

## SEN and vulnerable children Annual Report. 2014/2015

### Current SEN Register

Year Level	SEN Support	High Needs Funded	Education Health Care Plan (EHCP)
Reception	2	4	
Yr 1	4	0	
Yr 2	5	2	
Yr 3	3	2	1
Yr 4	2	2	1
Yr 5	4	2	1
Yr 6	3	2	1
<b>TOTAL</b>	<b>23</b>	<b>14</b>	<b>Total on Register: 37</b>

The national trend for SEN support students is 17.9% of the school population with 2.8% of students in receipt of a statement/EHCP. At Churchfield this is currently 8.3 % at SEN Support with 0.9% in receipt of a statement/EHCP. 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. Within the 'local offer' schools have to produce their own 'school offer' on their website.

### Funding

We currently have 14 children with additional high needs funding (see above). This is a small amount of additional funding ranging from £200 to £4,000 annually per child depending on the

category and severity of need. The first £6,000 of any SEN pupil's entitlement is funded through the delegated school budget (element 2).

### **Exam Concessions for KS2 SATs**

6 pupils in Yr 6 this year received exam concessions in their SATs. These concessions included having readers to read questions and scribes to record the students thoughts. Two students were dis-applied from the Reading/SPAG SATs due to the fact that they are currently performing below level 3 in the National Curriculum.

### **Vulnerable Children**

We currently have 2 children on the Children Looked After register. Both of whom are expected to be placed in long term care/adoption, which may mean that they move away from Somerset.

### **Vulnerable Groups Transition to Secondary School**

A very comprehensive transition plan was drawn up this year to assist students who are on the SEN register, in their transition to Secondary School. I met with the SENCO's from King Alfred's School and The Penrose/Elmwood Federation to ensure the individual needs of the students were met. Outside agencies, our EAL teacher (English as an additional Language), PFSA (Parent family Support Advisors) and Get Set (family support) were also brought in to help meet the needs of our transferring students. Four of our Yr 6 students are making additional visits to King Alfred's School prior to the whole year days, as part of the enhanced transition package. One of our students is making additional visits to Penrose/Elmwood Federation, taking part in a Transition programme. The learning support assistants who usually work with our vulnerable students accompanied them to their transition days and this has resulted in more informed SEN students, helping them to build their confidence about the changes. One of our pupils has spent additional time at Robert Blake and completed an enhanced transition for year6 pupils' booklet. King Alfred's also run a summer school during August for the most vulnerable students.

### **Review of the Interventions currently running at Churchfield**

<b>Intervention</b>	<b>Focus</b>	<b>Implications for 2015/16</b>
Talk about	Raising self- awareness and reducing behavioural incidents	Will continue for students exhibiting difficult behaviour Ensure use of NFER emotional literacy tracker at beginning and end
Re-tracking	Behaviour – Self-awareness of anger and management	Will continue for students exhibiting difficult behaviour Ensure use of NFER emotional literacy tracker at beginning and end
ILI – Integrated Literacy Intervention	Embedding early phonics, spelling and reading	Will continue to address specific phonics/literacy based issues for individuals to close the gap
Forest school	Self Esteem, Team work and	Very successful to meet the needs

	confidence	of our vulnerable students in a non-threatening environment. Weekly sessions with Mrs Micklewright will continue. Ensure use of NFER emotional literacy tracker at beginning and end
Speech and language groups/1:1	Increased vocabulary and ability to listen and build relationships with peers Specific care plans followed from speech therapists for 1:1	Need to use a language test to quantify gains. Will use the BPVS language test at beginning and end of interventions.
Learn to move PT care plans	Developing gross motor skills Following individual care plans from Physiotherapists	Will continue focusing on the Learn-to- Move programme, using the motor skills checklist to pre and post -test.
Literacy Booster	Upper KS2 skill booster	Continue with year 6 additional literacy group Mrs Fear/Mrs Perry
Numeracy Booster	Upper KS2 skill booster	Continue with year 6 additional maths group Mrs Fear/Mrs Perry
EAL support	Weekly sessions with EAL teacher	Continue to support pupils with an EAL liaison with Mrs Solway to address specific areas.
Keep safe work	1:1 work exploring road safety, stranger danger and safe touch	Will continue on a needs basis Ensure use of NFER emotional literacy tracker at beginning and end
Mind the gap	1:1 working memory programme to support auditory memory and concentration in the classroom	Will continue with those who need it
Power of 2	1:1 Maths intervention – basic number skills to support classroom mathematics	Will continue with those who need it addressing specific areas of need and help to close the gap
Fine motor skills group OT care plans	Fine motor skills to support hand movements with pencil and scissor control Care plans followed from occupational therapists	Will continue for those who are struggling to co-ordinate their fine motor skills
Face detectives	1:1 emotional understanding through facial expressions and body language	Will continue supporting those who struggle to interpret non-verbal communication Ensure use of NFER emotional literacy tracker at beginning and end
Draw on your emotions	1:1 creative understanding of emotions	Additional support on a 1:1 basis will be used next year for those needing an outlet to communicate
Additional phonics group	For those children in key stage 2 who are still requiring	Will continue on a needs basis next year with Mrs Priestman

	additional phonic input. 3xweekly	
Play therapy	Have had 2 play therapists supporting 7 individuals	Next year will only have 1 play therapist who will be continuing with 4 of the children. Would like to ensure that at beginning of therapy aims/objectives are agreed between class teacher and play therapist and reviewed termly.
HUB	Alternative provision at break/lunchtime providing structured play	On-going alternative provision for next year
Sensory work	Use of dark dens, chewy toys, wobble cushions etc...	Will continue for those who need additional support
Physio	Specific exercise plans followed from OT/PT	Will continue on a needs basis

### **New Interventions**

We are planning to introduce a **playground leader** system, to give our year 6's more responsibility and leadership on playground at lunchtimes. This will be based on a programme of training where children will have to apply for the positions, prove they are good communicators and demonstrate that they can plan, deliver and reflect on what makes a good leader.

We are hoping to introduce a **reading buddies** system where each year group are paired up to read to each other and share stories.

### **Average Points Progress of Interventions Key stage 1 & Key stage 2**

#### **Key stage 1 = 6 points per year expected**

	Focus	Reading	Writing	Maths
SALT	Language and Communication	5.1	4.7	4.6
ILI	Writing	4.6	4.1	4.6
Mind the gap	Working memory	5.6	4.7	5.2
Face detectives	Emotions	6	6	6
Forest School	Social interaction	6	5.8	6
Keep Safe	Self-awareness/Social skills	6	6	6
Learn to Move	Gross motor skills	6	5.7	5.5
Play therapy	Therapeutic play	6	6	6

**Key Stage 2 = 4 points per year expected**

	Focus	Reading	Writing	Maths
SALT	Language and Communication	2.6	2.8	2.4
ILI	Writing	4.1	3.3	2.6
Mind the gap	Working memory	4.2	4.1	3.6
Face detectives	Emotions	5	3.3	3.3
Forest School	Social interaction	3.8	3.4	3.6
Keep Safe	Self-awareness/Social skills	3	3.5	3.7
Learn to Move	Gross motor skills	4	3.1	3.3
Play therapy	Therapeutic play	4.8	3.3	4

**Progress of SEN**

Subject	Progress Percentage at satisfactory	Progress Percentage at good
Reading SEN	28%	41%
Writing SEN	31%	28%
Mathematics SEN	21%	38%

**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 approach 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. The SEN school criteria is under review as all children on the SEN register will require a plan, (like an IEP or pupil passport) which is expected to be reviewed 3 times a year.

**Whole school professional development training in SEN 2014-2015**

<b>Training</b>	<b>Uses in the school</b>
Personal and intimate care	Strategies to support pupils with changing/dressing
STC	Strategies to support communication
Epilepsy training	Medical information to support pupil in school
Social stories training	Supporting pupils with understanding their environment
Emotion coaching course	To cascade to staff and use with pupils
EVAC training	Supporting to safely evacuate a pupil in an emergency
Alert group training	Supporting pupils with sensory difficulties
Early Years SENCo training	Strategies to support children in the early years with additional needs
SENCo Governor conference	Explored new SEN code of practise and implementing it in schools

Staff at Churchfield have had access to SEN training over the last few years, we have a variety of trained adults to support a wide ranging spectrum of need.

Rebecca Skews

SENCO

10/7/2015