

## SEND ANNUAL REPORT TO GOVERNORS July 2018

Thameside Primary School is an inclusive school and we act to ensure all pupils have equal access to the curriculum and the opportunity to participate in visits/trips, clubs and other school activities.

### Key Staff

Special Educational Needs Co-ordinator (SENCo): Annette Polley

Special Educational Needs (SEND) Governor: Sharron Jenkinson

New TAs 2015- 2016 – 5 new 1 supply      TAs left 2015- 2016 – 3

New TAs 2016- 2017 – 5                              TAs left 2016- 2017 – 0

New TAs 2017- 2018 –1      2 supply      TAs left 2017- 2018 – 2

### Policies

All policies include reference to Equality and Special Educational Needs. The Special Educational Needs Policy was updated in Oct 2017 in line with the VAT policy and includes the SEND Reforms under Section 21 of the Children and Families Act 2014. Special educational provision means provision that is **additional to or otherwise different** from that which is made generally for pupils of the same age (Education Act 1996). You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### Number of pupils with SEND identified on the SEND Register

Currently at the end of the 2017-2018 school year there are 71 children on the SEND register. Three have EHCP and two are receiving Additional Funding. This is an increase from Feb 2017, when there were 62 children on the register. Two more EHCPs and one Additional Funding is in the process of being applied for. Now 33% of the school are on the SEND register. There are 37 boys and 33 girls on the SEND register. Four children are or will be investigating a special school placement.

The increase can be related to the number of children who are joining our school with SEND has increased (21%). Nineteen new children started this year, 21% have SEND needs, 58% EAL and 21% non-SEND or EAL. Ten pupils who started before 2017-2018 have been identified as having SEND needs. The SEND descriptors are continuing to be used as one of the initial indicators and teachers have received more guidance and structure how to use them. In the rigorous assessment procedures and tracking for each class children are being identified in pupil review meetings. Those who are not making sufficient progress, when their needs were analysed have led to them being identified as having SEND. This process continues from 2016-2017. The SENCo is working in Nursery and is working with professionals such as Speech and Language to identify children as they enter the school. This has a mixed response from parents. Two out of the three children are deferring their school entry to provide extra time for their children's language to increase. To identify progress and particular needs of children the SENCo, class teachers and teaching assistants have been assessing children with SEND using whole school assessments which provide a standardised score in reading and maths as well as a maths and reading age. These PUMA and PIRA tests are aimed at year groups but in September in agreement with the Head, SENCo and class teacher discuss which high level SEND children take assessments out of their year group. These are tracked to ensure each year to ensure the gaps are covered. When Bromcom is up and running in 2018-2019 children will have a points score related to the age group they are working on and its objectives. This will be tracked throughout the year to identify progress and new children.

	C & L		C & I		P & S			SEMH	Co- Morbid (more than one need)
	MLD	SPLD	SCLN	ASD	HI	VI	PD		
<b>SEND Support</b>	35	1	8	3		1		7	11
<b>Additional Funding</b>									2
<b>Statement/EHCP</b>				2					1
<b>Total</b>	35	1	8	5		1		7	14

Categories of Need: MLD- Moderate learning difficulty; SPLD- Specific learning difficulty; SCLN- Speech, language and communication needs; ASD- Autistic Spectrum Disorder; PD- Physical difficulties: VI- Visual Impairment, HI- Hearing impairment, SEMH- Social, Emotional and Mental health.

**Progress of pupils with SEND 2017/2018**

	<b><u>Maths- PUMA- T2-T4</u></b>	<b><u>Reading- PIRA – T2-4</u></b>	<b><u>Maths- PUMA- T2-T4 – T6</u></b>	<b><u>Reading- PIRA – T2-4- T6</u></b>	
<b><u>Year 1</u></b>	<p><b><u>7 children</u></b></p> <p>Expected/ Good progress- 57%</p> <p>Less than Expected- 29%</p> <p>New child (SEND )- 14%</p>	<p><b><u>7 children</u></b></p> <p>Expected/ Good progress- 14%</p> <p>Less than Expected- 72%</p> <p>New child (SEND )- 14%</p>	<p><b><u>7 children</u></b></p> <p>Expected/ Good progress- 86%</p> <p>Less than Expected- 14%</p>	<p><b><u>7 children</u></b></p> <p>Expected/ Good progress- 83%</p> <p>Less than Expected- 17%</p> <p>One child not appropriate for testing</p>	
<b><u>Year 2</u></b>	<p><b><u>2 children</u></b></p> <p>Expected/ Good progress- 0%</p> <p>Less than Expected- 100%</p>	<p><b><u>2 children</u></b></p> <p>Expected/ Good progress- 0%</p> <p>Less than Expected- 100%</p>	<p><b><u>2 children</u></b></p> <p>Expected/ Good progress- 100%</p> <p>Less than Expected- 100%</p>	<p><b><u>2 children</u></b></p> <p>Expected/ Good progress- 50%</p> <p>Less than Expected- 50%</p>	
<b><u>Year 3</u></b>	<p><b><u>12 children</u></b></p> <p>Expected/ Good progress- 50%</p> <p>Less than Expected- 32%</p> <p>New child (SEND )- 9%</p> <p>Not appropriate for testing- 9%</p>	<p><b><u>11 children</u></b></p> <p>Expected/ Good progress- 27%</p> <p>Less than Expected- 46%</p> <p>New child (SEND )- 9%</p> <p>Not appropriate for testing- 18%</p>	<p><b><u>11 children ( 1 not tested)</u></b></p> <p>Expected/ Good progress- 72%</p> <p>Less than Expected- 18%</p>	<p><b><u>8 children (1 absent, 2 not tested)</u></b></p> <p>Expected/ Good progress- 63%</p> <p>Less than Expected- 37%</p>	
<b><u>Year 4</u></b>	<p><b><u>12 children</u></b></p> <p>Expected/ Good progress- 67%</p> <p>Less than Expected- 17%</p> <p>New child (SEND )- 8%</p> <p>Absent- 8%</p>	<p><b><u>9 children</u></b></p> <p>Expected/ Good progress- 78%</p> <p>Less than Expected- 11%</p> <p>Absent- 11%</p>	<p><b><u>12 children</u></b></p> <p>Expected/ Good progress- 92%</p> <p>Less than Expected- 8%</p>	<p><b><u>9 children</u></b></p> <p>Expected/ Good progress- 89%</p> <p>Less than Expected- 11%</p>	
<b><u>Year 5</u></b>	<p><b><u>6 children</u></b></p> <p>Expected/ Good progress- 67%</p>	<p><b><u>6 children</u></b></p> <p>Expected/ Good progress- 67%</p>	<p><b><u>6 children</u></b></p> <p>Expected/ Good progress- 100%</p>	<p><b><u>6 children</u></b></p> <p>Expected/ Good progress- 100%</p>	

	<b>Less than Expected- 33%</b>	<b>Less than Expected- 33%</b>			
<b><u>Year 6</u></b>	<b><u>16 children</u></b>	<b><u>15 children</u></b>	<b><u>16 children</u></b>	<b><u>15 children</u></b>	
	<b>Expected/ Good progress- 100%</b>	<b>Expected/ Good progress- 80%</b>	<b>Expected/ Good progress- 100%</b>	<b>Expected/ Good progress- 100%</b>	
<b><u>SATS testin</u></b>	<b>Less than Expected- 0%</b>	<b>Less than Expected- 20%</b>	<b>Less than Expected- 0%</b>	<b>Less than Expected- 0%</b>	
<b><u>g-</u></b>					
<b><u>NOT PUMA /PIRA</u></b>					

Expected progress is scoring the same, one or two more or less on the PUMA and PIRA standardised scores. Good progress is making more than two points progress on standardised score. Less progress is a decrease of more than two points. Using Term 2 and Term 4 data the whole school SEND progress is 76% expected or above progress in Maths and 63% in Reading. End percentages have increased in all years with all year 5 SEND children reaching expected or good progress The high level of progress in year 6 is due to interventions alongside increased adult input into teaching by highly skilled teachers. An area of focus is year 3 Reading. This will be monitored in year 4 to see if the cohort improves their level of progress.

### **Attendance and Exclusion**

Attendance is monitored regularly and absences are followed up daily by the school's office staff. Parents are involved the meetings, home visits, collecting children and contracts with the HSLWs to increase the attendance of children below 85%.

Current 2016-2017 whole school- 94.98%  
 Current SEND 2016-2017 attendance- 93.89%  
 Current 2017-2018 whole school- 95.97%  
 Current SEND 2017-2018 attendance- 94.16%

There is an upward trend of the attendance increasing. The gaps are beginning to slowly close which can be linked to the work the HSLWs do with families to encourage them to bring their children in to school. Teachers discussing attendance at parents evening and in reports, highlighting the impact on learning and discussions with children in assemblies.

There were no exclusions in the year 2015-2016 and 2016-2017. However, in the year 2017-2018 there have been an increase in exclusions from a small group of children who have received multiple exclusions and are all n the SEND register..

Since September 2017:

Number of exclusions	15 FTEs (48 days)  (4 children)	3 additional FTEs: 1 x 3 days; 2 x 1 day.  Two children remain on a reduced TT.
Number of reported bullying incidents	1	No additional incidents. SEN child was on the receiving end.
Number of racist incidents	3	One additional incident. Followed up with parents. ONE incident involved a SEN child as the victim and one incident was started by an SEN child.

Prevent	0	
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### **Budget Allocation**

The SEND D resources budget for 2017/2018 purchased the following:

- 5% of the SEND D budget goes to VAT for SEND D support- 12 days of SEND support and network meetings.
- Additional TA's for high level children- Supply due to the nature of the children and the unpredictableness of their timetables.
- One Eighty- Behavioural Support.
- TA's for full time pupils to provide interventions.
- Alongside the English budget a percentage has contributed the Lexia Reading package.
- 5 Point Ltd Behaviour support
- 5 days of Educational Psychologist time- shared with high level children, class observations (more children can be seen and the class teachers have strategies to support the whole class) and class teacher support.

### **External Agencies**

Close and effective links are made with a wide variety of Agencies to support parents/carers and the school in addressing children's needs. The following Agencies are involved in 2017-2018:

### **Children working with outside agencies**

<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
LACAT- 7 chn Educational Psychologist- 8 chn C and I- 7 chn Speech and Language- 10 chn	LACAT- 8 chn C and I – 5 chn- 3 more to be referred Educational Psychologist- 13 chn Speech and Language- 14 chn OT- 1 child	C and I/LACAT – 16 chn Educational Psychologist- 22 chn Speech and Language- 8 chn CAMHS/ CABS- 13 chn Community Paediatrics- 6 chn VI- 2 chn HI- 1 Child One Eighty- 1 child 5 Point Ltd- 2 chn

**Educational Psychologist:** As well as the EP coming in to school to observe high level children and certain classes to offer advice on strategies to improve learning, she has held drop in sessions for teachers with high levels of SEND in their classes to provide support and suggestions to help. This has had a positive impact on teaching and learning and strategies have been put in place to engage children. The reports are the foundation of the pupil profiles and the suggestions are followed by class teachers.

**Communication & Interaction Service:** This team has merged with the Language and Communication Team and there is one professional taking on both caseloads. These reports have highlighted areas that we have not focussed on and offered support, which can be translated to other pupils. The advice we receive is very beneficial but due to this merge, the high caseload for one professional and the increase of children needing support appointments are very hard to obtain with long waiting lists. In 2017- 2018, it was arranged formal reports would only be written up if needed for funding applications or high level cases. This allowed more time for the advisor to work with children and teachers and provide informal feedback. The C and I service provided at ASD case worker to work with one child and suggest strategies. Due to illness and the pupil being reluctant only 4 sessions were completed.

**Speech and Language Therapist (SALT):** We receive termly visits from the SALT who meets with the children on her caseload, they are all in KS1. Older children have been transferred to the Communication and Interaction team because only one service can lead and it was felt their communication needs were greater. However, they have been yet to be seen by C and I because of the waiting lists. There is an early year's speech therapist who provides termly updates on their targets. In Early years six children have requested early support. All were given a speech appointment, four were

told there were no concerns and the remaining children speech was not requested. Their regular visits are a huge benefit to the school and have a positive impact as she meets with the TA running the interventions and they adapt the support suggested to meet the different children's needs. Her advice is then incorporated into pupil profiles and their targets.

Community School Nurse – School Health: Has supported children involved with social services and with high level SEND. Provides sex and relationship lessons for Years 5&6. This impacted the families in particular as they had the confidence to share issues and they have followed the advice to make the changes.

Health Visitors: Support children under 5 involved with social services. One has visited Nursery to observe a child in the school environment. They have offered phone support for high level children we are concerned about.

Children's Services (Child Protection): Safeguarding LAC – 1; AfC – 1; CP – 5; CiN – 6; TAF – 3

Primary Care and Mental Health Services (PCAMHS/CAMHS): Thirteen children are under CAMHS. In 2017-2018 seven referrals have been made. None have had a diagnosis, three are ongoing cases due to lost paperwork and new doctors, two were SEND t back to school requesting school support them and the last two due to parent engagement have not been followed up.

Virtual School: Supporting 1 LAC child and offering advice and funding.

The HSLW supports parents by offering to attend appointments with them. This has been appreciated by parents and is useful for school as it enables us to find out about similarities and differences in behaviour at home and school.

### **Liaison with Secondary School Partners**

Strong links exist with Larkmead, John Mason and Fitzharry's Secondary Schools. Close liaison takes place to ensure accurate and efficient transfer of records and information to minimise the disruption of change for pupils transferring to the secondary sector. Separate transition arrangements and induction visits are arranged for SEND pupils where required. For pupils moving into the school that have an identified Special Educational Need, similar liaison meetings take place prior to entry, where possible, to ensure appropriate levels of support are in place.

### **Liaison with VAT Partners**

In 2017- 2018, Thameside received 12 days of VAT SEN support, supporting with access arrangements for SATs, learning walks, EHCP applications, assessments and Bromcom. Within the school year the SENCo is invited to attend three network meetings and support at NQT meetings and moderations.

### **SEND Provision**

Following the SEND Code of Conduct, the main intervention children receive is quality first teaching from their class teacher. This follows the school's pedagogy of the Thameside Twelve, which is list of the non-negotiables teachers need in their lessons. This includes differentiation in task and questioning and assessment for learning to identify any misconceptions the children may have. Alongside the inclusive quality first teaching there are environmental adjustments to support children's learning.

### **Environmental Adjustments**

Sitting plans to consider visual, hearing, mobility difficulties as well as children who seating position may need to be with positive role models or an adult.

Fiddle toys, textured cushions, ear defenders, visual aids, larger fonts all need to be considered for the children being able to learn.

### **TA Deployment**

Each class a class TA to support Maths, English, Reading and Phonics in the morning sessions. This will look like guided groups in the input, main and plenary part of the lesson and children being supported in the carpet sessions.

In the afternoon sessions, TA's are timetabled to have two sessions completing their class interventions, two afternoons working across the school to share their specialist expertise and one PPA cover afternoon. We currently have a TA for;

Communication and Interaction groups across the school  
Speech and Language across the school  
Lexia across key stage 2  
Phonics overlearning in key stage 1  
Individual children

The following interventions are running in the afternoon sessions in classrooms.

**Writing**- Target practice; writing over learning (Labels); handwriting; extra phonics and spelling groups.

**Reading** –Phonics overlearning; 1.1 readings, Looking and Thinking, Lexia and Lexia follow up.

**Maths** – Maths overlearning (Labels)

**Communication** –Check in time, Early Years Talk Boost and Talk Boost.

Interventions are being mapped on a provision map for each class with a TA timetable indicating when the intervention will happen and children if appropriate. The interventions are assessed termly using the PUMA and PIRA (if appropriate depending on events etc.) to measure impact, inform evaluations and plan for the future interventions.

Recent monitoring has indicated there is a direct correlation to the progress children with SEND make with the number of interventions they have received. Year 4 and year 6 made the most progress and these were the classes with the most additional support given. This will be something that will be monitored in September and shared regularly with staff.

### **Parent/Carer Involvement in the provision for pupils with SEND, Disabilities and/or Medical Needs**

Parents/Carers are actively encouraged to engage with school through opportunities to come into school, work alongside staff and pupils and attend open evenings/parent teacher consultations and attend parent workshops. All pupils contribute to reviews and share their comments. They discuss progress and targets with teachers, teaching assistants and the SEND CO as appropriate. SEND Pupil Profiles are written in child friendly vocabulary.

Parents/Carers are consulted through questionnaires and parents' information offered at parents evening including information about the Local Offer. In total zero information leaflets were taken in 2017-2018.

EHCPs are discussed with parents/carers and decisions made appropriate to individual pupils' needs. Despite arranging appointments and reminding parents, often these are not attended and have to be rescheduled.

Parents are supported by the HSLW and the SENCo to complete forms, referrals and funding applications as well as being supported to visit specialist provision and medical appointments. This has increased the positive relationships between school and home and has had the best impact on the opportunities available to the children. Parents of children with SEND have also been targeted by the HSLWs to improve their attendance.

In 2017-2018, there have been no complaints from parents regarding SEND provision.

### **Wider Engagement for SEND Pupils**

All children regardless of their needs are involved in the daily life at Thameside. All children take part in their key stage's production and their roles can be on stage as well as behind the scenes. Everyone has the opportunity to be a part of them with varying amounts of support e.g. support learning lines, adult support on the stage or short breaks from the stage.

With the VAT, eight children took part in a SEND D dance festival in Wantage and a further eight took part in a Bocce tournament against other schools. All were well attended and the children enjoyed being part of the days and being recognised for their skills. Adaptions are made at sports days to include all pupils either in participating or in the running of the days e.g. taking scores.

Clubs

### **Looked After Children (LAC)**

There is currently one child who will be leaving the school at the end of year 2017-2018. They have had three PEP s and all outcomes from these have been actioned. Funding has been received for career inspiration and for extra tuition.

### **2017-2018 aims**

- In line with the VAT, Thameside will be using a Bromcom system to track and monitor the End of Year Expectations for each child. This program will provide each individual the objectives they need to cover, even if they are out of year group. These objectives will identify what needs to be targeted in the label interventions. This will be used to SEND children to make targets and track progress. SEND Co to liaise with VAT support over training.
- From analysing the class provision maps and intervention registers it is apparent the classes which have made the most progress have regular interventions. SENCo to monitor termly the registers and progress using Bromcom. In September, the SENCo will redo the TA timetables to ensure there is class intervention time as well as other school responsibilities. Learning walks will take place to track the different jobs TAs are doing in the afternoon and TA's will complete records to show
- Monitor the consistency of Lexia usage across the school and the impact it is having. Use Lexia records and assessments alongside labels and TA registers to monitor usage and the number of follow up tasks. Lexia list of children to be reviewed September 2018. Lexia is to be reviewed by staff in July 2018 and SEND Co to follow up and actions
- Continue to provide Phonic interventions including labels and over learning to increase the KS1 Phonics scores.

Annette Polley

SENCo