

St Scholastica's Primary School
Annual Report
Special Educational Needs and Disabilities (SEND) 2014-2015

1. OVERALL PICTURE OF CURRENT PRACTICE

ADMISSIONS

Please refer to Admissions Policy

PROVISION

There are various layers of provision within the school, beginning with quality first teaching and differentiation. In addition children may receive in class support from the TA designated to their class or in some cases they may be withdrawn for small group teaching by the class TA. Beyond this a child may receive support from the SENCo, either on a one to one basis or in a small group. If a child is on SEND support they may also receive support from outside agencies. Children with a statement/EHCP, receive delegated 1:1 TA support hours to allow for personalised learning to meet their individual needs.

The range of provision is shown on the current whole school provision map.

MY OWN SKILLS

I have successfully completed the National Award for SEND Co-ordination and I have kept abreast of developments in SEND through liaison with outside agencies, Hackney Learning Trust and the Inclusion Team. In 2014-2015 I attended many of the SENCO forums and I aim to attend all SENCo forum meetings in this academic year to continue my professional development. I keep abreast of current legislation to ensure we are meeting all statutory requirements.

2. MONITORING, EVALUATION AND REVIEW

Teaching and learning is continuously monitored by the senior management team, through lesson observations, planning and book scrutiny. I observe teachers and TAs working with children. I monitor interventions to ensure they are being delivered correctly.

The support and interventions have had a positive impact on the progress of the children.

Current SEND

This year we had 56 children on the SEND (Special Educational Needs and/or Disability) register

Areas of Needs

- 3 Social Emotional and Mental Health (SEMH).
- 38 Communication and Interaction
- 1 Physical disability/Sensory Impairment
- 14 Cognitive and Learning

3 of these Children had a Statement of SEND with a diagnosis of ASD

3 children had applications for an Education Health Care Needs Assessment (EHCNA).

All 3 applications were rejected by Hackney Learning Trust (HLT). One child has since left the school. One child has been put forward via the appeals process. HLT have reconsidered their decision and are now moving forward with an assessment for that child. The remaining application is to be resubmitted to HLT. We are also in the process of making a further six applications for EHCNA,

We no longer use School Action and School Action Plus and we have made the transition to School Support in line with the New Code of Practice.

How are we doing?

Reading

Year group	Gap at start of year	SEND Aps	Non SEND Aps	Gap at end of year	Widened/ Closed by
1	1.1	7	10.2	3.2	2.1w
2	1.5	13.8	16.6	2.8	1.3w
3	1.8	17.2	20.3	3.1	1.3w
4	3.1	20	22.6	2.6	0.5c
5	3.7	23.4	23.6	0.2	3.5c
6	4.5	29	30.3	1.3	3.2c

Writing

Year group	Gap at start of year	SEND Aps	Non SEND Aps	Gap at end of year	Widened /closed by
1	1.1	7.7	11	3.3	2.2w
2	0.9	14.1	16.2	2.1	1.2w
3	2.2	16.1	18.4	2.3	0.1w
4	3.6	17	21.1	4.1	0.5w
5	1.8	20.1	23.6	2.6	0.6w
6	4.2	25	29.8	4.8	0.6w

Maths

Year group	Gap at start of year	SEND Aps	Non SEND Aps	Gap at end of year	Widened/ Closed by
1	0.2	9.7	10.7	1.0	0.6w
2	0.6	15.3	15.9	0.6	same
3	2.4	17	18.9	1.9	0.5c
4	2.2	19	21.7	2.7	0.5w
5	1.9	23.9	25.2	1.3	0.6c
6	3.6	27.4	29.2	1.8	1.8c

Gap between Non SEND and SEND

- Gap in reading has closed in year 4, 5 and 6
- Gap in maths has closed in year 3, 5 and 6 and remained the same in year 2
- Gap in maths for year 1 and 4 have widened slightly
- Gap in writing has widened across the school

Writing will be a key area of focus for children with SEND across the school. Reading for children with SEND will be an area to be addressed in year 2, 3 and 4, while maths for children with SEND will be a focus for year 2 and 5.

Year 6 - lower ability

Children who were below L2 at KS1 who made 2 levels of progress from y 2- y 6

- Reading – 100% - above Hackney
- Writing – 100% - above Hackney
- Maths – 100% - above Hackney

SATS

KS1-

50% of children with SEND achieved L2b or above in Reading, Writing and Maths.

KS2 –

83% of children with SEND achieved age expected L4b or above in Reading. One child (17%) achieved a level 3c. This child had SEND.(17%)

67% of children with SEND achieved L4c or above and 17% achieved age expected L4b in Writing

83% of children with SEND achieved 4c or above and 33% achieved age expected L4b or above in Maths

Year 1 Phonics

50% of children with SEND achieved the expected standards.

EYFS

Reception class

75% of children with SEND have achieved age expected or above across most of the key areas of development with one or two aspects on emerging or on threshold of age expected.

25% have achieved age expected in some areas but are mostly emerging.

Training Delivered in School:

All staff received in school training on Autism Awareness.

SALT gave individual training to TA on Autistic Spectrum disorder (ASD).

SALT ran training for the TAs on Running Social Skills/ Language Groups/ facilitation strategies.

A range of Packages of intervention were delivered targeting 25 children on the SALT case load.

We had one term without SALT input as our SALT had moved out of the area. This was addressed by the SALT service providing us with six days of additional in school support to deal with assessments and reports.

Positive Achievement:

We now have in place a new SALT who has settled in and is working well with both children and staff. New groups have been set up and are running twice weekly. Some children are receiving individualised programmes to meet their language and communication development needs.

New staff in nursery and Reception have received support from specialist SALT teachers to implement strategies to meet the demanding needs of some of the children in those classes. Specialist teacher support was also targeted to staff working with children with Statements/EHCP. In addition a specialist teacher worked in school with staff in order to support a child with visual impairment.

ASpace

ASpace have provided counselling, Art therapy and Play Therapy for a number of children throughout the school. This work has had a considerable impact on the emotional well-being of the children they have worked with. Children's behaviours and attitude have improved, as well as their confidence and self-esteem. The therapists have also worked on consultations with all children in year 5 and 6 to help them look at how they learn and possible barriers to their learning. This has been a beneficial part of the secondary preparation and transfer process.

The educational psychologist (EP) has carried out a range of consultations, assessments and reviews for children across the school. The EP has provided support advice and strategies so that staff can address the needs of the children to ensure they make progress.

3. LIAISON WITH PARENTS AND OTHER AGENCIES

Parents and families play an Integral part of a child's development. Children with a Special Educational Need and/or Disability (SEND) who receive consistent support at home with follow up work are those that are most successful. We involve parents as much as possible. The following is a list of ways we engage with parents and other agencies.

- In all instances the first step is for the class teacher to meet with parents to discuss any concerns around the needs of their child.
- The child then receives additional support through quality first teaching differentiation and interventions. Targets are set and reviewed each term.
- If a child still has difficulties we may suggest a referral to an outside agency.
- Parental consent is requested before other outside agency professionals become involved in their child's education
- Once parental consent is given a referral will be made to the appropriate professional.

- Parents are then contacted by the relevant person and meetings and assessments are arranged.
- Parents will be kept informed about assessments and results throughout the process.
- Parents receive a copy of any reports that are written about their child
- If a child has significant difficulties they may need additional support and a parent has the right to ask for an education health care needs assessment. School will help and support them through the application process.
- We regularly arrange meetings with parents to discuss academic progress and any other factors that may affect their child's progress
- Parents evening are held in autumn and spring term.
- Mr Healey, our parent liaison officer works alongside staff and parents to forge good working relationships between school and parents
- A written report is issued to parents at the end of the summer term to inform them on their child's progress. If parents would like to meet the class teacher to discuss the report they are encouraged to do so.
- Information is shared with parents through curriculum evenings, the school website, parent text, the school newsletters and the school notice board.
- Transition meetings take place with parents for Reception and Yr. 5 & 6
- Induction meetings with new parents
- Annual review for children with statements or educational health care plans (EHCP)
- Parent workshops for reception and nursery parents run by our ASPACE family therapist
- Workshops/Coffee mornings for parents of children with speech and language difficulties. SALT provides strategies to enable parents to support their child's speech and language development.

The school works closely with other agencies and regards them as being part of a working relationship whose aim is to provide an integrated, high quality holistic support focussing on the needs of the individual. The following services/agencies are currently available or involved with the school.

ASPACE
Attendance officer
Child and Adolescent Mental Health Services (CAMHS)
Educational Psychologist
Hackney ARK
Hackney Learning Trust
Hackney Young Peoples Services
Occupational Therapist (OT)
Pastoral Support Programme
Parent Partnership
Primary Inclusion 'team
Physiotherapy
Sensory Support Services
School Nurse Service
School Doctor
Specialist Teachers
Speech and Language Therapist (SALT)
Speech and Language ASD specialists
Social Services
The Virtual School

Access to Medical Interventions

- With parental permission all children in Reception and year 6 are seen by the school nurse for height, weight and hearing and sight checks.
- Parents are informed if there is a need for follow up.
- We are linked to the School Nurse Service with Homerton Hospital.
- The school nurse available one day every three weeks in school (Usually Thursday),

- Parents can contact the school and request to meet the school nurse if they have medical concerns that they wish to discuss.
- If school have a medical concern about a child the SENDCo will discuss this with the parent.
- If necessary the SENDCo will request parental consent and complete a referral to the school nurse who will then contact the parent.
- If a child has a medical condition that has specific care requirements then a Health Care Plan will be drawn up with the parents, school nurse service and the school SENDCo
- Medical examinations/meetings can also be arranged with the school Doctor
- Medication – will be administered in line with our medical needs policy.
- Access to OT and PT and visual/hearing impairment specialist teachers
- Healthy Heroes

The school nurse carried out the measuring programme for reception children and year 6 pupils. All Health care Plans for children with medical conditions were updated and will be reviewed annually.

Medical Training

School have purchased a defibrillator as recommended by the DFE, All TAs have received training on how to use the defibrillator. School intend to retrain 2 first aiders annually who will then run an inset training session in school to update the remaining first aiders. All TAs have attended refresher First Aid training to update their skills,

4. FURTHER DEVELOPMENT

Priorities for future development are

- Further develop Parental involvement in Assess, Plan, Do, Review process
- Further develop pupil and parent voice in SEND through questionnaires and surveys.
- Support teachers with implementation of new curriculum for children with SEND through use of P-scales and Pebbles curriculum.
- To continue to address the gaps between SEND and Non SEND children.
- SENDCo to work more closely with SEND governor
- SENDCo to develop working knowledge of data and use it to analyse impact of interventions.
- Developing/Reviewing Policies

GOVERNOR MONITORING

The governor responsible for monitoring SEND in 2014/15 Mrs Sheila Shuttlewood. She visited the school twice during 2014-2015 academic year. The Governor responsible for SEND in the current academic year is Jonathon Lafferty. I am proposing to plan a termly visit for Jonathon in the 2015-2016 academic year to enable us to work closely together on ensuring we are meeting current standards.

Martina Sanderson- SENDCo.