

The Downs CEP School SEN and vulnerable children Annual Report – 2016/2017 (up to and including Term 6)

Current SEN Register

Year Level	SEN Support	High Needs Funded	Education Health Care Plan
New Intake 2017	8	0	0
Reception	3	2	1
Year 1	3	1	0
Year 2	7	0	0
Year 3	5	0	0
Year 4	3	0	0
Year 5	5	1	1
Year 6	7	0	0

Total on the SEN Register – 39 (10%)

We have two children who have an Education Health Care Plan.

Pupil Premium information is available in a separate report on our website, 16 of our Pupil Premium children are on the SEN Register.

Funding

We currently have four children with additional high needs funding and one in process. The first £6000 of any child with special educational needs entitlement 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

We currently have one child who is 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 FLO 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 FLO meet the Head of Year 7 and SENCO

from the secondary school where we talk in length about the child's strengths and difficulties. We then in liaison with the school register our children for extra afternoons of activities and sometimes holiday clubs. If a child needs additional support, we have organised school tours before school which has then been increased to lessons and 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 raises, 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. Currently we do not have any children on a Pastoral Support Plan, Part time timetable or afternoon nurture programme.
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.
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. As one parent remarked 'this is the calmest **** has ever come out of school after reading to Sox'.
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.	
Fizzy	Programme focusing on the	Children are more confident in

	core, balance, ball skills and spatial awareness.	P.E, 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.
Maths Catch Up	Gaps in maths identified and then focused 1:1 work for 10 weeks to fill gaps in learning.	Children complete the programme and key maths gaps are filled therefore confidence in maths skills increase.
Numicon	Multi-sensory maths intervention.	Excellent for children with difficulties with number. Children use resources to access the maths curriculum.
Power of 2	Precision Teaching – maths programme.	For children with dyscalculia, provides overlearning opportunities.
Five Minute Box – Maths	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.
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	Auditory and Visual memory skills	Very good for children who cannot retain key information either what they hear or what they see.

At The Downs CEP School we also work closely with the Deal Learning Alliance to monitor impact of interventions used in local schools.

Evaluation of SEN Interventions – Term 5 and 6 July 2017

Intervention	Literacy Boost	Dandelion Readers (MS)	5 Min Box Phonics	Speech and Language Individual provision	Language Link	Speech Link	Memory skills	SOS Spelling	Sound Probes	Language for Thinking
Time per week	3 x 20 mins	3 x 20 mins	2 x 15 mins	3 x 20 mins	2 x 30 mins	2 x 10 mins	2 x 20 mins	3 x 10 mins	3 x 10 mins	2 x 20 mins
Number of Children in Group	5 and 4	7	1:1	3 – 1:1	6	1:1	4	1:2 and 1:1	1:1	3
Year R					1/3					
Year 1			1/1		5/6					
Year 2	5/5			1/1		0/1	1/1		10	
Year 3	4/4	3/4	3/3	1/1		2/2	1/2			
Year 4		2/3	2/2				1/1			
Year 5				0/1				2/3		2/3
Year 6										
Overall Success	9/9	5/7	6/6	3/3	6/9	2/3	3/4	2/3	10/10	2/3

Intervention	Maths Boost	5 Min Box Number	Maths Catch Up	Fizzy	Sensory Circuits	Clever Hands	Bike Skills
Time per week	2 x 20 mins	3 x 20 mins	2 x 20 mins	2x 20 mins	4 x 15 mins	1 x 30 mins	2 x 30 mins
Number of Children in Group		1:1	1:1	1	4	7	1:1
Year R							
Year 1		7/8			1/1		
Year 2	5/5		6/6		0/1	7/7	
Year 3			6/7		2/2		
Year 4			2/3				
Year 5				1/1	1/1		1/1
Year 6							
Overall Success	5/5	7/8	14/16	1/1	4/5	7/7	1/1

Intervention	Attention and Listening	Friendship Groups	Social Skills /Behaviour	Pets as Therapy	Talking Time/Social Scripts	Lego Therapy	Self Esteem Programme
Time per week	2 x 20 mins	1 x 30 mins	2 x 20 mins	1 x 20 mins	3 x 10 mins	1 x 30 mins	1 x 30 mins
Number of Children in Group	2	1:1	2	1:1	1:1	2 and 1	1:1
Year R			2/2				
Year 1	1/1			4/4			
Year 2					1/1		1/1
Year 3		1/1					1/1
Year 4					1/1		
Year 5	0/1	2/2			3/3	2/2	1/1
Year 6				1/1	1/1	1/1	
Overall Success	1/2	3/3	2/2	5/5	5/6	3/3	3/3

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.

Term 1 - 6 Data and Attainment Overview

Reading

	Groups	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
Year 1	Year 01(ALL)	6.3	46.2	39.9		6.7
	SEN Support(ALL)	5.2	29.5	24.3	-15.6	4.1

	Groups	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
Year 2	Year 01(ALL)	6.6	50.4	43.8		7.3
	SEN Support(ALL)	4.8	32	27.2	-16.6	4.5

	Groups	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
Year 3	Year 01(ALL)	12.1	46.2	34.1		5.7
	SEN Support(ALL)	8	34.8	26.8	-7.3	4.5

Writing

	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
	7.1	52.4	45.3		7.6
	4.3	30.8	26.5	-18.8	4.4

	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
	7	54.8	47.8		8.0
	4.7	29.9	25.2	-22.6	4.2

	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
	13.5	58.3	44.8		7.5
	10	38.6	28.6	-16.2	4.8

Maths

	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
	7.9	56.5	48.6		8.1
	6.2	37.7	31.5	-17.1	5.3

	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
	6.3	71.6	65.3		10.9
	4.5	46.3	41.8	-23.5	7.0

	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
	12.4	75.5	63.1		10.5
	5.5	50	44.5	-18.6	7.4

	Groups	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
Year 4	Year 01(ALL)	8.8	45.5	36.7		6.1
	SEN Support(ALL)	9.5	28.3	18.8	-17.9	3.1

Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
11.1	50.8	39.7		6.6
8.5	28	19.5	-20.2	3.3

Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
14.7	91.4	76.7		12.8
12.3	64.7	52.4	-24.3	8.7

	Groups	Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
Year 6	Year 01(ALL)	2.5	46.3	43.8		7.3
	SEN Support(ALL)	1	35.6	34.6	-9.2	5.8

Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
5.5	62.1	56.6		9.4
3	41	38	-18.6	6.3

Term One Attainment	Term Six Cumulative Attainment	T1-6 Progress	Groups progress compared to cohort	average progress per term
10.3	47.7	37.4		6.2
2.2	31.6	29.4	-8.0	4.9

The red figures are highlighted to our teachers termly and interventions are planned and monitored.

Each case 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 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 8 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
Dyscalculia – October 2014	Staff understand the need for manipulatives and overlearning skills to help children with dyscalculia.
Dyspraxia – November 2014	Staff have an understanding of dyspraxia and how we can help children with this difficulty.
Attachment Training - December 2014	Staff have an awareness of the difficulties children encounter with attachment issues.
New Code of Practice Training February 2015	All teachers, teaching assistants and Governors understand the implications of the new code of practice.
Language through Colour – February 2015	All teachers and teaching assistants use Language through Colour to develop the structure of sentences both orally and in written work. All classrooms use language through colour displays to help the children with speech and language difficulties.

Core Standards – February 2015	All staff are aware of the requirements of the core standards, our core standards have been adapted to highlight the strategies, resources and interventions used throughout the school.
Language for Learning – March 2015	Staff use the resources and handbook to identify need and engage the child appropriately.
Autism – May 2015	Staff have an understanding of the key characteristics of children with autism and the strategies and resources needed to help children in the class environment.
ADHD Training – June 2015	Staff have an understanding of the key characteristics of children with ADHD and the strategies and resources needed to help children in the class environment.
Team Teach – July 2015	Strategies in the management of de-escalation techniques of disruptive/aggressive behaviour.
Boxall Profile Training – July 2015	How to assess using the Boxall Profile and set up a nurture intervention.
Maths Catch Up – October 2015	An intensive maths programme that allows the child to fill gaps in their maths knowledge.
Low Level Disruption – November 2015	Teachers use strategies and resources to help minimise children displaying low level behaviour.
Speech and Language Workshop - November 2015	Staff can identify children with speech and language difficulties and through strategies and small group work can raise the child's participation in the class setting.
Epipen Training – January 2016	Medical information to support a pupil in school.
Positive Behaviour Techniques - April 2016	Supporting children with behaviour difficulties.
The Role of Support Staff – July 2016	Staff have an overview of the importance of the use of support staff and how to ensure high impact for all children.
Behaviour Policy Update – July 2016	All teaching staff have been updated and understand the processes and systems we use throughout the Federation.
ASD Level 2 Course – Academic Year 2016 - 2017	Behaviour and Learning Support assistant
Team Teach and De-escalation Techniques – February 2017	All teaching staff and key support staff have been trained in the Team Teach Approach and De-escalation techniques.
Language for Learning – January 2017	Lower School and Year 2 Staff

Speech and Language Workshop – May 2017	Lower School and Year 2 Staff
Makaton Awareness – March 2017	Year R Staff
Behaviour Management Strategies for High End Need Children - July 2017	MDS Office Staff New Federation Staff
Jenny Mosley Circle Time - Oct 2017	MM, CD and Middle School TAs
The Journey to Outstanding – Non negotiables within school and the classroom – Nov 2017	All Federation Staff

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