

**The Federation of The Downs & Northbourne
Church of England Primary Schools**

The Downs CEP School SEN and vulnerable children Annual Report – 2018/2019

Current SEN Register

Year Level	SEN Support	Education Health Care Plan
Reception	2 (inc 1 with HNF)	5 (inc 3 with HNF)
Year 1	8	0
Year 2	8 (inc 1 with HNF)	2 (2 with HNF)
Year 3	10 (inc 1 with HNF)	0
Year 4	7 (inc 1 with HNF)	1
Year 5	6	0
Year 6	7	0

Total on the SEN Register – 56 (14.6%), the national trend for SEN students is also 14.2% (2019 data).

We have seven children who have Education Health Care Plans.

Pupil Premium information is available in a separate report on our website, 25 of our Pupil Premium children are on the SEN Register.

Funding

We currently have nine children with additional high needs funding and one in process. The first £6000 of any child with special educational needs provision is funded through the school budget.

Key Stage 2 Special Arrangements

We can apply for special arrangements for Key Stage 2 SATs. The arrangements could include supervised rest breaks, a reader or a scribe. The application has to relate to our everyday provision which is embedded for that child.

Children in Care

Currently we have three children on the Children in Care register.

Vulnerable Children Transition from Nursery to our School

Our reception teachers provide a package that is organised to help a successful transition for all children. This includes visits to local nurseries, small group sessions in school and a staggered timetable of entry. If a child is highlighted by nursery staff or parents then the SENCO or the Safeguarding Lead will attend the home visit with the Reception Teacher, this is to ensure positive relationships are built quickly and there are good communication links between home and school.

Vulnerable Children Transition to Secondary School

We provide a comprehensive transition programme to our local secondary school for children who are on our vulnerable or SEN register. The SENCO and the Safeguarding Lead meet the Head of Year 7 and SENCO/Safeguarding Lead from the secondary school where we talk in length about the child's strengths and difficulties. Then in liaison with the school we register our children for extra afternoons of activities and sometimes holiday clubs. If a child needs additional support, we have in the past organised school tours before school which has then been increased to lessons and

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lunchtimes. This has been extremely beneficial for children who have social communication difficulties.

Examples of Interventions currently running at The Downs CEP School

Intervention	Focus	Impact
Self Esteem support	Group or individual to raise children's well-being.	Children's well-being for the majority of children increases, therefore they are more ready to learn.
Social Skills	Behaviour, for example - turn taking, boundaries and conversation rules.	Behaviour improves in class and children have strategies to stay in class.
Nurture Intervention	For children who currently find it difficult in the classroom and for a period of time have timetabled 'nurture' in the afternoons.	Children who may be having a difficult time for whatever reason have 'time out' to learn in a nurturing environment. The Boxall Profile is used to assess entry and exit data.
Drawing and Talking	Drawing and Talking for use with children who may have suffered trauma or have underlying emotional difficulties affecting their well-being. The technique is based on Jungian and Attachment (Bowlby) theories.	Drawing and Talking therapy supports those who are not reaching their full potential either socially or academically and will boost their self-esteem and well-being.
Pets as Therapy	'Sox' the dog comes in weekly to listen to children who lack confidence or have social communication difficulties read.	Confidence and well-being increases during the session.
Attention and Listening	Group focus on listening skills	Children who find it difficult to listen in larger groups learn listening and attention skills in a smaller group that are then transferred in to the classroom.
Speech Link	Speech sounds.	Children are successful with the production of speech sounds, when not successful we refer to speech and language.
Language Link	The use and understanding of language.	Successful use in year R and 1, the children are then able to follow instructions in the class. 1:1 Language Link is used for children who do not progress in a smaller group.
Individual Speech and Language	Following individual programmes from the speech therapist.	
Language Enrichment	Using story to boost children's vocabulary, understanding of language and early literacy skills.	This programme has been beneficial for the children in Early Years. It has boosted language skills and highlighted children who may need a referral to our local speech and language service.
Fizzy	Programme focusing on the core,	Children are more confident in P.E,

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	balance, ball skills and spatial awareness.	they can also use the play equipment properly.
Sensory Circuits	Programme to aid children have the correct sensory input to be more focused for lessons after exercise.	Children's focus increases by on average 30% when on the programme.
Clever Hands	To develop strength in hands this will in turn help fine motor skills.	Handwriting improves in class tasks.
Bike Skills	To teach children to ride a bike who have gross motor control difficulties	Children are able to complete their Bikeability in Year 6 with confidence and anxiety is reduced in the lead up to the programme. Independence and resilience skills are also enhanced.
Numicon	Multi-sensory maths intervention.	Excellent for children with difficulties with number. Children use resources to access the maths curriculum.
Power of 1, Power of 2, Power of Time	Precision Teaching – maths programme.	For children with dyscalculia, provides overlearning opportunities.
Five Minute Box – Number and Phonics	Multi-Sensory Maths Programme.	This programme works well for our children in lower school. It is a hands on practical programme.
SNIP	Focused spelling programme	Excellent for children who do not grasp phonics and learn by the shape of words.
SOS	Focused multi-sensory spelling programme.	Excellent for children with dyslexic tendencies.
Precision Teaching	Daily focused programme to teach specific words.	Excellent for children with dyslexic tendencies.
Hornet	Focused phonics programme.	Excellent for KS2 who struggle with spelling.
Dandelion Readers	Linked to book scheme. Children learn sounds and high frequency words which link to the story.	Very good for KS1 children who need reinforcement of sounds and high frequency words through their reading books.
Memory Skills including Memory Magic	Auditory and Visual memory skills	Very good for children who cannot retain key information either what they hear or what they see.

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At The Downs CEP School we also work closely with our partner schools within the Deal Education Alliance Learning Trust (DEALT) Academy and the Deal Learning Alliance (DLA) to monitor impact of interventions used in local schools.

Evaluation of SEN Interventions (completed three times a year) Terms 5 and 6 July 2019

Intervention	Inference	Speech and Language Individual provision	Language Link	Speech Link	Memory skills	SOS Spelling	Reading Recovery	BRP
Time per week	3 x 20 mins	3 x 20 mins	2 x 30 mins	2 x 10 mins	2 x 20 mins	3 x 15 mins	5 x 30 mins	3 x 20 mins
Number of Children in Group	1:2	1:1	1:2/1:3	1:1/1:2	1:5/1:4	1:1/1:2 /1:4	1:1	
Year R		5		4				
Year 1		3		6			4	
Year 2		1	1	1				4
Year 3		1	7		3	8		6
Year 4					1	2		2
Year 5	2	1		1	5	4		
Year 6		1						
Overall Success	1/2	9/12	7/8	11/12	9/9	14/14	4/4	12/12

Intervention	Language through Colour	5 Min Box Number	Numicon	Sensory Diet	Sensory Circuits	Anger Management	Meet and Greet
Time per week	2 x 20 mins	3 x 20 mins	3 x 15 mins	4 x 10 mins	4 x 15 mins	2 x 20 mins	5 x 10 mins
Number of Children in Group	1:2	1:1	1:2/1:4	1:1	1:4	1:1	1:1
Year R			6	3			
Year 1		1		1			
Year 2	2					1	1
Year 3					3		1
Year 4				2	1	1	1
Year 5							
Year 6							
Overall Success	2/2	1/1	5/6	6/6	4/4	1/2	3/3

Intervention	Nurture Intervention	Social Skills /Behaviour	Pets as Therapy	Talking Time/Social Scripts	Nurture through Nature	Self Esteem /Friendship Programme	Daily Check In
Time per week	Adapted to meet needs	2 x 15 mins	1 x 20 mins	1 x 15 mins	1 x 60 mins	2 x 10 mins	5 x 10 mins
Number of Children in Group					6		
Year R		2	2				
Year 1			3	1	6	1	
Year 2	3		1	4	6		1
Year 3	2				6		
Year 4	2	1		1	6		
Year 5	1			1	6	1	1
Year 6				1	6		
Overall Success	8/8	0/3	5/6	8/8	42/42	2/2	1/2

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The interventions are monitored through the cost and effectiveness for the child/ren. If outcomes are poor then the intervention will be observed, discussion with staff will take place and then adapted where appropriate, we will not continue to use a programme or intervention if the impact for the child is minimal.

Progress of Children with SEN

As SEN support has been clearly defined by the local authority as highly individualised support, the majority of children with SEN who have been identified to be placed on our SEN register do not make the same age related expected attainment and progress as their peers. However through monitoring and evaluating our interventions we ensure that the children are making small step progress whilst still setting challenges and working towards individual aspirations. We strategically monitor attainment and progress termly and look for specific year groups, classes, subjects or individual children who require support and focused support.

The following pages show the SEN cohort in relation to their peers within years 1 - 6. Individual names have been excluded for the purpose of this report.

	Reading	Writing	Maths	Reading Progress Score	Writing Progress Score	Maths Progress Score
All	103.9	101.1	103.1	-2.6	-3.3	-3.9
SEN	94.1	96.1	97.1	-8.1	-4.7	-5.9
Non SEN	105.5	101.9	104.0	-1.8	-3.1	-3.6
FSM	104.7	101.5	103.2	-2.1	-3.0	-3.8
Non FSM	104.0	101.2	103.1	-3.0	-4.1	-3.9
PP	104.7	101.5	103.2	-2.1	-3.0	-3.8
Non PP	104.0	101.2	103.1	-2.6	-3.4	-3.7
Boys	104.5	101.3	103.3	-2.3	-3.3	-3.8
Girls	104.1	101.1	102.9	-2.3	-3.2	-3.8

The above data is an overview of attainment and progress of our children with SEN. Each child is individual and case studies are in place to show the journey of the child as a whole, including well-being, individual interventions, attendance and any home life factors.

Class Assessment

All of our children from Year 1 onwards are tested for Reading and Spelling Scores, in addition we assess further in Literacy and Maths using the Rising Stars Scheme. From Year 3 onwards we also assess inference skills, each child has a Lexile score which is tested each term. Interventions are implemented by the class teacher, the interventions focus on key skills and misconceptions. The SENCO implements more specific interventions; both the SENCO and teacher interventions are evaluated termly.

If a child is not making progress we use the assess, plan, do, review model. The child is discussed at pupil progress meetings, a plan is put in place in collaboration with parents and after a set period of time the teacher, parents and SENCO then meet to discuss progress. We will then decide if the child should be on the SEN register.

SEN Support in School

There are three stages to SEN support in school. The first stage is quality first teaching, the second is small group intervention and the third highly individualised intervention. Each child on the SEN

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register has an individual SEN support plan, if high needs funding has been applied for the child has a personal plan.

English as an Additional Language

Currently we have 7 children who have been identified as having English as an additional language. EAL children do not necessarily have SEN, but may need support whilst they are learning the English language. We provide language rich environments especially in reception and year 1. If we identify that a child is having difficulties, for example vocabulary or inference then we timetable provision weekly. We provide early language skills whilst also supporting the social integration of the child.

Whole School Professional Development Training linked to SEN

Training	Use in school
Every Lesson Counts – February 2018	All TAs across the Federation
Circle Time Training – March 2018	Middle School and Lower School TAs
Handwriting and Presentation – March 2018	All TAs
Questions, Questions, Questions Speech and Language training course – March 2018	Middle School TA
Promoting Positive Responses to Difficult Behaviour April 2018/July 2019	Lower School TA and Middle School TA
Children with Mild Hearing Impairment – March 2018	SENCO
ADOS Assessment (ASD) May 2018	SENCO
Supporting Children with Selective Mutism – June 2018	Specialist Intervention TA
Supporting Children with Dyslexia – June 2018	SENCO
Attachment Training – September 2018	All staff
Developmental Language Disorder – September 2018	SENCO
Language for Learning – November 2018	Lower School and Year 2 Staff
Strategies to help all children	All staff
Behaviour Management Strategies for High End Need Children ASD/ADHD April 2019	New Federation Staff All TAs

At The Downs CEP School we continue to evaluate the need for training and through our School Improvement Plan and the Deal Education Alliance Learning Trust (DEALT) Academy and the Deal Learning Alliance (DLA) we ensure our professional team is fully equipped to aspire and teach children with special educational needs within our school.