

Harnham Infant School



Annual report to Governors

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Special educational needs and disability (SEND)

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July 2019

Provision

Harnham Infants School is a three -form entry mainstream school. Pupils are aged 4-7 years. For more information about specialist resources and provision please see the SEN Information Report on our website. The numbers of children on the SEND register are broadly in line with the national average.

SEND profile

Type of support	Number of pupils 2017-2018	Number of pupils 2018-2019
Special educational needs (SEN) support	<u>27 / 240 11.25%</u>	<u>13.1% 30 /</u> <u>228</u>
Statement of SEN	0	0
Education, health and care (EHC) plan	3	2 (2 more are in the assessment process.)

Areas of need	Number of pupils 2017/2018	Number of pupils 2018/2019
Specific learning difficulty (SpLD)	5	3
Moderate learning difficulty (MLD)	1	1
Severe learning difficulty (SLD)	0	0
Profound and multiple learning difficulty (PMLD)	1	4
Social, emotional and mental health (SEMH)	8	6
Communication and interaction needs	12	8
Sensory and/or physical needs	4	8

The number of children who have SEND needs have risen slightly but the needs are more complex. The number of children with Sensory and/or physical needs has increased.

EHC plans

- In 2018-2019 there were no statements in school or any transfers from statements to EHC

- 2 statutory assessments for EHC plan have been submitted to the local authority and we are awaiting the result.

Identifying pupils with SEN

Some pupils are identified as having SEND before they start school. We will organise additional transition meetings with the child's parents, pre-school and school staff to ensure they start school with the support they need. The EYFS teacher will usually visit feeder pre-school settings to observe and liaise regarding new entrants to EYFS. Additional settling in meetings can be arranged alongside the normal induction process.

Every class has a TA and teacher to support the learning of the children and Quality First Teaching is used to well to meet the needs of all learners.

To address children making slower than expected progress, the following measures are in place;

- Interventions are delivered by teachers and TAs for any child who is making slower than expected progress in specific areas.
- The names of children who are receiving interventions are placed on a provision map and this is then reviewed every term.
- Every long term, Pupil Progress Meetings take place to look at the progress of classes and individuals. In these meetings we plan provision for individuals who are not making sufficient progress. Pupil progress meetings involve; class teachers, TAs, Headteacher, Deputy Head and the SENDCo.
- If we continue to be concerned about a child's progress, then the class teacher will complete the first part of the GRRS - Quick Checker. From this, and with support from the SENCO, areas of need are identified. Teachers use the resource bank in the GRRS to add additional support to help the children.

- If a child is found to have more complex or long standing needs then the SENDCo, in discussion with parents and the class teacher will place the child on the SEND register. The SENDCo may suggest consulting appropriate outside agencies available to Wiltshire schools.
- For every child who is on the SEND register a 'My Support Plan' or Speech and Language Plan is created. The pupil will be involved in this, alongside with their parents and any specialist outside agencies involved with the pupils. It will describe the pupil's difficulties and how their needs will be met. These plans will be reviewed at least three times per year.
- In a very few cases it may be decided that the child needs more support than the school is able to provide within current funding. In these cases, Wiltshire Education Department will provide a SEND Lead Worker to support the child and family to help the school with requesting an Education, Health and Care Plan (EHCP).

DATA
SEND
Reception

PROGRESS since ENTRY

AREAS OF
LEARNING

SEN (S,K,E)



ASPECT	AREA	NUMBER OF PUPILS			PERCENTAGE OF PUPILS				AVERAGE POINTS
		EMERGING	EXPECTED	EXCEEDING	EMERGING	EXPECTED	EXCEEDING	% EXPECTED OR EXCEEDING	
Communication & Language	Listening and Attention	7	2	1	70	20	10	30	1.4
	Understanding	6	4		60	40		40	1.4
	Speaking	6	4		60	40		40	1.4
Physical Development	Moving and handling	6	4		60	40		40	1.4
	Health and self-care	3	7		30	70		70	1.7
PSED	Self-confidence & self-awareness	7	3		70	30		30	1.3
	Managing feelings & behaviour	7	3		70	30		30	1.3
	Making relationships	6	4		60	40		40	1.4
Literacy	Reading	6	3	1	60	30	10	40	1.5
	Writing	6	4		60	40		40	1.4
Mathematics	Numbers	6	3	1	60	30	10	40	1.5
	Shape, space and measures	6	4		60	40		40	1.4
Understanding the World	People and Communities	6	4		60	40		40	1.4
	The World	6	4		60	40		40	1.4
	Technology	2	7	1	20	70	10	80	1.9
Expressive arts	Exploring & using media & materials	3	7		30	70		70	1.7

& design	Being imaginative	3	7		30	70		70	1.7
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Percentage of SEN (S,K,E) pupils (10) with a Good Level of Development (GLOD)	30.0
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AVERAGE TOTAL POINTS SCORE across all Early Learning Goals	25.2
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Reception data analysis

- One child is exceeding expectations therefore her needs are not a barrier to her learning.
- The data reveals that most children who have SEND needs have not achieved GLOD. Individual analysis shows the progress made by each child.
- There are a number of children with high needs in Reception.

Year One whole cohort Data

	Reading	Writing	Maths
EYFS baseline	65%	63%	67%
End of EYFS	79%	71%	84%
End of Y1	72%	66%	80%
SEND % of children on SEND register. Expected at end of Year 1	22%	22%	33%

Data Analysis Year One

- One child achieved GLOD in EYFS but is emerging in reading and writing. We have invited SSENS specialist teachers to investigate his needs further.
- Pupil progress meetings revealed that one child has dropped in reading term 4 and looked like he would not get expected. But with interventions he did.
- One more child is achieving expected in maths.
- For many children who did not GLOD it maybe more pertinent for them to continue with Development matters until they have achieved GLOD.
- 22% of children on the SEND register passed the phonics screening test.

Year 2 Data

June 2019	Reading			Writing			Maths		
	Emerging	Expect	Exceed	Emerg	Expect	Exceed	Emerging	Expect	Exceed
	26%	55%	19%	33%	57%	10%	33%	45%	22%
	Exp+	74%		Exp +	67%		Exp +	67%	
Total	Pre-Key stage	36%	0%	Pre-Key stage	36%	0%	Pre-Key stage	18%	9%
SEND	27%			27%			36%		
% of children on SEND register	Emerging			Emerging			Emerging		
	36%			36%			36%		

Data Year Two Analysis

- 18% achieved Greater depth for maths
- This data does not reflect the strides that have been made. For many children who did not GLOD it maybe more pertinent for them to continue with Development matters until they have achieved GLOD.
- Despite numerous interventions one child who is a concern did not achieve expected in any area but achieved GLOD in Reception. He will be referred to the specialist SEND team.
- The data in Year Two reveals a drop in mathematics. Currently there is little intervention for mathematics. Does this need addressing?

Attendance SEND support v non SEND support

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
SEN Support	27	96.38	2.90	0.72	0.81	0.08
No SEN Status	196	97.09	2.12	0.79	0.47	0.00

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Attendances	95.08%	95.53%	90.00%	96.60%	96.38%	
Authorised absences	3.24%	3.93%	7.22%	2.28%	2.90%	
Unauthorised absences	0.43%	0.54%	2.16%	1.11%	0.72%	
Late before	1.25%	0.38%	0.31%	0.86%	0.81%	
Late after	0.00%	0.08%	0.06%	0.06%	0.08%	

One child is still on a reduced timetable due to extreme anxiety. She has been on a phased return and gradually has increased her hours in school. January -mornings only, February mornings and one full day, April mornings and two full days, May mornings and three four days, June mornings and three full days. This can explain the dip in attendance in term 3.

One child was on a part-time timetable because he was too exhausted to be full time. Since May he has built his immunity and he is now full time.

Interventions for 2018-2019.

The budget for TAs has been reduced therefore the number of interventions in Key Stage One has been reduced. A Buzzer has been reinstalled in key classrooms and walkie talkies are available in all classrooms so that children can have help from Miss Dorrington, Mrs Pike or Mrs Jackson when necessary. They have been called over 100 times for the same 2 children.

- **Speech and Language.** This Year, a TA has been employed three days a week to work on speech and language targets. In 2018-2019 the progress of children who have Speech and Language difficulties has been very good and 8 children have been discharged from the speech and language service.
- **Phonics-** intervention daily in Year 2 and 3 times a week in Year ones. Phonics interventions take place in Year 2 and in Year One. In Year Two, all children who did not pass the Year 1 phonics screening participate in daily phonics interventions. Out of the 13 children who did not pass in Year one (not including new entries this year), 9 children passed the phonics test in Year 2.
- **Fiddly fingers**
- **ELSA.** There has been a waiting list all year and some children have only had only a few sessions. This is vastly over stretched service.
- **RELATE-** At the beginning of the year there were not many children who needed/parents wanted them to attend counselling. By the end of the year there is a waiting list and for after the summer. This term I have prioritised Year Two so that those children can receive counselling before they leave our school.

- **Lunch bunch** (new this year.) Generally 4 children attend lunch bunch everyday sometimes 5. These children are now eating more and they are happier at lunchtime. At the beginning of the year it was run three times a week but one child did not cope for the rest of the lunch break when it wasn't on. Now it runs 5 days a week with Mrs Batchelor, Mrs Jackson and Miss Cooke when needed.
- Regular reader intervention- governors and volunteers. In most classes only about half the children read 3 times at home. Regular readers and reading interventions have helped to increase the average reading age in all classes.
- Talk boost

SEND funding

- Most of the SEND funding is spent on staff TAs to teach targeted interventions and to deliver individual MISP and speech targets.

Resources are purchased for children to help remove barriers for learning. These include;

- Move and sit cushions,
- Pencil grips
- Writing slopes
- Talking tins
- Coloured overlays
- Fiddly toys

- Ear defenders.
- Support rail for steps going into Year 2 to improve the access.
- Now, Educational Psychology is a traded service. We have used the EP 4 times (Total £400). There has been little impact and she often commented that we already do everything that she could suggest.
- There is a small sensory area at the moment in the entrance way because we do not have any space. This has helped children calm down when they are over stimulated or need a sensory break.
- Outreach from Exeter House. (£300). This has provided us with 3 sessions of support for a child with complex needs. The impact of this cannot be measured yet.
- Some pupils with SEN and/or disabilities are also eligible for the pupil premium. This money is used to pay for additional support for parents and the Social, Emotional and Mental Health Needs of Pupils. These include:
 - Parent support advisor.
 - Time to talk child counsellor
 - ELSA

Last year's success of Rise and Shine (Meet and Greet) has continued. It has been really beneficial for many children. We have found that providing them with a positive start for the day helps the children to have a positive mindset for the rest of the day and consequently they are more likely to succeed.

1. Staff development

This year staff training has involved;

- SEND staff meeting and TA meeting.
- Attachment training
- Scaffolding
- Speech therapy training from SALT therapists.
- TA behaviour support training
- Exeter House courses for parents which Chris Lister has attended. (Behaviour, siblings, autism).
- Exeter House autistic spectrum and sensory processing.

Teachers and teaching assistants have improved knowledge of the range of special needs (autism, attachment disorder) and how to effectively support pupils. eg PECS boards were introduced after the Exeter House course. Teachers and TA's report that Precision Teaching (last year's training.) Has impacted on pupil's ability to retain information where overlearning is suited to their learning style.

Work with external agencies	Sessions of support offered.
Support from SSENS service (specialist teachers) Cognition and Learning	3
Support from SSENS service (specialist teachers) Social, communication and interaction.	3
Support from Educational Psychology. This is now a traded service.	4 (three children)
Support from Behaviour support.	1 plus one rejected due to being seen by SSENS

Support from SEND lead workers	2 (two children)
Support from Speech & Language team (SALT)	19
Support from other health professionals (OT)	2 (one child)
SEN Governor/Trust Board member	4
CAMHS	3 (3 children all discharged after one session)
Specialist teacher (Hearing)	2 (one child)
Specialist teacher (Physical)	2 (one child)
ADOS Post assessment ASC meeting.	2 (two children)

Considerations for 2019-2020

- Is the EP service worth paying for?
- Physical need and sensory are increasing how are we addressing this? There is no professional that we can refer to for sensory processing needs. Can we use the PE budget for physical and sensory interventions? There are some physical sensory resources in the entrance hall for those children needing a sensory break. Can we use some space when the building work is finished?
- The data in Year Two reveals a drop in mathematics. Currently there is little intervention for mathematics. Does this need addressing?
- Data is the EYFS and development matters more relevant for some children with needs. Should children in Key Stage One continue with Development matters until they are ready to achieve GLOD?
- How can we meet the needs of high need children more appropriately? At the moment two children are taking up a lot of time from SENDCO, head and deputy, hopefully they will both get an EHCP. We have employed a TA's support in the afternoons only. Will that be enough?

Written by Lindsay Jackson SENDCo July 2019