



SEN Information Report 2018

This report provides the evaluation of the SEN Information report.

The Senco is: Mrs Sarah Symons

The SEN Governor is: Mrs Anna Webber.

The most recent SEN Governor visit to the school was on 14/07/18.

SEN Information

Date: Academic year 2017/2018

	Total SEN Support: (number and % of roll) National Average = 11.9% (Kent = 9.9%)	Total EHCP: (number and % of roll) National Average = 2.8% (Kent = 2.9%)
Total SEN	46 = 12%	10 = 2.6%

Year Group	SEN Support without HNF	SEN Support with HNF	SSEN / EHCP without HNF	SSEN / EHCP with HNF
Reception	3	0	0	1
Yr 1	8	1	0	1
Yr 2	6	0	0	1
Yr 3	7	1	1	1
Yr 4	6	0	1	1
Yr 5	6	1	0	1
Yr 6	3	2	2	0

Number of pupils	SLCN	SLCN and PP	MLD	MLD and PP	SEMH	SEMH and PP	ASD	ASD and PP	SPLD	SPLD and PP
Reception	1	2	1	0	0	0	0	0	0	0
Yr 1	1	0	0	2	0	0	2	0	3	2
Yr 2	1	1	0	1	1	1	0	1	0	2
Yr 3	0	1	0	1	0	1	1	1	2	2
Yr 4	0	2	0	0	0	2	1	0	2	2
Yr 5	0	1	0	0	3	2	0	0	2	0
Yr 6	0	1	0	0	1	4	1	2	0	0
Total	3	8	1	4	5	10	5	4	9	8

Attendance

Average attendance SEN/non SEN 2017/2018 = SEN = 93.36 and whole school = 93.36

Average attendance for complete terms 2016-17 to date:

%	Term1	Term 2	Term 3	Term 4	Term 5	Term 6	Whole Year
SEN	93.63	95.06	94.03	92.54	91.03	93.3	93.36
Whole School	95.73	95.37	95.4	94.5	95.61	94.69	95.1

Number of pupils on part-time timetable

%	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
SEN	0	1	2	2	1	0
Non- SEN	0	0	0	0	0	0

Pupil Premium information is available in a separate report on our school website.

Funding

We currently have 11 children with additional high needs funding. This is additional funding awarded annually per child, with the amount depending on the category and severity of need. This funding must be re-applied for each year. The first £6000 of any SEN pupil's entitlement is funded through the delegated school budget (element 2). At Briary Primary School we use the funding from SEN Notional Funding to provide the staffing and training to provide additional interventions to pupils within each class. The high needs funding is used for making additional provision to individually identified pupils.

Exam Concessions for KS2 SATs

14 pupils in Year 6 this year received exam concessions in their SATs. These concessions included having a reader to read questions (nb. A reader is not allowed in papers testing reading), transcript, scribe or additional time.

Vulnerable Children

We currently have 8 children on the Children in Care register. We have a further 24 children living with adults other than their birth parents. Pupil premium funding is used to support the emotional as well as academic progress of these pupils.

Vulnerable Groups Transition to Secondary School

A very comprehensive transition plan was drawn up this year to assist students who are on the SEN register, in their transition to Secondary School including transfer review meetings. Our pupils were transitioning to 12 different schools this year. The Well-Being Team has led this transition process, including additional visits prior to the whole year day, weekly 'transition groups' to discuss any concerns or worries and regular meetings with 'buddies' from the local High school. This has resulted in more informed SEN students, helping them to build their confidence about the change. Our transition programme has been adopted by the whole of the Coastal Alliance group of schools.

Attainment of Year 6 reading, writing and mathematics 2017/8

%	Reading	Writing	Maths	Combined	GPS
National	75	78	76	64	78
Briary	81	74	79	71	81
Difference	+6%	-4%	+3%	+7%	+3%
KS1 & EYFS	Reading	Writing	Maths	Phonics Y1	EYFS GLD
National	76	70	76	83	71
Briary	81	71	84	80	64
Difference	+5%	+1%	+8%	-3%	-5%

Whole class and Diagnostic Testing

As well as a baseline assessment on entry into school, all year R pupils are screened using Language Link to help identify pupils requiring additional support at the earliest opportunity. All of our pupils are tested for Reading, Comprehension and Spelling ages. This means that we have whole school literacy scores that are tracked on a year-by-year basis. Pupils who do not achieve progress over time are then targeted by our interventions. All of our year 5 pupils are tested for their Verbal, Non-Verbal and Quantitative Reasoning scores, providing a full picture of ability and potential. This baseline data is also very useful when students are referred to SEN for diagnostic testing. Children in KS2 are assessed on a termly basis and all children are monitored through our assessment programme, Classroom Monitor.

SEN Support in School

The new SEN Code of Practice requires schools to show a graduated approach to SEN support. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. As well as the use of Classroom Monitor to track the progress of pupils, class Provision Map record interventions for those pupils who need extra help to make more progress. This is in the form of a table showing those interventions that are available in each class, and the pupils currently receiving them. It also indicates the amount of time devoted to each one and the person who is delivering it. If the needs are complex and enduring, the level of planning for the

interventions will increase and a Personalised Plan will be used to show the Outcomes desired, the actions undertaken and a review of impact. Provision map discussions will involve a plan, assess, do and review cycle. These are discussed termly at the pupil progress meetings.

Whole school professional development training in SEN + Training for Individual Support

Training	Uses in the school
September 2016 --- Evaluation Practice for Middle leaders	Develop effective monitoring and Evaluation of progress
September 2016 --- Language Through Colour	Supporting children to understand the meaning of words and develop their reading and writing skills.
October 2016 ... AEN Update Briefing	For SENCo to keep up to date with policy changes.
October 2016 --- Schools Broadband Show	To support ICT facilities within school
October 2016 --- Self harm	Increase awareness of self-harm, and develop an understanding of the key issues faced by people who self-harm, and by the services that they come into contact with.
First Aid Training --- ongoing	
Video Enhanced Reflective Practise --- ongoing	Reflective practise around behaviours
Ongoing-Degrees, NVQ 3, NVQ 2	Professional qualifications-TAs
Closing the Gap Conference	Effective Strategies for Improving Progress and Attainment for Disadvantaged Pupils
EarlyBird Programme attendance by Teaching Assistants with parents	Supporting children with an ASD diagnosis
Revisiting the National Curriculum in Maths	Planning for challenge - creating learning sequences Mastery in action - lesson planning, use of TA in mastery lessons, balancing skills development with U&A Leading change - planning a staff meeting around key learning from course
VSK East Kent Multi-agency Conference	To develop a wider understanding of the needs of CIC and the agencies who support them locally or nationally. To reflect upon the needs of CIC in education and explore how appropriate responses to these needs can be deployed in your school. To raise issues across schools in localities and network with DTs from across East Kent.

September 2016 – Solihull Training	To increase emotional health and well-being through both practitioners and parents. It does this through resources and training across the child and family workforce.
October 2016 - Additional Educational Needs Update Briefing	Annual Review - update <ul style="list-style-type: none"> • High Needs Funding - update • Statutory Assessment – new process • SEN absence and SEN exclusions data • Measuring progress of SEN
October 2016 - Self-Harm - Introduction	Greater insight into the minds of young people who self-harm <ul style="list-style-type: none"> * Awareness of the various types of self-harm and their associated risks * Practical strategies to engage and support young people who self-harm * Confidence to support colleagues and parents/carers working with young people who self-harm * An overview of self-harm and overdose assessment and risk management including appropriate referral pathways * Information on treatment and care offered by CAMHS (Child Adolescent Mental Health Services)
November 2016 – WriteDance Training	Improve children’s handwriting and learn new ways to motivate and encourage children with their writing
November 2016 --- ASD Awareness Training (Whole School)	Supporting pupils with ASD
November 2016 --- Assault Cycle Training	
November 2016 --- De-escalation / SCIPr Training (Whole School)	Supporting pupils with coping strategies and a redirection to better behaviours
December 2016 – Clicker 7 Training – (Whole School)	To support children in developing their reading and writing skills. Single user licence to allow children to use on home computer.
December 2016 - Update Training for CiC Designated Teachers	To be aware of the current statutory guidance and best practice to support the education of children in care. To contribute to local development and best practice through networking with other Designated Teachers and Local Educational professionals. To raise issues across schools in localities. To receive targeted update and training based on your (Designated Teachers) needs.

January 2017 Additional Educational Needs Update Briefing	<ul style="list-style-type: none"> • Raise online interpretation and analysis • Making best use of Teaching Assistants • Rochford and future implications
January 2017 VIG (Video Interaction Guidance) ITC	<p>Video Interaction Guidance is an intervention through which a practitioner (Teachers, Teaching Assistants Social workers/children's professionals), uses video clips of authentic situations to enhance communication within relationships. It works by engaging clients actively in a process of change towards realizing their own hopes for a better future in their relationships with others who are important to them.</p> <p>This Initial Training Course enables practitioners to begin using Video Interaction Guidance with clients whilst being supervised by an accredited trained supervisor.</p>
January 2017 –Book Talk (Whole School)	
January 2017 – Communication in Print Training	Create symbol resources
January 2017 – Running Record Training (Teaching Assistants)	To gain insights into a child's reading and to assign children to the appropriate developmental level for their levelled reading sessions.
January 2017 Better Reading Partnership Refresher	<ul style="list-style-type: none"> •develops phonic and comprehension skills •promotes engagement with and enjoyment of reading •enables pupils to make rapid progress in reading •trains a teaching assistant or volunteer to support reading effectively •provides detailed evidence of progress and impact
February 2017 – Music & SEN	Engaging Pupils With SEN Through Music'
February 2018 – updates as required staff x	SCIPrUK PROACT
February 2017 – Cued Articulation	Support with mastering Phonics
March 2017 – Clever Hands Training (Teaching Assistants)	OT graded program to support development of manipulative skills
April 2017 – Tube Feeding Training	
May 2017 Epipen Training	
May 2017 Additional Educational Needs Update Briefing - SENCo	Update training on current issues
June 2017 Finding Solutions (TAs)	Solution focussed training provided by the Educational Psychologist
July 2017 – Dyscalculia training (2xTAs)	To deliver specific STLS Maths programme to pupils
July 2017 – Whole Word Training (2x TAs)	To deliver specific STLS reading programme to pupils
September 2017 – Teacher x1	Making Accurate and Productive Use of Assessment for NQTs
September 2017 – as required for care plan	Epipen Training
October 2017 -SENCo	Additional Educational Needs Update Briefing (AEN)

November 2017 – Teacher x1	The OCNWMR Level 3 Certificate in Forest School Programme Leadership
November 2017 – Teacher x3	Developing Effective Monitoring and Evaluation Practice for all Middle Leaders
November 2017 – Teacher x1	The Role of Governors in Ensuring Gender Variant Children and Trans* Young People are Supported
November 2017 – Teacher x1	Launch of the new Agreed Religious Education Syllabus for Kent Schools
November 2017 – Teacher x1	End of Key Stage 1 Statutory Assessment Arrangements
November 2017 – DSL x1	Designated Safeguarding Lead Person Refresher (DSLRL)
November 2017 – DSL x1	Safeguarding Conference for Designated Safeguarding Leads in Schools
November – Teacher x1	Leading Learning for More Able Learners
November 2017 – Teaching Assistants	Upskilling & BRP Workahop
November 2017 - staff updates as required	Child Protection Training
February 2018 – Behaviour Mentor & SENCo	Using the Solihull Approach to Reduce Exclusions; New Ways of Working Project
January 2018 – Deputy Headteacher	Outstanding Leaders Design and Deliver Outstanding Curriculums - How Effective, Distinct and Relevant is your School's Broader Curriculum?
February 2018 - SENCo	Additional Educational Needs Update Briefing (AEN) Thanet (SSI SLA)
February 2018 – whole school	ADHD Training
March 2018 - DSL x1	Online Safety (e-Safety) for Designated Safeguarding Leads
March 2018 – Teacher x1	Getting it Right for the EYFS Profile (East)
March 2018 – as required for care plan	Epipen Training
March 2018 – Teaching assistants	Active Playtime Training
April 2018 – Teacher x1	Key Stage 1 Writing and Mathematics Workshop using the Teacher Assessment Framework
May 2018 - SENCo	Additional Educational Needs Update Briefing (AEN) Thanet (SSI SLA)
May 2018 – DSL x1	Safer Recruitment
May 2018 – whole school	ASD Training
May 2018 – staff updates as required	Child Protection Training
June 2018 – Teacher x1	Key Stage 2 District Moderation of Writing (Canterbury)
June 2018 – Teacher x1	EYFS Profile Moderation (Canterbury)
June 2018 – Teacher x1	Key Stage 1 District Moderation of Writing and Mathematics

Briary Primary School staff has had access to a significant amount of SEN training over the last few years, and we have a very well developed, professional team.

Analysis of interventions and SEN pupils' attainment and progress:

- Analysis of Classroom Monitor data for progress for those pupils with SEN shows that in mathematics 96% of pupils on the SEN register made at least expected progress, for reading this figure was 87% and for writing it was 76%.
- Analysis of provision maps reflects the benefits of precision teaching and BRP in particular, as well as in-class focus groups.
- Activities which develop fine and gross motor skills have shown positive results.

Priorities for improvement of the school's SEND provision for the next 12 months:

- Develop programmes for emotional and mental health and well-being.
- Develop staff use of personalised plans and parental involvement.
- Track non-academic progress of pupils with SEND.
- Develop the use of writing interventions in order to improve progress in this area.