

East Peckham Primary School Special Educational Needs and Disability (SEND) Report July 2020

Leadership and Management of SEN

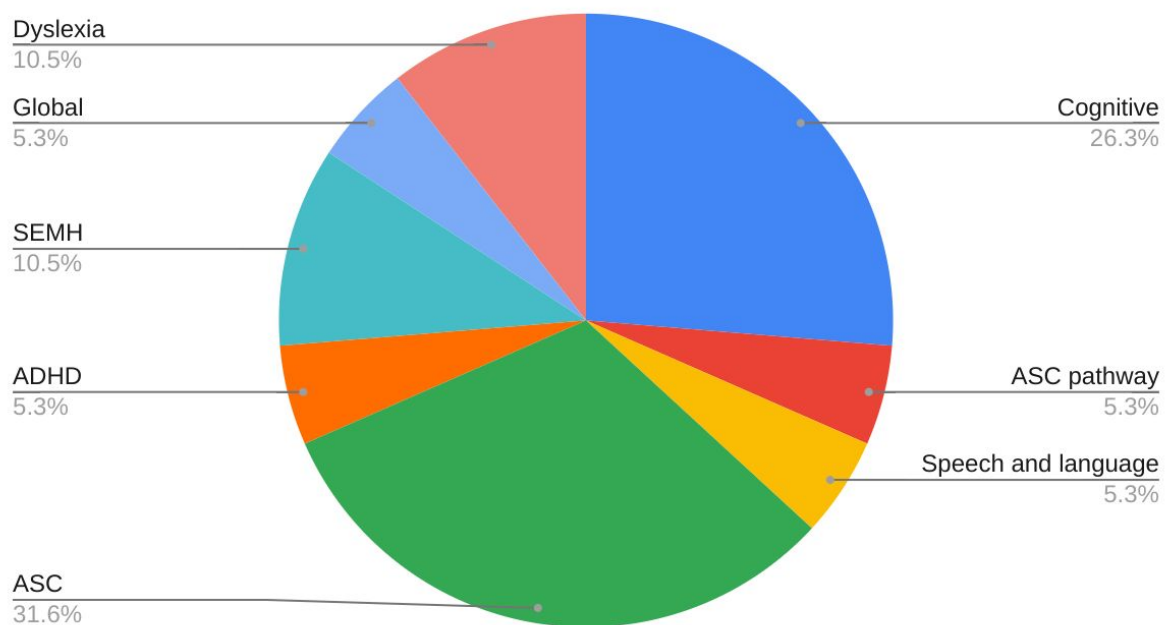
SENCo: Kate Worrall, office@eastpeckhamprimary.org.uk

SEN Governor: Karen Ray

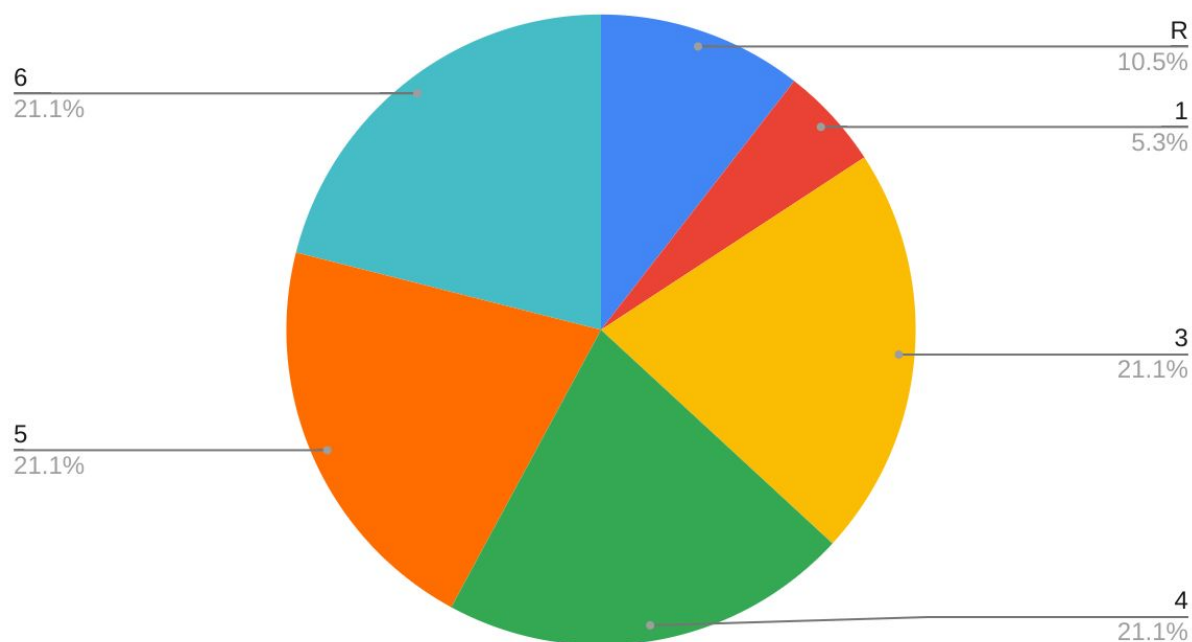
SEN Register

Year Group	SEN Support without HNF	SEN Support with HNF	EHCP without HNF	EHCP with HNF
Reception	1	1	0	0
Yr 1	1	0	0	0
Yr 2	0	0	0	0
Yr 3	1	2	1	0
Yr 4	4	0	0	0
Yr 5	1	2	1	0
Yr 6	3	0	0	1
TOTAL	Total SEN Support: 19 National Average = 14.9% Jan 2019		Total SSEN/EHCP: 3 (1.78%) National Average = 3.1% (Jan 19)	
Total SEN at East Peckham %	11.37%			
SEN Need type (priority)				
Year Group	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
Reception	1	1	0	0
Yr 1	1	0	0	0
Yr 2	0	0	0	0
Yr 3	1	3	0	0
Yr 4	3	0	1	0
Yr 5	2	0	2	0
Yr 6	1	3	0	0
TOTAL	9	7	3	0

Break down of SEN need



Year group break down of SEN need



SEN Funding

Notional SEN budget top up rate working

Notional AEN/SEN Budget		
	IDACI	£2,771
	Looked After Children	£514
	Low Cost, high Incidence SEN	£17,774
	English as an additional language	£1,015
	Element of Lump Sum	£6,235
	Total (with London Fringe if applicable)	£28,309
School Contribution per Pre-16 Pupil		£6,000
AEN/SEN Top Up per Pre-16 Pupil		£5,151
Maximum Contribution for all Pre-16 Pupils		£5,662

The school also receives High Needs Funding for 7 children.

Pupil 1	786.02
Pupil 2	590.60
Pupil 3	956.10
Pupil 4	307.48
Pupil 5	202.35
Pupil 6	202.35
Pupil 7	343.33

Monitoring and Review of SEND

Monitoring and Review of SEND across the school has taken the following forms this year:

- Analysis of Pupils achieving their Individual Personalised Provision Plan targets
- Provision Maps - On entry and Exit Data
- TA and Teacher observations - tracking sheets and comments
- Pupil Voice will be added to the tracking forms for 1:1 reading and Social Skills
- Classroom observations of SEN provision and monitoring sections on tracking forms
- Data analysis of pupils reaching age related expectations and rates of progress

Areas of strength across the school are identified as:

- Relationship with pupils - As a small school staff know children very well.
- Provision for high incidence SEND (visual timetables, pop up screens, personal activities)
- Opportunities for independence - where possible we promote independence and try to avoid children becoming over reliant on one adult.
- Increased use of ICT to support SEND pupils - particularly Clicker 7
- Flexibility and ability to adapt to unpredicted need
- Sensory Circuits for individual children and Sensory Diet activities introduced in the classroom for all children
- Effective transition of a pupil with complex needs to a new school
- A calm environment where staff listen to the needs and wishes of pupils.

Areas for development include:

- Managing more extreme and challenging behaviour
- Monitoring Progress of children who are Working Towards, using the new Pre Key Stage Standards to create school assessment grid.
- Revamp the provision mats so entry and exit data is much more specific and targets are SMART.
- Monitoring well-being and teaching academic resilience
- Continue to embed Staff SEN training in relevant areas
- Introducing Forest School for all children, including a lunchtime nurture group which can be accessed by all children who would benefit from this group, including SEN children
- Introducing intervention activities that can take place in 'class bubbles'

Strategies/ Resources used in classrooms to support children with special educational needs

Colourful Semantics, Precision Teaching, Pop-Up Screens, Wobble Cushions, Clicker 7, Lexia, Visual Timetables, Now and Next Boards, Social Stories, Black Sheep Social Stories, Emotions Board on Desk (similar to Zones of Regulation), Sensory Diet Activities, Safe Space Tent in the Library Area, ear defenders, language/modelling used by staff to promote understanding/ expressive language.

Review of the Interventions during 2019 - 2020

Autumn Term 2019

Most interventions/ strategies now take place in the classroom so children don't miss vital project work and P.E lessons which are a vital and integral part of their learning journey and knowledge acquisition. We are now, where possible, using strategies in the classroom rather than stand alone interventions outside of the classroom. For example; we have started to use Colourful Semantics across the school. Year 1 have been particularly proactive, using this approach with the whole class and specifically with two children with Language Difficulties/ Disorders. We have also been encouraging all pupils to use Clicker 7, but this is an area of development and more training is required. We have now focused on 1:1 reading for children who are significantly behind their chronological age - we have used the pre-teaching of words followed by reading books from the Reading Recovery Books - there are time constraints for Teaching Assistants to complete 1:1 reading particularly in some classes where there is a particularly high level of need.

In Year 1, Year 3, Year 5, Year 6 there are small groups of children on the SEN register that have separate planning and separate input for maths. This takes place out of the classroom with the TA while the teacher delivers her input and then they return to work independently at their tables. Phonics groups, Lexia and Post/ Pre Maths take place during assembly time so do not impact on the school day. Social Skills groups have continued to cause problems - mainly due to time constraints and the Pastoral Support worker having a very busy schedule, also the ability of individual children to implement the skills they have learnt into real life situations is limited. One pupil has an Intervention from TRACKS.

100% = Yes

0% = No

Autumn Term

Year group	Intervention	Number of pupils	% making progress/achieving targets
R	N/A Settling In Period and Home Visits (Term 1)	All	100%
	Precision Teaching (Grapheme Recognition)	4	100%
	Language Link (Term 2)	2	100%
	Speech Link (Term 2)	5	80%
1	Speech Link	1	0%
	Phonics group	6	100%
	Lexia	8	75%
	Small Group Separate Maths Input	2	100%
	Handwriting Group	5	100%
	Pre/ Post teaching Maths	N/A	N/A
	Pre-teaching Words (Precision Teaching) and 1:1 Reading	6	50% (smaller targets were set for 3 pupils)
2	Phonics Group	5	100%
	Lexia	6	100%
	Pre/ Post teaching Maths	N/A	N/A
	1:1 Reading	6	100%
	Handwriting	3	66%
3	Pre-teaching Words (Precision Teaching) and 1:1 Reading		
	Lexia	7	43%
	Separate Maths Planning for Small Group	2	0%
	Pre/ Post teaching Maths	N/A	N/A
	Time to Talk - Black Sheep Social Stories	1	100%
	Social Skills Group	4	75%
4	Pre-teaching Words (Precision Teaching) and 1:1 Reading	5	100%
	Clicker 7	4	100%
	Lexia	7	0%
	Pre/ Post teaching Maths	N/A	N/A
	Social Skills	5	25%
5	Clicker	3	100%
	Social Skills	2	100%
	Pre-teaching Words (Precision Teaching) and 1:1 Reading	1	100%
	Pre/ Post teaching Maths	N/A	N/A
6	Pre/ Post teaching Maths	N/A	N/A
	Reading Comprehension	2	100%
Sensory Circuits started with 6 pupils but reduced to 5. Pre/Post Teaching Maths - Children vary from lesson to lesson			

Spring Term

Sadly, the Coronavirus Pandemic put a halt to all interventions by the end of Term 4. Sadly, although some staff had the Colourful Semantics training they haven't been able to put this into practice so this will need to be revisited once training/ staff meetings can start up again. Although some staff have started a Colourful Semantic display on their working wall.

We are going to look at ways to do guided writing groups that take place during the English Lesson, although this needs further training from Literacy Lead. Whether circulating the class or taking a guided writing group, pupils are getting immediate feedback and this is inline with our Feedback and Assessment Policy. Writing for the lower 20% is an area of focus.

Social Skills Groups are going to change - they are now going to be the responsibility of each class teacher to set up a group to suit the needs of their children. The social skills group will be; Lego Therapy, Socially Speaking and Time to Talk.

We have had to reduce the number of children doing sensory circuits for Spring Term because they no longer have access to the school hall - this is used by Before/ After School Club. However, Miss Worrall will look at positive ways to bring Sensory Diet to the classroom.

On the bright side staff have used the Lockdown to expand their skills staff have undertaken many Webinars (Please see training section).

Spring Term			
Year group	Intervention	Number of pupils	% making progress/achieving targets
R	Speech Link	5	80%
	Language Link	2	50%
	Readers 1:1 using a precision teaching pre-teach word approach	2	50%
	Precision Teaching Single Sounds	2	100%
	Writing Group (Formation and Sentence Work)	5	80%
	Write Dance	Whole Class	Target Met For All - Except one child
	BEAM	Whole Class	Target Met For All - Except one child
1	Language Link		
	Speech Link	1	0%
	Phonics group	1	100%
	Writing/ Reading Intervention	3	33%
	Reading 1:1	4	100%
	Reading 1:1	5	80%
	Colourful Semantics	2	100%

	Lexia	8	37%
	Pre/ Post teaching Maths	N/A	N/A
	Precision Teaching Number Recognition	1	0%
2	Phonics Group	4	50%
	Pre-teaching Words and 1:1 Reading	6	83%
	Pre/ Post teaching Maths	N/A	N/A
	Handwriting	3	100%
	Lexia	5	100%
	Social Skills Group	N/A	N/A
3	Pre-teaching Words and 1:1 Reading	5	100%
	Separate Maths Planning for Small Group	7	86%
	Pre/ Post teaching Maths	N/A	N/A
	Time to Talk - Black Sheep Social Stories	1	100%
	1:1 Reading	4	0%
	Clicker 7	3	100%
	Social Skills Group	4	100%
4	Pre-teaching Words and 1:1 Reading	5	100%
	Lexia	7	6 Stayed the same 1 move up a level
	Spelling Intervention	4	100%
	Clicker 7	3	100%
	Pre/ Post teaching Maths	N/A	N/A
	Social Skills	4	100%
5	Pre-teaching Words and 1:1 Reading	4	75%
	Reading Comprehension	2	100%
	Social Skills	2	100%
	Precision teaching spelling	1	100%
	Clicker 7	3	100%
	Pre/ Post teaching Maths	N/A	N/A
6	Pre/ Post teaching Maths	N/A	N/A
	Clicker 7	2	100%
	Lexia	6	50%
Sensory Circuits takes place for 3 children in the morning.			

Summer Term

Sadly no interventions have taken place this term due to Social Distancing Rules. Moving forward, interventions are going to need careful consideration and be inline with Government Guidance on social distancing/ class setup. Interventions are most likely to take place within the class bubble, with no interventions as a mixed group of children. Sensory circuits will be replaced by Sensory Diet in the classroom and 1:1 in the nest/ outside area near the nest. Parents have been sent information about the Zones of Regulation App which can be accessed at home. Parents have also been sent Social Stories and Well-Being information at home. There have been regular phone calls with teachers, SENCO and Pastoral Support.

Parent support

The SENCo and/ or Teachers normally meet with parents and pupils with SEND at the end of each long term to review their provision as part of the Assess, Plan, Review cycle. The discussion at this meeting centres on the progress the child has made during the term towards the personalised outcomes on their Individual Personalised Plan. Communication has been difficult this academic year because face to face meetings have not been permitted since Spring. Teachers and SENCO have been in contact with parents via telephone and the evaluated Individual Personalised Plan will be emailed to parents in Summer Term 2.

Vulnerable Groups Transition to Secondary School

There have been no face to face meetings/ transition days for children moving to different schools because of the Coronavirus Outbreak. All information has been passed to a child's new school and all relevant paperwork will be sent forward, including all individual personalised plans. Miss Worrall has however attended a Zoom Meeting for one EHCP pupil. Miss Worrall has been in contact with Hadlow College who have requested information about two children.

Training and Professional Development

Training in 2019-2020	Uses in the school and impact
September 2019: SEND staff meeting – Code of Practice	All staff are now more fully aware of how to identify and support pupils with SEND under the new code of practice. Staff realise that children who go on the SEN register need to have a whole ‘package’ of intervention to support their learning. This training will be repeated September 2020 as a reminder.
Maths	Training for maths is ongoing. TAs have attended training sessions on using the bar model as a visual representation to help some children with problem solving. New teachers receive introductory training to our Maths scheme and MNP set a representative to train teachers as part of an INSET day. We have also conducted online CPD with MNP during the covid crisis where teachers were reminded of the whole approach and how best to help children who may find some areas of maths a struggle
Memory Training	Ways to support specific children who struggle with memory - key the overlearning of key skills/ knowledge.
Clicker 7	Clicker 7 training at Ashford with the CAT Team which was then cascaded to staff. We now have Clicker 7 on all the Chrome Books. Come September we need to have a big push on using Chrome for all children - a refresher training session is required (perhaps with the children).
Phonics Training with Literacy Lead	Standard Phonics Training for new member of staff with Mrs Fenton.
Colourful Semantics Training	2 staff attended this at the Speech and Language Department. SENCO has now started to cascade this out to all classes.
SENCO - Provision maps training Teachers	Recap on Provision Maps and setting smart achievable targets.
Weekly TA meetings covering: <ul style="list-style-type: none"> ● Clicker 7 ● Behaviour Policy ● Precision Teaching ● Pre-Teaching Reading and 1:1 ● Benchmarking for reading (Wed) ● Spelling ● Colourful Semantics was going to happen but was postponed 	Hopefully there will be more training opportunities come September once we are all able to meet again. Specifically ASC training, Sensory Training, Colourful Semantics Recap.
<i>Zones of Regulation</i>	<i>Webinars during Lockdown attended by a variety of school staff.</i>
<i>Supporting ASC children in the classroom</i>	
<i>Understanding Sensory Processing</i>	
<i>How to use visuals to support learning</i>	

<i>in the classroom</i>	
<i>Understand the Biological Underpinnings of Autism and ADHD</i>	
<i>Lego Therapy</i>	
<i>Understanding Autism and Anxiety</i>	
<i>Are you ready for the removal of P-Levels Webinar?</i>	
<i>Autism and Anxiety</i>	
<i>Sensory Circuits</i>	
Current SENCO	Starts NASENCO Award in September 2020 with Real Training

Commentary:

Why is the % of SEN in year 1 so much lower than other year groups? We try to get a clearer picture of the individual needs of each child before putting them on the SEN register. Do they need an individual personalised plan and a full package of interventions/ strategies? Sometimes they need first quality teaching practise. At infant age the majority of children on the SEN register are children with Speech and Language Difficulties.

Over % of children in years 3-6 are SEN, how does this compare to national? Do we get extra funding? Do we need to review any whole school practice as a result? Historically children were put on the SEN register quite readily (before the new Code of Practice). Many Junior age children on the SEN register have come from other schools. They account for 25% percent of children on our SEN register in KS2. At Junior School age the majority of children are on the SEN register for Moderate Learning Difficulties, this also true of our school. At East Peckham we have a high percentage of children on the ASC pathway and ASC diagnosis.

There are no SEN in year 2 but this class has high need when teaching, why is this? Although there are some challenging children who have diagnosis they do not meet the criteria to go on the SEN register. They require strategies in class rather than a package of personalised intervention. Some children in this class have come on and off the register. The new teacher has identified 2 children who may need to go on the register for possible Dyslexia but we will need to do some assessments.

There is a high percentage of ASC and ASC pathway - does this affect whole school practice and/or policy? We have introduced sensory diet activities for all children and teachers can do these activities throughout the school day. We have sensory circuits in the morning for 3 pupils but this is in jeopardy because of September and class bubbles. Classes are now going to run their own social skills interventions. We would like to start Lego Therapy but depends on receiving the resources before September 2020 and government guidance about sharing toys. We use visual timetables across the school. We already run Time to Talk and Socially Speaking Groups. All classes will have identical visual timetables for September; including hand washing cards to promote hygiene and increased signage across the school. One pupil will require an individual timetable/ now and next board and independent activity packs and workstation. Lots of staff have had Autism Training historically and also have many years experience of working with children with ASC but the training needs to be consolidated. We are also going to introduce Zones of Regulation and buy the Zones of Regulation book which includes a wealth of activities to support children with high levels of anxiety. These activities can be used 1:1 or in a group setting.

Policies

SEND Policy 2020

Medical Needs Policy 2020

Pupil Premium Policy 2020

Intimate Care Policy 2020

Accessibility Action Plan 2020