

Report on Special Educational Needs at St. Paul's C of E Junior School November 2016

SEN register

We currently have 48 children on our SEN register. Although for CENSUS purposes we have 31 children on our SEN register as we only report on children who have statements or EHC plans or who are at SEN support.

The breakdown by cohort is as follows;

Year Group	Statements/EHC plans	SEN Support	Class Action	Total
Year 3	2	9	5	16
Year 4	0	5	4	9
Year 5	1	7	5	13
Year 6	2	5	3	10
TOTAL	5	26	17	48

Breakdown of need

Type of Need	Number of Pupils
Autistic Spectrum Disorder (ASD)	12 (5 Diagnosed, 6 on waiting list)
Attention Deficit Hyperactivity Disorder (ADHD/ADD)	3 (3 Diagnosed)
Hearing Impairment (HI)	1
Moderate Learning Difficulty (MLD)	1
Specific Learning Difficulty (SPLD)	10
Speech, language and communication needs (SLCN)	10
Social, Emotional and mental Health (SEMH)	2
Medical	4
Physical Difficulty	1

Year 3 pupils September 2016

There were 6 children from Walter Infants who came on an additional transition visit because they were considered anxious or vulnerable.

All parents of year 3 children with additional needs were invited to a meeting on 20th September, where I discussed our inclusive practice at St. Paul's and how we meet children's needs particularly with reference to the SEN changes that came into force in September 2014.

Current Interventions

Programme	Comments
Bright Start Club	Bright Start Club runs every morning from 8.20 to 8.40. It is a series of activities which make connections between both the left and right side of the brain, to prepare them for learning. This is done through a series of physical and mental activities and is run by Mrs Holt, SEN Assistant. Any recommendations made by an Occupational Therapist for individual children are incorporated into the exercises. Mrs Holt has attended a 3 day training programme run by Occupational Therapists.
Speech and Language	Children receive differing amounts of support depending on their needs in 1:1 sessions and on-going as part of the curriculum. The LM delivers a programme that is both written and reviewed by a Speech and Language Therapist.
Specialist literacy delays teacher	This intervention consists of very small group work based around the learning and re-learning of sounds to aid phonological awareness, reading and spelling.
Social Skills	There are currently 2 social skills groups run by LMs on a 1:1 basis. These groups are arranged on a needs basis and are set up to meet the needs of a focus child with other children joining the group if they will benefit from the particular skills being taught/reinforced. These groups are designed to run for 6 to 8 weeks.
Precision Teaching	Precision teaching is an individual intervention designed to teach, monitor and evaluate learning in a specific area. It is delivered 1:1 for 10 minutes a day. It is mainly used to develop fluency in a specific area of literacy which a child finds difficult, however we are also trialling its use to support difficulties with basic maths concepts.

Phonics Literacy Support	This is a literacy intervention based on spelling, reading and phonological awareness. The duration of the intervention varies from child to child. We measure individual progress using GRT reading test & SWST spelling test. When a child improves to within the 'average' range of a standardised score of 90+, support ceases. This intervention is delivered by an LM trained in 'Tracks Literacy' for one hour per week and then the spellings are followed up by a classroom assistant 3 or 4 times a week.
Occupational Therapy	In addition to brain gym children receive differing amounts of support depending on their needs. This is mainly delivered on a 1:1 basis. The LM puts together an appropriate programme to address either fine or gross motor skills difficulties.
Touch Typing	Children work with an LM three times a week for 15 minutes following a touch typing programme.
Specialist Literacy Programme	Jane King-Harris from Learning Support Services (LSS) has been asked to come in to assess individual children and she then writes a bespoke programme for a teaching assistant to deliver to the child on a daily basis. LSS will then monitor the programme on a regular basis.

Firstclass@number2	<p>A teaching assistant, Elaine James, has been trained to deliver 1stClass@Number2 to a group of 4 children as a supplement to their daily maths lesson. Children have 30 lessons in about ten weeks, organised into 5 topics:</p> <p>All about number, exploring place value, addition and subtraction 1, addition and subtraction 2 and towards multiplication and division.</p>
Success@arithmetic	<p>A specially trained teacher makes a detailed initial assessment of each learner's needs and plans an appropriate pathway to develop factual, procedural and conceptual knowledge.</p> <p>A trained teaching assistant, Stella Wiles and Ruth Carless will deliver up to 24 sessions, adapted from detailed plans according to the learner's needs and progress. The sessions emphasise both mental calculation strategies and written methods and the teaching assistant helps learners to think</p>

	and talk about their calculation strategies and written methods.
Plus 1	Plus 1 is a coaching manual which allows a teaching assistant to deliver individual support. The book teaches all the building blocks of numbers, and begins to develop skills with mental calculations. The book covers basic number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10, and introducing doubling and halving. It is delivered on a 1:1 basis in 5-10 minute sessions 4 or 5 times a week.
Power of 2	The book is a coaching manual which allows a teaching assistant to deliver individual support. Power of 2 is essentially about putting in place the building blocks of number and developing skills with mental calculations. Power of 2 begins with teaching number bonds to 10, and then moves on to introducing doubling, halving, addition and subtraction, rounding numbers, multiplying and dividing. It then introduces fractions and looks at worded problems and time. It is delivered on a 1:1 basis in 5-10 minute sessions 4 or 5 times a week.
Talking Partners	The Talking Partners material targets listening and speaking skills. The programme is run by Mrs Tracy Holt a trained Talking Partners mentor. Each group will have four pupils and they will meet three times a week for a 30 minute session over a 10 week period.

Monitoring Impact of 1stclass@number2 (2015 - 2016)

November 2015 - April 2016

Pupil:	Baseline Assessment (Sandwell Numeracy test) Maths Age	End of Intervention Assessment (Sandwell Numeracy test)) Maths Age
Child A	7yr 11mth (actual age 8yr 8mth)	9yr 2mth (actual age 9yr 2mth)
Child B	8yr 0mth (actual age 8yr 11mth)	8yr 7mth (actual age 9yr 4mth)
Child C	7yr 2mth (actual age 8yr 7mth)	9yr 2mth (actual age 9yr 1mth)
Child D	6yr 4mth (actual age 8yr 4mth)	5yr 9mth* (actual age 8yr 10mth)

May 2016 - October 2016

Pupil:	Baseline Assessment (Sandwell Numeracy test) Maths Age	End of Intervention Assessment (Sandwell Numeracy test)) Maths Age
Child A	7yr 3mth (actual age 9yr 4mth)	8yr 2mth (actual age 9yr 10mth)
Child B	8yr 7mth (actual age 9yr 5mth)	9yr 2mth (actual age 9yr 11mth)
Child C	7yr 3mth (actual age 9yr 0mth)	7yr 7mth* (actual age 9yr 9mth)
Child D	7yr 8mth (actual age 9yr 11mth)	9yr 3mth (actual age 10yr 7mth)

Monitoring of Impact of Success@arithmetic

Autumn Term 2015

(Progress in Maths 9 test)

Pupil:	Base line Assessment (Raw score)	Baseline Assessment Level	Post Intervention Assessment (Raw score)	Post Intervention Assessment Level
Child A	17	2a	25	High 3c
Child B	13	2a	24	High 3c
Child C	16	2a	20	Secure 3c

Spring Term 2016

Pupil:	Base line Assessment (Raw score)	Baseline Assessment Level	Post Intervention Assessment (Raw score)	Post Intervention Assessment Level
Child A	25	3c	27	3b
Child B	21	3c	31	3b
Child C	24	3c	29	3b

Summer Term 2016

Pupil:	Base line Assessment (Raw score)	Baseline Assessment Level	Post Intervention Assessment (Raw score)	Post Intervention Assessment Level
Child A	21	3c	26	3b
Child B	17	3c	26	3b
Child C	16	3c	27	3b

Monitoring Impact of Phonics Literacy Support (2015 - 2016)

Autumn Term 2015

Pupil:	Base line Assessment (Raw score)	Post Intervention Assessment (Raw score)
Child A	58/81	79/81
Child B	16/50	22/50
Child C	36/50	41/50
Child D	24/50	47/50
Child E	47/80	68/80
Child F	42/80	77/80
Child G	59/80	77/80
Child H	49/80	74/80

Spring Term 2016

Pupil:	Base line Assessment (Raw score)	Post Intervention Assessment (Raw score)
Child A	39/68	59/68
Child B	53/68	64//68
Child C	43/68	66/68
Child D	40/50	48/50
Child E	40/50	45/50
Child F	36/50	45/50
Child G	28/50	40/50

Intervention Monitoring Form

Pupil's Name:

Area of concern:

Name of intervention:

Start date and frequency:

Delivered by:

Assessment Method:

Focus and expected outcome:

Dates	Topic	Attendance	Comments

Entry Data	
Exit Data	

Comments from Class teacher about transferability to classroom/wider learning context

Next Steps

Progress

Progress for children with special educational needs is monitored closely through the tracking of their progress against targets on their IEPs, in addition to the tracking and monitoring which takes place for all children without SEN.

Progress in Y3

	Reading ARE %				Writing ARE %					Maths ARE %		
Group	2016 (ARE+ End of Y2)	2016 National	2016- 2017 Baseline ARE+	2016- 17 (End of Y3)	2015 (2B+ End of Y2)	2015 National	2015 Baseline ARE+	2015- 16 (End of Y3)	2015 (2B+ End of Y2)	2015 Nation al	2015 Baseline ARE+	2015- 16 (End of Y3)
All	73	74			59	65			77	73		
Boys	72	70			53	59			75	72		
Girls	73	78			65	73			79	74		
PPG	22				22				22			
Non-PPG	78	78			63	70			83	77		
EAL	71				62				76			
Not EAL	74				58				77			
No SEN	79	82			66	73			85	80		
SEN	22				0				11			

Reading - SEN pupils are on track to meet progress expectations.

Writing - The proportion of EAL and SEN children at ARE has increased significantly since KS1. Both groups remain on track to achieve positive progress scores.

Maths - Increasing the proportion of SEN children at ARE remains a development area.

Progress in Y4

Group	Reading ARE %				Writing ARE %				Maths ARE %			
	2015 (2B+ End of Y2)	2015 National	2015 Baseline ARE+	2015-16 (End of Y3)	2015 (2B+ End of Y2)	2015 National	2015 Baseli ne ARE+	2015-16 (End of Y3)	2015 (2B+ End of Y2)	2015 National	2015 Baseline ARE+	2015- 16 (End of Y3)
All	85	82	83	84	73	72	73	81	94	82	84	81
Boys	86	78	83	83	64	65	66	78	96	80	83	79
Girls	85	86	84	87	85	80	84	87	92	83	87	84
PPG	43	72	50	60	43	59	50	60	86	71	60	60
Non-PPG	89	86	87	87	76	77	76	84	95	85	87	84
EAL	100	78	91	83	100	69	91	83	100	79	91	83
Not EAL	84	83	83	85	71	73	71	81	94	83	84	81
No SEN	88	90	86	86	77	81	76	84	95	89	86	83
SEN	40	44	40	50	0	27	20	25	80	45	60	50

Reading - SEN pupils are on track to meet progress expectations.

Writing - SEN children have also started to make accelerated rates of progress and are now catching up with their peers;

Maths - The PPG proportion at ARE also remains in line with baseline data. There will be a particular emphasis on increasing the proportion at ARE further this academic year, particularly those with SEN.

Progress in year 5

	Reading ARE %				Writing ARE %				Maths ARE %			
Group	2014 (2B+ End of Y2)	2014 National	2014 Baseline ARE+	2015-16 (End of Y4)	2014 (2B+ End of Y2)	2014 National	2014 Baseline ARE+	2015-16 (End of Y4)	2014 (2B+ End of Y2)	2014 National	2014 Baseline ARE+	2015-16 (End of Y4)
All	84	81	76	78	71	70	68	70	90	80	82	82
Boys	80	77	72	68	64	62	56	60	87	78	77	79
Girls	89	85	80	88	77	77	76	80	93	82	88	86
PPG	100	69	70	80	86	55	60	70	86	68	80	70
Non-PPG	83	85	78	78	70	75	67	70	90	84	83	84
EAL	89	82	67	94	56	66	55	81	89	76	67	94
Not EAL	84	76	77	75	73	71	71	68	90	81	87	80
No SEN	92	90	81	84	78	80	71	75	94	88	85	87
SEN	20	43	28	22	10	26	28	22	60	44	42	33

Reading - SEN pupils are on track to meet progress expectations.

Writing - The proportion of EAL and SEN children at ARE has increased significantly since KS1. Both groups remain on track to achieve positive progress scores.

Maths - Increasing the proportion of SEN children at ARE remains a development area.

Progress in year 6

	Reading ARE %				Writing ARE %				Maths ARE %			
Group	2013 (2B+ End of Y2)	2013 National	2013 Baseline ARE	2015- 16 (End of Y5)	2013 (2B+ End of Y2)	2013 National	2013 Baseline ARE	2015- 16 (End of Y5)	2013 (2B+ End of Y2)	2013 National	2013 Baseline ARE	2015- 16 (End of Y5)
All	90	79	77	86	82	67	78	82	97	78	90	87
Boys	90	74	70	80	71	60	67	67	98	76	89	76
Girls	90	83	84	92	92	75	86	96	96	80	90	98
PPG	100	67	60	80	75	52	40	60	100	66	80	60
Non-PPG	90	83	78	87	83	73	80	83	97	82	90	89
EAL	82	75	74	82	64	64	58	88	100	74	74	94
Not EAL	94	80	78	87	87	68	83	81	99	79	94	86
No SEN	92	89	85	90	86	78	81	86	98	87	89	91
SEN	50	40	43	43	0	23	14	29	75	42	43	43

Reading - SEN is above the 2016 school average (20%) and local authority average (32%)

Writing - SEN children have made good progress in KS2 and the proportion meeting ARE in 2017 are likely to exceed the school and local authority average.

Maths - Increasing the proportion of PPG pupils at ARE+ (particularly those with SEN) is a focus area.

Staff training

We continue to give appropriate training for all teachers and our support staff to meet the needs of our children.

Two Learning Mentors are applying to become Higher Level Teaching Assistants (HLTAs) this academic year (2016 - 2017).

Two Learning Mentors are attending Nurture Assistants Training (Autumn Term 2016 6 x 1 day sessions).

Two Learning Mentors attended Makaton training (Summer Term 2 x 1 day).

One Learning Mentor will be attending 'Attention Wokingham' (Spring Term 2017 2 x 1 day).

SEN policy

This is about to be reviewed and updated.

Additional Funding 2015 - 2016

Exceptional Needs Funding - Three cases were taken to Cluster Moderation for additional funding and all three were successful.

EHC applications - Three applications for Education, Health and Care (EHC) assessments were submitted and all three were successful.