pupils registered – December 17

Croscombe					Stoke St Michael				
Key Stage	SEN Support	High Needs Funded	Statement	Total	Key Stage	SEN Support	High Needs Funded	Statement	Total
EYFS	0	0	0	0	EYFS	0	0	0	0
Key stage 1	0	0	0	0	Key stage 1	3	0	0	3
Key stage 2	8	0	0	0	Key stage 2	8	0	0	8
			Grand total =	8				Grand total =	11

Number of SEN pupils registered – March 18

Key Stage	SEN Support	High Needs Funded	Statement	Total	Key Stage	SEN Support	High Needs Funded	Statement	Total
EYFS	0	0	0	0	EYFS	0	0	0	0
Key stage 1	0	0	0	0	Key stage 1	2	1	0	3
Key stage 2	9	0	0	0	Key stage 2	8	0	0	8
			Grand total =	9				Grand total =	11

Number of SEN pupils registered – July 2018

Key Stage	SEN Support	High Needs Funded	Statement	Total	Key Stage	SEN Support	High Needs Funded	Statement	Total
EYFS	0	0	0	0	EYFS	0	0	0	0
Key stage 1	0	0	0	0	Key stage 1	0	1	0	3
Key stage 2	9	0	0	9	Key stage 2	7	0	0	7
			Grand total =	9				Grand total =	10

	Numbers On SEN Register By Year Group		Numbers On Stoke SEN Register By Year Group	
	Sept	Now	Sept	Now
YR				
Y1			1	1
Y2			2	2
Y3		1	2	2
Y4	4	4	1	1
Y5	2	2	2	1
Y6	2	2	3	3
total	9	9	11	10

2.SEN Register Update by area of concern

Area Of Concern	Croscombe	Stoke
Moderate Learning Difficulties- working approximately 18 months behind age related expectations	3	6
Specific learning difficulties – such as dyslexia and dyspraxia	2	
Autistic Spectrum Continuum		1
Speech, language and communication need- at SEN support level		
Social emotional and Mental Health difficulties	3	1
Medical disability	1	1
Visual impairment		
Hearing impairment		1
Physical disability		
Other difficulty/disability		

Stoke had 2 Y6 pupils with SEN leave the school. One pupil was added to the register in December for investigation into specific learning difficulties . This pupil was removed from the register early in the summer term following discussion with parents and an external assessment with LSS which identified difficulties with processing speeds – this barrier can be overcome with good Universal provision under the Core Standards

Croscombe added on pupil who social emotional needs were well known but have escalated significantly this year. A pupil already on the register has been diagnosed with additional medical needs and will attend part-time in September in order to manage this. There will be a rigorous cycle of review to ensure that his attendance is the best it can be.

4. Effectiveness and impact of SEN provision on pupil's outcomes

March

This area of data collection is one that Clair and Wendy are planning to work on next term to agree how this will be managed and measured to ensure consistency across the schools

Data from specific interventions will be available in the summer term. The focus for SEN support in both schools for the past 2 terms has been developing quality first teaching at the Universal level of the Core Standards.

Training for staff has been delivered around working memory and this will be the focus of next terms SEN Learning Walk (11.4.18) with DL WB and CH

A similar process will be followed for Dyslexia Friendly classrooms (training on 2.5.18) – with a Learning Walk on 13.6.18.

This will ensure that there is an impact of the training into the embedded class teaching. Monitoring of class support is a key focus for both SENCOs.

Croscombe has initiated a new passport / pupil target system to be reviewed in the summer term. Stoke are currently reviewing systems, and gathering evidence to ensure that the APDR process is in place, and this has been a major part of CH work to clearly identify individual pupil's needs and to consider appropriate provision. This will improve the clear SEN identification pathway within Stoke but is a very time intense process. Work has also been taking place to increase support from outside agencies such as LSS, EPS and Autism outreach.

July

The training was delivered on 28.2.18 (working memory) and 2.5.18 (dyslexia) and subsequent learning walks carried out by CH WB and DL. Evaluations from the training were collected and evidence of Universal strategies observed during the learning walks was collected and fed back to staff. Strategies were not consistently observed in all classes, and some staff had missed the training sessions. It was agreed that a list of 'non-negotiables' would be developed and these would be the basis of an SEND learning walk in the Autumn term 2018.

Core standards – as all teachers are teachers of SEN the Core Standards needs to be embedded further into all class practice. This will be reflected in systems developed in school – CH is piloting a way of identifying core standards that are related to each pupil's provision and noting them on the Assess Plan Do Review (APDR) paperwork.

APDR processes - It is essential that class teachers are fully involved in planning and reviewing systems. This is still mainly a SENCO role therefore staff will need support to ensure that are confident and able to do this.

Interventions need to be planned and managed by the class teacher so that the SENCO role become strategic. This will be in line with the Somerset Inclusion agenda and the Inclusion Audit which is being rolled out to schools in September 2018. CH WB DL and SH will attend this training. This will require the SENCOs, heads and SEN Governors to have access to and analyse national, whole school and SEND data together and to work with all staff to recognise areas of strength and also to identify areas that require action.

Actions

- Further embedding of core standards across all the classes is essential

6. Attendance, exclusions and behaviour of SEN children

	All Crocombe Pupils	Crocombe Pupils with SEN	All Stoke Pupils	Stoke Pupils with SEN
Percentage of persistent absentees – less than 85%	1%	0%	9%	
Percentage with over 95% attendance	53% (48% non SEND)	66%		
Percentage of temporary fixed term exclusions-	0%	0%	0%	
Percentage of permanent exclusions-	0%	0%	0%	

7. The effectiveness and impact of multi-agency interventions and support

	EPS hours 2017-18	EPS Hours 2018-19	LSS Hours 2017-18	LSS Hours 2017-18
<u>Crocombe</u>	4.5 + 2 Change to financial year and reduced by 2 during the year	2.5	10	6 change to financial year so more will be allocated for April 19-April 20
<u>Stoke</u>				

March

Crocombe held its annual consultation meetings and actions were carried out to develop the support for 3 pupils. In January CH met with LH (LSS) to discuss pupils and systems and plans were made to develop QFT and explore pupil's needs.

Both SENDCOs attend the SV SENDCO group which this year has produced a Communication and Interaction booklet which will be trialled in both schools to measure impact. School to school support has meant that resources and expertise have been shared.

This term the Educational Psychology service has withdrawn school support which meant that 2 appointments at Crocombe have been cancelled and none have been able to be booked in at Stoke. The SV SENDCO group have used some purchased in hours and have planned a solution focussed meeting in June to try and fill this gap

- School nurse to look at anxiety (as no EP) – 1 parent attended from Stoke, and the parent from Crocombe DNA
- Extra referrals to PFSA (as no EP)

- Speech and language referrals (Croscombe x 2)
- New Speech and Language Care plans (Croscombe x 1 Stoke x 1)
- PFSA referrals

July

The Educational Psychology Service resumed support for schools, but with a reduce hour allocation.

At Croscombe this was used to support and parent and pupil with moderate learning difficulties, in order to identify his profile of strengths and weaknesses which would then impact on support and provision in class

The Learning Support Service Specialist teacher also met with teachers to discuss SEN provision in a class with very high numbers of pupils with identified SEN.

Regular meetings were also held with CAMHS, Speech Therapy, Physical and Medical Impairment Service.

8. Impact of SEND provision and intervention – measure against FFT predictions

Croscombe;

	Percentage of pupils					
	Red		Amber		Green	
	SEND	Non-SEND	SEND	Non-SEND	SEND	Non-SEND
Reading	44	9	33	46	22	40
Writing						
Maths	22	9	55	48	22	41

***excluding year 1 =11 non-SEND + 1 SEND**

Stoke:

	Percentage of pupils					
	Red		Amber		Green	
	SEND	Non-SEND	SEND	Non-SEND	SEND	Non-SEND
Reading	70	32	0	25	30	42
Writing*	66	60	33	35	0	5
Maths	60	30	20	32	20	38

***excluding year 1 =11 non-SEND + 1 SEND**

At Stoke 10% of the SEND pupil refers to a high needs pupil with complex learning difficulties – this pupil is unlikely to achieve age related expectations throughout her schooling. Her progress is measured on the Wakefield Progression steps and P scales.

This data is from PUMA and PIRA and may not accurately reflect progress of pupils with SEND – Analysis shows that there are other children in each cohort that are not achieving expected that do not have an SEND. The support for these pupils need to be part of a whole school discussion – that includes the SENDCO.

Formal Reading Age and Spelling Age Data

	Percentage of Pupils			
	Making less than one year progress		Making more than one year progress	
	SEND	Non-SEND	SEND	Non-SEND
Reading Age	44	38	55	61
Spelling Age	55	50	44	50

Actions

- **Reliable data for SEND is agreed and collected, and used for provision planning**
- **Regular meetings with head and SENDCO to analyse data**
- **Information from PPMs shared with SENDCOs – target setting**

Intervention	Pupil information	Entry data	Exit data	Ratio Gain
CROSCOMBE				
Spelling Detectives				
STOKE ST MICHAEL				

Individualised Literacy Intervention	Pupil A Y3	RA 6.6 SA 6.3 Phonic Phase 3 Tricky word Read 34/41 Spell 13/41 Book band – Blue A	RA 7.11 SA <5.10 Phonic Phase 3 Tricky word Read 41/41 Spell 21/41 Book band – White (+3 levels)	5.66 None – different test used
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xxxxx development of SENCO data monitoring knowledge and skills

9. Impact of any staff/LSA/SENCO training or inset on improving SEND pupils' outcomes

See above re staff meetings for Universal

Croscombe – WB delivered Spelling Detectives training for 2 x TAs and the intervention is now in place – see above for individual impact

CH will attend a Diagnostic Assessment course – this was cancelled by SSE

WB now attends Somerset SENDCO forum which meets once a term to discuss new initiatives and to feedback to the LA

2 x TAs have attended Social Stories training (Stoke) – **SENCO will monitor whether these are being used regularly in class**

Actions

- **SENDCOs to develop a list of non-negotiables / expected provision at the Universal level**
- **Monitoring observations of interventions by SENDCO**
- **Further support for staff of the Spelling Detectives programme**
- **Succession planning – as TAs reduce hours / move towards retirement new staff will need to be trained in the key interventions of ILI and SD and Precision Teaching**

10. Income and expenditure on SEN

Stoke (using PP money) – Clicker 7 and Widget to adapt reading books.

Action – additional time for staff to embed the use of IT, including TA training

Clicker docs will be purchased.

Croscombe – resources for Spelling Detectives (£25)

Laptop will be purchased from PP money

Tinted paper books purchased for one pupil

11. **Impact of any SEN developments, projects or initiatives**

Working Memory and Dyslexia Friendly staff meeting monitoring will be available from Learning Walks

Data from Spelling Detectives will be available from Learning walks

-both these initiatives will need monitoring again this term to ensure that strategies are embedded.

Communication and Interaction tracking booklet – by December 18

EP – will run a group for parents around dealing with anxiety. Feedback – parent from Croscombe DNA, Parent from Stoke attended and viewed it as a positive support in her parenting.

12.SEN governor comments on the strengths and weaknesses in SEN policy and provision existing within the school

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