



## Annual Report on the Implementation of the Special Educational Needs Policy and Disability Equality Scheme (SEND)

October 2016

Bishops Down Primary School is committed to removing barriers to achievement for children who may require additional provision and resources to support their learning. We are an inclusive school and believe that all children, including those identified as having special educational and/or disability, have a common entitlement to a broad, balanced academic and social curriculum. The curriculum should be accessible and include every child in all aspects of school life.

The Special Educational Needs Code of Practice lies at the heart of our school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND.

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

At Bishops Down early identification ensures appropriate support and intervention for pupils with SEN. The school protocol for identification was as follows:

- If any member of staff has concerns about a child's progress brought these concerns to the SENCO, either before or during a Pupil Progress Meeting (which happen termly)
- Class teachers continually monitoring the children in their class through observations, discussions, verbal and written feedback.
- Liaising with parents.

### Policies

- The school SEN policy was reviewed in January 2015. The full policy can be viewed on the school website.
- The SENCO is Amy Adams and the SEN governor is currently Gilly Shankland.
- The Family Support Advisor and SEN Assistant is Ellen Stock

### SEND School profile 2015 – 2016

- At the end of the academic year 2015 – 2016 there were children 42 on the SEN register
- The number of children on the Special needs register was 11% of the school roll (in line with national average)
- The number of children on the Special needs register with an EHCP was 11, 6 of these children with EHCPs were part of the SRP
- Percentage of children with EHCP was 3% (higher than national average)

The four areas of need with number of children are as follows:

	Number	Percentage
<b>Cognition and Learning</b>	14	33%
<b>Communication and Interaction</b>	12	29%
<b>Social, emotional and mental health</b>	6	14%
<b>Physical Disability</b>	10	24%

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## Attainment and progress of pupils with SEN 2014-2016

\*Taken from Autumn 1 2015 - Summer 2 2016

	Below		At or above ARE		Above ARE	
	Summer 2 2015	Summer 2 2016	Summer 2 2015	Summer 2 2016	Summer 2 2015	Summer 2 2016
SEND Attainment in Reading Combined yr 1-6	69.9%	82.7%	29.9%	14.4%		
SEND Attainment in Reading EHCP and pending EHCP removed Combined yr 1-6	51.6%	37.4%	36.7%	42.4%		
SEND Attainment in Writing Combined yr 1-6	76.5%	90.7%	23.3%	9.1%		
SEND Attainment in Writing EHCP and pending EHCP removed Combined yr1-6	76.5%	66.2%	23.3%	23.6%		
SEND Attainment in Maths Combined yr 1-6	83.2%	76.2%	21.6%	23.6%		
SEND Attainment in Maths EHCP and pending EHCP removed Combined yr1-6	83.2%	57.9%	16.6%	26.9%		

Attainment can be a misleading area when looking at SEND data, as children with additional needs will be making smaller steps of progress, their rate of attainment slows significantly, particularly for those with complex needs.

- When children with EHCPs (or pending EHCPs) are taken out of this analysis the percentages of children at or above ARE increases as a result.
- The percentages of children reaching ARE in reading has increased from 37.4% to 42.4% from Summer 2015 to Summer 2016.
- The percentage of children reaching ARE in writing has increased from 23.3% to 23.6% from Summer 2015 to Summer 2016.
- The percentage of children reaching ARE in maths has increased from 16.6% to 26.9% from Summer 2015 to Summer 2016.
- The smallest increment being writing, this needs to be analysed at an individual level.
- Children with EHCP or PENDING EHCP have all made good or outstanding progress as measured on B Squared and against the outcomes on their EHCP. Parents and outside agencies all report positive comments on the progress made by our pupils with EHCP or pending.

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SEND - Progress		
	Below Average Step Progress	Average Step Progress
Reading Combined yr 1-6	54.4%	45.2%
Reading EHCP and pending EHCP removed Combined yr 1-6	45.2%	54.5%
Writing Combined yr 1-6	54.4%	44.7%
Writing EHCP and pending EHCP removed Combined yr1-6	56%	44%
Maths Combined yr 1-6	73.6%	26%
Maths EHCP and pending EHCP removed Combined yr1-6	56.9%	32.7%

- Progress is not compared to previous progress achieved at this point in 2015 as there was not a full year of data taken from Target Tracker. Due to the change of assessments systems and all schools moving away from levels.
- When the data of the children with more complex needs (EHCP and pending) is removed there is a percentage increase in those achieving average step progress in reading and maths, and a slight decrease in writing.
- For children with SEND 45.2% achieved average step progress in reading, 44.7% achieved average step progress in writing and 32.7% achieved average step progress in maths. Which is significantly lower than the percentages for children without SEND.
- However; for those children not making the threshold of 5 steps (average steps) individual breakdown shows that all children with SEND do make progress, it may be smaller steps. For example; for Reading 16/29 children made 4 steps or more, 23/29 made 3 steps or more (year 1-6, b squared children taken out). For writing, 16/29 made 4 steps or more, 20/29 made 3 steps or more. For maths 15/29 made 4 steps or more, 23/29 made 3 steps or more.

B squared summary: 7 children measuring using B squared – breaks down the national curriculum into smaller steps. All children made steps of progress in all areas, climbing to next p level or further.

## SEND in Early Years

A 'Good Level of Development' was met by 66% of children in year R who have special educational needs and/or disability.

### Provision

In the academic year 2015 – 2016 provision for English included: Additional phonics interventions, 'Read, write, Inc,' 1:1 reading support and small group writing support, Clicker 7, handwriting support include fine motors skills and 'Write from the start', precision teaching, use of laptops and I pads for children who needed support with recording.

Provision for Maths included: Numicon, maths support focus groups, precision teaching, and differentiated overlearning opportunities



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Provision for other areas has included: speech and language therapy sessions, physiotherapy, sensory circuits, emotional and well-being support including time to talk, incredible 5 point scale, buddy play time support, social communication group. Commissioned services – therapeutic play.

In February the specialist teaching group 'Elm' was started by the SENCO. This has supported a small number of children in a morning group where the curriculum can be highly personalised and differentiated, with a multi-sensory approach. This has enabled accelerated progress by the pupils involved.

Teachers complete provision maps termly which outlines the support a child receives in addition to quality first teaching. The map has a clear target of the intervention's outcome, showing entry data before the intervention and exit data after the intervention. This allows close tracking of the impact of all interventions.

Any child who receives High Needs Funding or who has an EHCP has a Personalised Provision Plan which outlines all the provision that child receives and is shared with parents, targets reviewed and updated three times year. Where possible children are involved in this procedure.

### Specialist Resourced Provision

We are aiming towards developing our outreach offer, as a school with a Specialist Resourced Provision for Physical Disability; we are aiming to deliver outstanding provision and for other schools and setting to observe in our school to develop their own practise.

### Budget allocation for 2015-16

- Total allocated for SEN/AEN funding was

The amounts below relate to the last financial year ie April 2015 – March 2016.

However, the only problem with this is that the High Needs funding came in to play part way through the year (Jan 2016 was our first HN payment) so prior to this we received Place Plus funding.

1.	Maintained (Notional) AEN/SEN Top up Mainstream =	£10,236.58
2.	Maintained Element 3 Mainstream =	£27,044.84
	Total =	£37,281.42

By March 2016 we were receiving funding for the following children four additional pupils who are now entitled to high needs funding (although may not have an EHCP).

This money is spent on:

- TA 1:1 support, 1:2 or other small group support as needed
- Small group sizes which could be run by a HLTA or teacher
- Specialist resources

### Staff, resources and training 2015-16

- All teaching staff have the responsibility of ensuring that children with SEN make similar or accelerated progress to that of their peers.

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- Training was given to teachers and teaching assistants at the whole school and large group level on Team Teach, communicate in print, clicker 7, awareness raising in physical disability and provision mapping, immersion visits to Valence Special School.
- Individual training was targeted where needed and linked with school development plan, including sensory circuits, ADHD awareness and strategies, Wellbeing toolkit – for children and adults.

### Parent liaison

Meetings three times a year (at least) with parents and teacher to review intervention impact within the plan, do, review cycle.

Our Family Support Advisor Ellen Stock, is on hand to support any parent who is referred through school or approaches her. The summer term 2016 saw the development of the new role of the FSA, which will continue into the next academic year. The FSA attends local meetings with other FSA/FLOs and is developing an action plan to further develop the ways school can support parents.

The SEND team have an open door policy and strive to be approachable, working together with parents to find solutions to problems.

The Parent SEND forum meets six times a year and follows an agenda led by the parents needs for discussion and training. This group is going to be more parent led in the coming year, where parents organise speakers and events and can invite parents from other schools to attend.

### External Agencies

We seek advice from a number of outside agencies in order to support all children to the best of our abilities.

- Access for support from specialist teaching and learning services was through LIFT (Local Inclusion Forum Team) through which approval may be given to receive support from specialist support teachers for social, emotional and mental health, communication and interaction, cognition and learning, visual, hearing and physical difficulties.
- LIFT also provided a forum where the expertise of SENCOs, best practice in schools and the knowledge and advice of specialist support teachers can be shared.
- The SENCO attends local SENCO forums and or Kent County Council Additional Educational Needs Updates 3 times each year where the latest government updates are delivered.
- We have linked closely with Valence special school, where 7 teachers and TAs attending training to widen their knowledge and experience of supporting children and young people with physical disability, the knowledge of how best to support children with specific special needs.
- The school nurse regularly visited this academic year to provide advice to parents and to train teaching staff.

### 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.

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- Close liaison between teachers and SENCOs took place to ensure accurate and efficient transfer of records and information to minimise 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.

### Disability Duty - Accessibility and Future Plans

**Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils, which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.**

#### Disability Duty

The Single Equality Scheme, which includes Disability Duty, Disability Equality and Action Plan and accessibility plan are being reviewed and updated this year and will be agreed by staff and Governors following the review.

The Single Equality Scheme and its appendices are available through the school office.

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 pupils with disability:

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.

We have a care suite/changing place for children who require additional help with changing/wheelchair access and toileting. The school can be accessed by a ramp with automatic doors at the school entrance. There are separate parking bays for disability access.

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

- Health Care Plans (HCPs) are generated by the Health Nurse and are written with the involvement of parent/carers and school staff (where appropriate).
- Parents/Carers are invited to attend and contribute to all review meetings.
- 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.

#### Training:

- All staff have received Child Protection training
- All Teaching assistants attended a training day on SEN and use of interventions



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- Training has been given on attachment to teachers and teaching assistants on better understanding and practical strategies for the classroom

The curriculum:

- Interventions are being rigorously monitored and evaluated for effectiveness
- Pupil Progress meetings ensure that all information regarding extra support is discussed.
- For 2015-2016 Our main equality objective is to ensure that any child with SEND or identified as being part of a vulnerable group make accelerated progress.

### **Key priorities for 2016 – 2017**

- Action plan for SEND indicates clear targets for improving progress and attainment for children with SEND across the whole school
- Develop the SEND parents forum
- Aim for SEND provision to be outstanding – through whole school monitoring
- Develop the SRP outreach offer to go through LIFT
- Continue to develop and monitor interventions for impact
- Develop the whole school wellbeing plan to further meet the emotional needs of every child
- Develop the wellbeing plan in place to further support staff emotional health needs