



Crockham Hill C.E. Primary School

SEN Provision Annual Report. 2016/2017

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

Sendco: Mrs Sally Brown

SEN Governor: Mrs Sian Leahy

Current SEN Register

Year Level	SEN support	Statement/Education Health Care Plan (EHCP)	<i>High Needs Funded</i>
Reception	0	1	0
Yr 1	0	0	0
Yr 2	2	0	0
Yr 3	2	0	1
Yr 4	0	0	0
Yr 5	2	0	0
Yr 6	2	0	0
TOTAL	8	1	1
Total on SEN register: 9			

Year group	SEN Need type			
	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	PD, Sensory and Medical
Reception	1	0	0	0
Yr 1	0	0	0	0
Yr 2	1	0	0	1
Yr 3	1	0	1	0
Yr 4	0	0	0	0
Yr 5	0	1	0	1
Yr 6	1	1	1	0
TOTAL	4	1	2	2
% of total SEN	50%	12.5%	25%	25%

There are 137 children on role at Crockham Hill.

The national trend for SEN support students is 13% of the school population. At Crockham Hill we have below this average at 6%.

1.4% of students Nationally are in receipt of a Statement/EHCP. At Crockham Hill this is currently 1 pupil, 0.7%

Pupil Premium information will be available in a separate report on our school website.

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 and ensuring needs are properly met. There is also statutory guidance for supporting pupils at school with medical conditions. (Sept 2014)

Key Points

- Replacing Statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan, extending rights and 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.

Funding

We currently have 1 child with an additional high needs funding. This is a small amount of additional funding ranging from £200 to £4000 annually per child depending on the category and severity of need. The first £6000 of any pupil's entitlement is funded through the delegated school budget.

Exam Concessions for KS2 SATs.

Last year (2016) 7 Pupils in Year 6 received exam concessions in their SATs. These concessions could be, having a reader to read questions (nb A reader is not allowed in papers testing reading), a scribe to record the students thoughts and supervised breaks and a prompter to help keep students focussed.

This year we are finalising the number of pupils who will receive exam concessions.

Vulnerable children.

We currently have 0 children on the Children Looked After register.

Vulnerable groups Transition to Secondary School.

A very comprehensive plan is in place to assist students who are on the register, in their transition to Secondary School

Pupil Outcomes.

The latest RAISEonline report shows the progress and attainment pupils have made between key stages compared to national averages for similar pupils (those with SEN support and EHCPs)

Analysis of outcomes of pupils with SEN support & Statement from RAISEonline 2016

Attainment of SEN compared to non-SEN children – Average Score/Expected standard + %.

Above National

KS1

Cohort in Year 2 = 20 children (8 male/12 female)

Pupils with SEN support = 2 children (10%)

Pupils with Statement/EHCP = 1 child (5%)

Subject		SEN Support	Statement/ EHCP	Non-SEN	Gap SEN-Non-SEN
		Expected Standard + %	Expected Standard +%	Expected Standard + %	
Reading	CH	50	0	82	32
	National	74	74	82	8
Writing	CH	50	0	88	38
	National	65	65	73	8
Mathematics	CH	50	0	76	26
	National	73	73	80	7

KS2

Cohort in Year 6 = 19 children (7 male/12 female)

Pupils with SEN support = 0 children

Pupils with Statement = 0 child

Subject		SEN Support	Statement	Non-SEN	Gap – SEN-Non-SEN
		Average score	Average Score	Average score	
Reading	CH			106.3	
	National			103.8	
Mathematics	CH			104.0	
	National			104.1	
SPAG	CH			107.9	
	National			105.3	
				Expected standard + %	
Writing	CH			95	
	National	74		84	

Review of interventions currently running at Crockham Hill.

Intervention	Focus	Implications for 2015/2016
Infant Language Link	An intervention to improve receptive and expressive language skills.	All identified class R children are screened using the Language Link screener and the interventions are put in place for identified children.
Infant Speech Link	An intervention to support children improve their speech sounds.	Identified children have been screened and speech programmes have been put in place. Information, guidance and games will also be sent home to parents.
Sensory Circuits	To provide regular and consistent sensory motor input in order to develop the skill of self-regulation.	This is run 5 x per week by 2 TAs who have attended the training. There are 6 children who attend.
Maths support group	To support understanding of number and number operations.	Will continue in years 1-6 with specific targets for each year group – in class and as a separate group.
English support group	To support children with their writing skills including letter formation, punctuation and grammar.	Will continue in years 1-6 with specific target for each year group – in class
Priority Readers	To improve reading skills of decoding and comprehension.	Will continue to ensure the Priority Readers are heard to read at least 4 x per week.

Plus one	Teaches all the building blocks of numbers, and begins to develop skills with mental calculations.	Is being used in KS1.
Memory Magic	To teach skills to improve children's visual and auditory memory.	We now have a new programme in school called Memory Magic. Games and activities can be sent home to reinforce learning.
Private speech and language support	To improve speech sounds and language skills.	To continue.
Nessy Reading and spelling	To improve core reading and spelling skills	To be used with identified children.
Language for Learning	To develop children's language from the concrete to the abstract	This is being done with 1 child in school.
CiiS and S&L support	Therapy for speech, language and communication needs	This is in place for 1 child.
Colourful semantics	Aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.	Used in Dragon Class to support all children. Used in Unicorn to support one child.

New Interventions

- We now have 10 licences of Nessy Reading and Spelling
- Memory Magic – A programme that teaches 'tricks' to help with working memory. This is currently being run with 3 children.
- Language for Thinking

Whole class and Diagnostic testing.

All of our children are assessed on a continuous basis. Three times a year staff will make summative judgements about whether children are at, below or above age related expectations. This means that we have whole school assessment data which is tracked on a term by term basis. Pupils who do not achieve progress over time are then discussed during the termly Pupil Progress Meetings and will be targeted by our interventions. All identified reception children are screened for language skills in the Autumn term to help identify pupils requiring additional support at the earliest opportunity. Identified children in reception class are also screened for speech development and programmes to tackle any problems are put in place early. We have a number of diagnostic tests that we can use including the GL Dyslexic Screen, British Picture Vocabulary Scale, Infant Speech and Language Language Link among others. Once children are identified as having a special educational need they are added to our SEN register and we show a graduated response requiring teachers to assess, plan, do and review on a continuing cycle.

SEN Support in School

IEP's are no longer required by law, but the new SEN Code of Practice requires schools to show a graduated response 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. All children on the SEN register have a Provision Map and Pupil Passport which is reviewed 3 x per year. For some children who have a high level of support, they will have a personalised plan instead of a Provision Map which is also reviewed 3 x per year.

EAL (English as an additional language)

In state funded primary schools there are 19.5% of children who have English as an additional language (EAL). At Crockham Hill we have only 3 %. EAL pupils do not necessarily have SEN, but may need support whilst they are learning the English language to a level in which they are fully able to access the curriculum. Students are supported in their early acquisition of English. They are also supported in their social interaction into the school community.

Whole school professional development training in SEN in the last 2 years.

Training	Uses in school	Date
Dyscalculia Awareness	How to recognise, support and assess children with Dyscalculia.	Nov 2016
Sensory Circuits	Understanding sensory processing disorder and how to run sensory circuits in school	Oct 2015 Sep 2016
Primary Talk	Understanding speech and language development.	Sep 2015
ADHD multi-agency training	Supporting understanding of ADHD and how to best support children and their families.	Nov 2015
Talk Boost	To run a language booster group in school	Jan 2016
Clicker 6 Training	How to use Clicker 6 training to support children's learning – run by Senco	Sep 2016
Boxhall Profile Training	How to use the Boxhall Profile to support children with SEMH difficulties.	Oct 2016
The Well-Being Toolkit	Understanding SEMH in schools and personally. How to use the toolkit to support children in school.	June 2016
Attachment Disorder	How to understand the different types of attachment disorders and how to recognise and support this in school.	January 2016
ASD Awareness training	How to understand and support children with ASD in the classroom	January 2016
Cued Articulation	How to use cued articulation to teach individual sounds in a word giving clues as to where and how the sound is produced.	2016
Team Teach Training	Coordinated teaching by a team of teachers working together.	November 2016
Makaton	A language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.	2016
Speech and Language	How to support the development of speech and language in children.	2016
SEN Conference	Supporting Teachers and Teaching Assistants to work with children with a wide range of special educational needs.	January 2016

Crockham Hill Staff have had access to a significant amount of SEN training over the last few years, and we have a very well developed, professional team

Sally Brown

Sendco

November 2016