

Moreland Annual Report to Governors on the implementation of the SEND policy 2015-2016

Moreland Primary School is committed to the process of removing barriers to achievement for children who may require additional provision and resources to support their learning. We aim to be an inclusive school and believe that all children, including those identified as having special educational or a disability, have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and fully include them in all aspects of school life. Children with special educational needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of our school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Government have produced a new special needs and disability (SEND) code of practice implemented in September 2014. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. SEN support is the new category for additional support for children with special educational needs. Currently, if further support is needed for a child the school, or parent, may request a statutory assessment of special needs. Statements have been replaced with Education Health Care Plans (EHCP). Pupils with existing Statements will have these re-written into EHCPs over the next 2 years.

In the academic year 2015-2016 the following process was followed:

- Member of staff or parent had concerns about a child's progress and brought these concerns to the SENCO.
- SENCO discussed the child with the parent/teacher and decisions were made to either monitor closely, or to identify a child as requiring additional provision which can be seen on the school Provision map.
- If it was felt that the child required the involvement of an external agency or had significant learning needs then the child was registered at SEN support and given a pupil passport and an SEN plan.
- If a child had highly significant needs then the school would consider whether the child fulfilled the criteria to apply for an Education, Health and Care plan

Policies

- The school SEN policy was reviewed in September 2015. The full policy can be viewed on the school website.
- The SENCO is Catherine Lawrence and the SEN Governor is Davis Forsdick (2015-16).

Number of pupils with SEN for the academic year 2015 – 2016.

- At the end of the academic year 2015 – 2016 there were **55** children on the SEN register.

The four areas of need are as follows:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, mental and emotional health**
- **Physical/ Medical**

Profile of pupils with SEN

a) Number of pupils on school's SEN record

	Provision map	SEN support	Statement/EHC (S)
Two Year Olds	6	3	0
Year N	12	6	0
Year R	20	5	0
Year 1	20	6	1
Year 2	19	8	0
Year 3	16	5	2
Year 4	22	4	1
Year 5	12	7	1
Year 6	12	5	1
Total numbers	139	49	6

b) Areas of need (total numbers on school's SEN record)

NB. A child may have more than one area of need

	General Learning Difficulties	Specific Learning Difficulties	Speech and Language Difficulties	Autistic Spectrum Disorders	Social, mental and emotional health	Hearing Impairment	Visual Impairment	Physical/Medical Difficulties
Number of pupils	6	5	23	6	10	0	2	3

c) Gender of pupils on school's SEN record

Total number of boys	Total number of girls
44	11

Progress of pupils with SEN 2015-2016

ATTAINMENT AT KEY STAGES:

		Percentage of SEN achieving end of year expectations	National SEN attainment (2015)
Rec - % GLD/Prime Areas SEN Support		40%/40%	43%/19% GLD
Y1 – Phonics screening EHC (1)/SEN Support (6)		100%/50%	18%/42%
Y2 – Phonics screening SEN Support (3)		67%	67%
KS1 SATs % At expected level SEN Support ()	Reading	50%	New tests so no comparable figures for previous year – when 2016 Raise online is released comparative data
	Writing	50%	
	Maths	50%	
KS2 SATs %At expected Level EHC (1)/SEN	Reading	30%	
	Writing	30%	
	Maths	100%	

Support(4)	SPAG	67%	can be added
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Progress in reading of SEN pupils:

Year	Less than expected	Expected	More than expected
Year 1	0%	29%	71%
Year 2	0	0%	100%
Year 3	0	14%	86%
Year 4	20%	0%	80%
Year 5	0%	0%	100%
Year 6 – TA	0	17%	83%

Progress in writing of SEN pupils:

Year	Less than expected	Expected	More than expected
Year 1	0%	29%	71%
Year 2	0%	0%	100%
Year 3	0%	0%	100%
Year 4	0%	20%	80%
Year 5	0%	0%	100%
Year 6 – TA	0%	0%	100%

Progress in maths of SEN pupils:

Year	Less than expected	Expected	More than expected
Year 1	0%	42%	58%
Year 2	0%	0%	100%
Year 3	14%	14%	71%
Year 4	0%	20%	80%
Year 5	0%	0%	100%
Year 6 – TA	0%	0%	100%

PROGRESS FROM Y2 - Y6

We are unable to report on progress from Key Stage 1 until we receive the information from the DfE in the Autumn.

Progress of SEN pupils in EYFS:

Year	Prime		

	Areas	Less than expected	Expected	More than expected
Two Year Olds – including those moved up to Nur	C&L	20%	20%	60%
	PD	20%	0%	80%
	PSE	20%	0%	80%
	Lit	0%	0%	100%
	Maths	0%	0%	100%
Nur	C&L	0%	0%	100%
	PD	0%	25%	75%
	PSE	0%	25%	75%
	Lit	0%	0%	100%
	Maths	0%	25%	75%
Rec	C&L	0%	0%	100%
	PD	0%	0%	100%
	PSE	0%	0%	100%
	Lit	0%	20%	80%
	Maths	0%	0%	100%

Provision

See provision list in SEN information report

Intervention impact evidence

		September 2015				July 2016				
Class	Intervention	Reading Age	Level	No. of Sounds	No. of HFW	Reading Age	Level	No. of Sounds	No. of HFW	Cost
Y1	IR, Language group, Direct phonics	<4.5	40-60w+	10	3	<4.5	1b+	38	39	£942
	IR, Language group, Direct phonics	<4.5	40-60w+	20	8	5.1	1w+	40	72	£942
	IR, Direct Phonics	<4.5	40-60w+	20	19	4.9	1w+	38	56	£802
	IR, Language group, SENCO phonics	<4.5	P7	16	3	4.5	1b+	40	56	£1098
	IR, Language group, Direct phonics	<4.5	40-60w	15	3	6.8	1s	No data	No data	£942
	IR, Language group, SENCO phonics	<4.5	P4	9	3	<4.5	40-60s	37	39	£1098
	IR, Language group, Direct phonics	<4.5	40-60w+	8	2	<4.5	1b+	38	40	£942
Y2	IR, Daily reading, SENCO lit grp	<4.5	1b+	21	43	7.1	2w+	58	103	£2126
	IR, Daily reading, SENCO lit grp	<4.5	1b	3	11	5.1	2b	40	87	£2126
	IR, Daily reading, SENCO lit grp	<4.5	40-	4	10	4.9	1s	30	70	£2126

			60s							
	IR, Daily reading, SENCO lit grp	<4.5	40-60s	5	5	7.1	2w	56	103	£2126
Y3	IR, 5 min box, daily reading, phonics	<4.5	1w	18	24	<4.5	2w	53	58	£2206
	IR, 5 min box, daily reading, phonics	<4.5	40-60s	9	6	<4.5	1s	34	34	£2206
	IR, 5 min box, daily reading, phonics	<4.5	1b	33	47	5	2b	56	86	£2206
	IR, 5 min box, daily reading, phonics, language group	<4.5	P5	0	0	<4.5	40-60w+	45	22	£2346
Y4	Phonics, daily reading, language group	<4.5	1b+	21	25	5	2b+	50	180	£1098
	Direct Phonics, daily reading, repeated reading, language group	<4.5	2b+	27	70	4.11	2s	45	163	£1803
	daily reading, repeated reading	7.6		n/a	n/a	8.8		n/a	n/a	£1435
	daily reading, repeated reading	8.8	2s+	n/a	n/a	9.1	3s+	n/a	n/a	£1435
Y5	daily reading, phonics, IR, language group	<4.5	1b	16	27	6.1	2w	42	174	£1722
	daily reading, repeated reading,	5.10	3b	n/a	n/a	8.6	4w	n/a	n/a	£1435
	daily reading, repeated reading	7.6	2w+	28	76	10.1	3s+	50	180	£1435
	daily reading, repeated reading	7.6	3b+	n/a	n/a	10	4w+	n/a	n/a	£1435
Y6	daily reading, rapid phonics, language group, SENCO lit group	6.4	2b	36	182	9.10	3w+	82	204	£1820
	daily reading, rapid phonics, language group	<4.5	1s	18	86	8.6	2s+	79	208	£942

Accelerated progress

Good progress

SEND funding

Budget allocation for 2015-16

Income

Total SEN budget (including top up) £ 261,789

Expenditure

Amount spent on staffing (internal)

i) SENCo's or part of SENCo's salary £ 38,388

ii) SEN support teachers £ 59,472

iv) SEN teaching assistants	£ 0
vi) Administration for SEN	£ 8,170
vii) Other – please specify:	£
Teaching Assistant support in class & intervention groups	£ 144,234
Learning Mentor ,	18,624
Lunch time Supervisor	£ 4,483
Amount spent on external services , e.g. Ed psych time Education Psychologist additional	
i) days	£ 3,000
ii) Dyslexia assessments	£ 1,650
Amount spent on materials/resources	£ 2,100
Amount spent on INSET (include course fees, supply cover, travel etc)	£ 4,000
Other expenditure (please list)	£
Target Tracker	£ 520
TOTAL	£ 284,641

Staff, resources and training 2015-16

For the academic year 2015 – 2016 we employed 14 teaching assistants with a total of 406 hours per week. Their role continues to be varied and within their role, they support our pupil with special educational needs in the classroom, working with small groups or on a one to one basis. Sometimes their role incorporates support at break and at lunchtimes.

Staff Skills

Date	Title of training/content frequency	Who was it for	Outcomes/Impact of training
September 2015	Diabetes Pump training	2 TA's	TA's were able to monitor child's insulin levels, track food intake and adjust diabetes pump
May 2015	Crocodile Group training	2 TA's	TA's able to deliver EYFS language groups
2 INSET staff meetings January	ACT training with SLT	All EYFS staff	Staff able to use ACT strategies and

2016 and April 2016			peer coaching to support children's language development
INSET staff meeting January 2016	Supporting vocabulary development with SLT	All teachers and 2 HLTA's	Staff have better understanding of helping children with SEN and EAL learn new vocabulary

External Agencies

We sought advice from a number of outside agencies in order to support all children with needs to the best of our abilities. This included the following:-

- Islington provided SENCO forums 6 times each year where the latest government updates are delivered.
- The SENCO attended the annual SENCO conference in Islington.
- Visits from Richard Cloudsley, The Bridge, Samuel Rhodes and New River College special school outreach services to provide training for staff and targeted support and advice for specific children.
- To support pupils with emotional and behavioural difficulties we involved the school Learning Mentor, the school CAMHS link worker and behaviour support specialist teachers Mentors. Where appropriate families were referred to Family Support agencies.
- The Educational psychologist carried out observations and assessments of children and provided advice to parents and staff.
- Regular meetings and joint working with the Children's Centre staff and linked agencies to support children and families and target early intervention including the Two Year Old offer.
- Close working with Health partners including the school link Speech and Language Therapist, Occupational Therapy and Physiotherapy, the Social Communication Team, School Nurse, Community Nurses, Specialist Diabetes Nurse, the Health Visiting service, Oral Health, CAMHS and Paediatrics to provide training, assessment and appropriate treatment/ input for children with additional needs.

Liaison with Secondary School Partners

- To ensure smooth transition for current Y6 children with SEN, additional transfer arrangements were implemented during the summer terms, when required.
- Children on the SEN register or who may have an identified need in transition had the opportunity for extra visits to their secondary school.
- Strong links exist with all our partner secondary schools.
- Close liaison between teachers and SENCOs took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector.
- Separate transition arrangements and induction visits were set up for SEN pupils where required.

- For pupils moving into our school who had an identified Special Educational Need similar liaison meetings were held prior to starting to ensure appropriate levels of support were put in place.
- A targeted Secondary Transition group run by the Learning Mentor for children vulnerable to anxiety around Secondary transfer.

Numbers of children/young people with disabilities and medical needs within the school

We currently have **3** children with a Medical Care Plan.

The medical needs across the school are varied. All staff receive training annually from the school nurse or a specialist nurse to deal with these needs and key staff who come into regular contact with the child are listed on the Care Plan.

Inclusion for Disabled Pupils:

All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments. All pupils are enabled to go on residential trips through reasonable adjustments, ensuring that trained staff accompany them on the residential trips. No child is excluded from any school activity on site or off site because of a disability, medical need or special educational need.

Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

- Parents/Carers are invited to attend and contribute to all review meetings which are held termly. Parents are fully involved in setting and reviewing targets for their child.
- Information about the complaints procedure and how to access this procedure is available in the policy section and can be requested from the school office.
- The SEN policy is available to parents on the school website.

Pupil involvement

- Children in Year 2 and above attend and contribute to their Annual Review meeting if appropriate.
- All children have been consulted during the drawing up of their EHC plans if appropriate.
- Children with SEN attend their termly review meetings and actively contribute to reviewing and setting their own targets.
- There is always representation on school council of a child with SEN.
- All children with SEN have a pupil passport which outlines their likes and dislikes and how to support them. Children are involved in creating this pupil passport.

Pupil and parental involvement in annual review meetings

Percentage of pupils attending/involved in their annual review meeting	Percentage of parents/carers attending/involved in their child's annual review meeting
100%	100%

Actions for 2016 – 2017

- To ensure all staff have the knowledge and skills to support children with Autism including lunch time staff.
- To introduce a new language intervention programme for children 0-5 with support from a speech and language therapist.
- To continue to develop practice in supporting children new to English arriving outside normal admission points.
- To continue to develop provision mapping further to include impact and cost benefit analysis to finely tune intervention delivery using commercial software.
- To further embed parental engagement across the school to maximise children's learning opportunities. To provide an opportunity for parents of children with SEN to meet regularly and support each other.
- To involve children with SEN more in making decisions through a person centred approach to review meetings and target setting.