

## SEN and Vulnerable children Annual report – 2015 - 2016

### Key Stage 2 % at Level 4 or above – 2014- 2015

This data was the last year of National Curriculum Levels and is used just to highlight the good attainment and progress made by our SEN Support pupils at the end of Key Stage Two.

	R W M %		Maths		Reading		Writing	
	Sch	Nat Av	Sch	Nat Av	Sch	Nat Av	Sch	Nat Av
SEN Support	64	43	82	64	82	68	82	57
EHCP	0*	16	100	26	0*	30	0*	21

\*The 2 children with a statement did not complete the reading or writing SATs test.

**The table below shows the average point score for each status.**

APS	R W M		Maths		Reading		Writing	
	Sch	Nat Av	Sch	Nat Av	Sch	Nat Av	Sch	Nat Av
SEN Support	26.0	25.0	26.5	25.1	25.4	25.4	25.9	24.3
EHCP	21.0	18.8	27.0	19.7	15.0	19.8	15.0	16.1

### Expected Progress between Key Stage 1 and Key stage 2

Progress	Maths %		Reading		Writing	
	Sch	Nat Av	Sch	Nat Av	Sch	Nat Av
SEN Support	100	79	90	83	100	88
EHCP	100	47	100	49	100	54

### Number of pupils on the SEND register in year groups 2015-2016

Year Level	SEN Support	High needs Funding/SCARF	Statement/EHCP	Specialist Provision for PI children
Nursery	2	1	0	0
Reception	3	3	3	0
Year 1	2	3	4	1
Year 2	3	2	1	0
Year 3	8	2	4	1
Year 4	8	1	2	1
Year 5	2	3	4	1
Year 6	1	0	2	2
<b>TOTAL</b>	<b>29</b>	<b>15</b>	<b>20</b>	<b>6</b>

The national trend for SEN support students is 13.0% for primary, of the school population. At Garlinge Primary School and Nursery we are below with this average at 7.5%. However, in September 2015 we were at 11.94% but this has been reduced and pupils who were making good progress educationally no longer need to be on the register in line with the guidelines set out in the SEN/D Code of Practice 2014.

1.4% of pupils at primary level nationally are in receipt of a statement/EHCP. At Garlinge Primary School and Nursery this is currently 20 pupils (2.9%). This is higher than national average.

6 pupils with an EHCP/Statement are a part of our specialist resource provision for children with a physical impairment and they are funded via this resource provision. 13 pupils with an EHCP are in receipt of High Needs Funding and 3 pupils are in receipt of High Needs Funding from our SEN/D support register. 1 pupil in Nursery is in receipt of SCARF funding.

### Exclusions: 2015-2016

Exclusions occurring in the last 12 months: 6 fixed term exclusions (0.28% pupils with SEN/0.28% pupils with no SEN). Number permanent exclusions (0% pupils with SEN 0% pupils with no SEN). Both pupils on the SEN register have high SEMH needs – one child is now in receipt of high needs funding for additional support and the other pupil is new to the school and we are currently assessing the support that needs to be put in place, but we are working very closely with the parent and have implemented lots of support already.

### Evaluation of the interventions used by the school to support pupils with SEN

Intervention	Focus	Implications for 2016/17
Speech and Language Phonology	Phonology aims to support children's speech to ensure that they are able to identify and self-correct where they find articulation particularly difficult. This enables children to generalise speech sounds in sentences and conversations so that	Continued input in YR and Y1. Some children will still require input in Y2 and advice for this will be sought from SALT.

	they are clearly understood by the listener.	
Speech and Language Individual speech sound Intervention	This focusses on discriminating the child's target sound and other sounds and producing the target sound in isolation in words and in sentences.	To continue and increase time and frequency given to individual pupils.
Speech and Language Attention and Listening	Attention and Listening encompasses following instructions and working auditory memory – This aims to support children with information processing difficulties and retention difficulties. This aims to support to give strategies that children can then use in the classroom to become independent learners.	Lots of our support is given to children who have 'delays' rather than 'disorders' – so the plan is to focus intensely at KS1 so that we close the gap before KS2 – it is felt here that any support needed can then be given via language for learning in the classroom and picked up as an intervention where needed within class support.
Speech and Language Language and Understanding	The focus is to enable children to understand concepts in language that are targeted to that child's needs that encompasses understanding the meaning of words and how to use them appropriately to aid their general understanding to ensure that these children can access the curriculum.	To increase targeted and individual 1:1 and paired work rather than groups – however there is a capacity question. Is this something that class TAs can support more with?
Pre teaching vocabulary	This supports children to ensure that they can access the curriculum by establishing understanding of key language and concepts.	This a highly effective tool to ensure that we close the gap and children make progress at all levels. To move forward this ideally would be completed as a class intervention led by a TA or as a whole class – training is being delivered to TAs in term 1 2016.
Phonics	Based on teacher assessment and gap analysis to ensure a child is able to access curriculum for reading at their level.	Consider level appropriate resources for particular year groups and to focus in YR, Y1, and Y2.
1:1 Reading	To enable children to have the opportunity to read daily	Considered the place of paired readers throughout the school  Research 'Better reading partnerships'

Making numbers matter	Led by TA supported by the class teacher – currently running in Years 1-3. This intervention is number based with strands with overall objectives – these are counting and understanding, knowing and using and calculating	To continue and monitor.
Maths - SHINE	This intervention is led by the TA in consultation with the class teacher and is linked to weekly plans. The focus is on Number and endeavours to embed basic number skills and knowledge of what is set out in the Kent scheme.	These interventions will continue and the Head of Maths will research to find appropriate intervention to support the development of the new curriculum.
Social, emotional and Mental Health support Learning Mentors Individual Support Social skill groups Anger management In class intervention	To ensure that children’s wellbeing and SEMH needs are being met – to ensure children are ‘ready for learning’ and develop key skills to enable this.	To continue with the support and interventions to ensure that our pupils are ‘ready for learning’.
Lighthouse Project	An intervention service devoted to improving children’s and young people’s social and emotional needs enabling them to reach their full potential both socially and academically and in the wider community.	This support will continue for another year. The impact has been very positive for both the young people and families involved.
Project Salus	Delivering innovative and evidence based services to support the improvement of social skills educational achievement emotional health and well-being and long term outcomes for children, young people and their families.	This support will continue next year and service will be more bespoke next year.
Beanstalk readers	Trained reading helpers transform the lives of children that they support turning them into confident passionate and able readers. 1:1 Literacy support to children whom have fallen behind in their reading.	Support will continue next year.
FIZZY	To increase gross motor skill development	Children require 50 sessions of FIZZY before they can be referred to OT or Physio – this will need consideration in the future

CLEVERHANDS	To increase fine motor skill development and handwriting	To continue and look at other interventions to support such as Write Dance, Dough disco and BEAM.
-------------	--	---

There are a number of booster sessions led by TAs in the afternoons to ensure that pupils do not fall behind in their progress and to close any gaps in their learning – these include 1:1 Reading; Phonics; Hand-writing; Maths – Key skills – Number Formation; Letters and Sounds; Writing; High Frequency Words; Times Tables; Sentence Structure; English – Up levelling writing; Writing Grammar and Punctuation; Comprehension; Reading comprehension group SAT Attack; Exceeding reading comprehension target group.

**SEN Training provided to staff over the last 2 years**

<b>Training</b> Date provided - Title	<b>Uses in the school and impact</b>
06/07/2016 – SEN and Provision Mapping	Teaching Staff and TAs - Understanding how to meet the needs of all pupils in the school
15/06/2016	Teachers received training on Speech. Language and Communication needs.
14/06/2016 and 15/06/2016 Language for Learning	Teaching Assistants received introductory training on Language for Learning and Speech, Language and communication needs.
May 2016	EYFS Teaching staff and teaching assistants received basic training on MAKATON core signs.
April 2015 - TALK 4 WRITING	GELA Teaching staff – Using quality first inclusive teaching approaches to improve writing across the whole school.
April 2016 – REAL PE	Teaching Staff – How to ensure inclusive PE for all children.
December 2015 - Restorative Training (On-going)	Whole Staff - Strategies to support pupils SEMH, well-being and behaviour across the school
November 2015 - Numicon Professional Development	Teaching Staff - Strategies to support pupils in maths and securing differentiated approaches as part of high quality inclusive teaching
January 2015 – Attachment Theory Training	Teaching Staff – To increase awareness and understanding of attachment theory and the barriers that this can create to learning and strategies to best support this for pupils.
October 2015 – SEND Update	Teaching Staff – To ensure all teaching staff are aware of their responsibilities in relation to Quality First Inclusive teaching and the SEND Code of Practice.
September 20 14 - FIZZY	Identified Teaching Assistants – to enable programmes to be delivered to support pupils gross motor skills development – before a referral is made to occupational therapy
February 2016 – Outstanding SEN provision November 2015 – Annual Review of Education, Health and Care Plans for Primary, Secondary and Special Schools. October 2015 – SEND Legislation – Implications On-going – SEND updates On-going – National Award for SENCOs at Canterbury Christchurch University	SENCO - To ensure that the school is moving forward with its SEND provision and is meeting statutory requirements for all pupils. To support whole school improvement as presented in the school development plan.
June 2016 – Train the trainer – Positive Behaviour Support	SENCO and Learning Mentor – To ensure that the well-being needs of all children are met in a consistent and safe way to promote behaviour for learning and safer environments – will be delivered to all members of staff.