

**BARHAM CE PRIMARY SCHOOL**  
**SEN and Vulnerable children Annual report 2018-19**

**SEN register (July 2019)**

Year Group	School Support	Statement/ EHCP
R	2	
1	1	
2	2	2
3	5	2
4	2	
5	3	
6		
Total On Roll	208	

\*National data for all schools in England based on 2019 figures.

The national trend for SEN support students is 14.9% of the school population\*. At Barham we have below this average at 9.13%.

3.1% of students nationally are in receipt of a statement or EHCP\*. At Barham this is currently 4 pupils, which is 1.9%.

Pupil premium information will be available in a separate report on our school website.

**Background information**

In 2013 the Children's and Families Bill became law and has reformed the systems for adoption, looked after children, family justice and young people with SEN, including those who are disabled, so that services consistently support the best outcomes for them. The Special Needs Code of Practice 2014 extended the SEN system from birth to 25, giving children and young people and their parents greater control and choice in decisions and ensuring needs are properly met. There is also statutory guidance for supporting pupils at school with medical conditions (September 2014).

**Key points**

- Replacing statements and learning difficulty assessments with a new Birth to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
- Improving cooperation between all the services that support children and their families.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support. Within the 'local offer' schools have to produce their own 'school offer' on their website.

**Funding**

We have 8 children with additional high needs funding.

### **Attendance of pupils with SEN**

Average attendance for pupils with SEN for 2018-19 was 92.44%, compared with 96.90% for those with no SEN. There was 1 pupil with SEN with persistent absence (under 85%), receiving part-time education, which was an improvement on the previous year. Some pupils with SEN have regular medical appointments requiring absence from school, some are absent more often with illness or are educated off site when their medical need prevents them being in school.

### **Exam concessions for KS2 SATS**

7 pupils in year 6 this year received exam concessions in their SATS. These concessions included additional time and supervised breaks. No children were disapplied from the tests.

### **Vulnerable children**

There were no children on the Children in Care register. Other vulnerable groups identified during the year were children with social and emotional difficulties, those in upper key stage 2 who achieved level 3 in Key Stage 1 SATS, girls in mathematics and pupils with social communication difficulties or autism.

### **Vulnerable groups transition to secondary school and other schools**

All secondary schools visited the school and spoke to pupils in year 6 and their teachers. There was liaison between the secondary school SENCOs and our SENCO. Children visited their secondary school for transition days. Additional transition visits were available for those who are vulnerable or have Special Educational Needs, but this provision was not needed this year.

Children starting the school in Reception were visited in their pre-school and Team Around the Child meetings held for a pupil with medical needs. The SENCO contacted schools when new pupils with SEN started and others left, and SEN is discussed. Transition visits took place for pupils transferring to local special schools, with special school staff visiting Barham, and teaching assistants attending visits to the receiving school with the children.

### **Review of interventions currently running at Barham CE Primary School**

Intervention	Focus	Implications for 2019-20
Inclusive classrooms	Clear labelling around the school, use of visual timetables, visual prompts and clear instructions	Maintain labelling and visual timetables. Use of visual prompts in pupil work books where needed eg Word Wizard.
One to one reading	Developing reading skills. Teaching assistants continue to use Better Reading Partnerships training skills gained previously.	Identification of pupils who will benefit most from additional reading (including time spent with volunteer readers).
Letters and Sounds	Differentiated through use of small groups in year 1 and year 2. Focus on alternative spelling and reading strategies	Continue to develop use of neuro-linguistic programming for teaching spelling with a whole word approach.

	for pupils who need a visual/memory based approach	
Small group literacy and maths booster support in year 6, 5 and 4	Catch up sessions to gap fill	HLTA to carry out short term booster groups across the school.
Speech and Language	Dissemination of ELKLAN training to all staff completed. Focus on intervention in Year R following Language and Speechlink screening. BLANKS intervention focussing on questioning at an appropriate level.	Whole school focus on vocabulary through knowledge organisers. Emphasis on teaching tier 1 and 2 words for children with speech and language difficulties.
Clever Hands	Improve fine motor skills for pupils in KS1	Ensure resources are kept fresh and update boxes.
Individualised learning programme	Tailored provision for pupils with EHCP and/or High Needs Funding with complex needs	Focus on developing independence wherever possible.
Fizzy	Motor control support for small groups	Focus in Year R class.
Toileting support	Promote independence and self-care skills	Focus on independence.
Social stories	Support for pupils who struggle with new situations or with behaviour difficulties	Continue to develop use of social stories for pupils as they change classes and anticipate unusual events.
Art group	Extended time for socialising and time to talk with specialised teacher	Continue this provision with a focus on vulnerable pupils with social, emotional and mental health difficulties.
Digit intervention/Dyscalculia Solution	Multi-sensory approach to teaching digits 0-9 for those with mathematics difficulties	Cascade this intervention to other pupils as required.
Picture Exchange Communication System	Communication system for non-verbal pupils	This is unlikely to be used this year as target pupil has left.
Physiotherapy	Strategies and exercises recommended by physiotherapist.	Incorporate activities into daily routine as much as possible.
Sensory Circuits	Alerting, organising and calming activities.	Set up a sensory circuit in school grounds with focus on pupils who struggle with settling.
Acceleread Accelewrite	Reading, spelling and typing programme with a focus on memory.	Use to build confidence for note taking and with spelling. Extend pilot in upper key stage 2 to other classes.
Touch typing	Strategy for pupils with reading and spelling difficulties.	Use alongside Clicker 7.

Clicker 7	Enhanced word processor to encourage independent writing for pupils with physical and sentence building difficulties.	Extend Clicker 7 to whole school site licence. Use alongside vocabulary focus to increase quality of work for key pupils.
Incredible 5 point scale	Social and emotional check in.	Focus for pupils with autism and those who struggle to manage change.

### **New interventions**

- Sensory Circuits
- Touch typing
- Accelerated Accelewrite
- Clicker 7

### **Progress of interventions**

Interventions are evaluated and amended throughout their duration. If they are not having an impact they are amended or stopped. Teaching Assistants are responsible for evaluating each session and the class teachers and SENCO monitor the impact over a longer period. Evaluations of interventions in 2018-19 showed children made good progress to achieving objectives set over the period of the intervention. In 2019-20 the intention is to run interventions over 6 week blocks, with short more regular sessions for most impact.

### **Progress of SEN**

The school recognises that although we strive to support all pupils in making as much progress as possible, in some cases, particularly where the level of need is high or complex, progress may be seen in smaller or more specific steps.

	Reading	Writing	Mathematics
% pupils with SEN making 'expected' progress from 2018-2019	57.9%	63.2%	68.4%

32% of those on the SEN register had either complex or specific difficulties resulting in their progressing at a slower rate than their peers. In all cases, where progress was below the expected rate, the school sought additional support in order to improve the rate of progress, for example involving educational psychologists, referring to LIFT for local advice, booster classes, referral to Speech and Language Therapy, use of High Needs Funding etc. All the children achieved significant goals during the year, although some are not easily measured with data. Examples of these goals included:

- I undress myself as much as I can and ask for help (jumpers and dresses).
- I am beginning to spell the first 10 high frequency words accurately in my writing.

- I can travel at least 2 feet to my communication book to ask for an item, which could be out of sight.
- I answer subject-related questions in simple sentences.
- I work independently for 5 minutes on a chosen activity from my busy box.
- I understand ways to manage my sensory difficulties eg using ear defenders.

### **Whole class and diagnostic testing**

We use PIRA and PUMA assessments to assess reading and mathematics skills from year 1. These tests are undertaken 3 times during the school year.

All our reception pupils are screened for language acquisition using 'Language Link' during the autumn terms, to help identify pupils requiring additional support at the earliest opportunity. 'Speechlink' is used to assess pupils' speech acquisition if there is cause for concern.

CAT tests are completed with pupils in year 5 in preparation for secondary transfer.

As with all other schools, pupils complete the Phonics Screening in Year 1 (repeated in Year 2 if they did not meet the required standard), and statutory assessments in Year 2 and Year 6.

The SENCO may screen pupils for dyslexia from Year 3 onwards if there are concerns, may carry out a visual stress screener and uses various other materials for screening difficulties with speech and language, reading, writing and mathematics. The Boxall Profile is used to assess and support provision for pupils with social, emotional and mental health difficulties.

### **SEN support in school**

The SEN code of practice requires schools to show a graduated approach to SEN support. The school uses an approach based on the waves of provision model:

Wave 1 – inclusive quality first teaching

Wave 2 – additional interventions to enable children to work at age related expectations or above

Wave 3 – additional highly personalised interventions

All children on the SEN register require a plan, which is expected to be reviewed 3 times a year with parents. There will be a slight change to this from September 2019. Pupils with an Education Health Care Plan or in receipt of High Needs Funding will continue to have a personalised plan, whilst others receiving School Support will have a new Record of Special Educational Needs Support, in line with Kent County Council recommendations.

### **EAL (English as an Additional Language)**

In state funded primary schools there are 21.2% of children who have English as an additional language (EAL), based on 2018 figures. EAL pupils do not necessarily have SEN, but will need support whilst they are learning the English language to a level in which they are fully able to access the curriculum. Currently in our school there are no pupils who are at the earliest stages of learning English, but some benefit from pre-teaching of vocabulary and support with comprehension and grammatical structure. Class teachers ensure this support is in place with support from the SENCO as needed.

### **Professional development training in SEN**

<b>Training</b>	<b>Uses in the school</b>
SENCO Cluster meetings 3x annually	Updates for SENCO in the latest developments nationally and locally, support with implantation of recommendations, advice with specific areas of need
AEN updates	Updates for SENCO on national and Kent policy and practice, support with EHCP paperwork
Speech and Language Therapy	Advice provided in delivering interventions and applying principles to whole class teaching situations (Year R TA, Year 2 TA, SENCO).
Occupational Therapy and Physiotherapy	Advice provided in delivering interventions (Year 2 TA, Year 3 TA, SENCO).
Dyslexia Level 2	Used by SENCO when carrying out screening with pupils and implementing strategies across the school.
ELKLAN	SENCO and trained TA disseminated speech and language to all teachers and teaching assistants through 5 training sessions. Used for strengthening quality first teaching for pupils with speech and language difficulties and to aid identification of need.
Makaton Training	Used to aid communication for pupil with language difficulties and as a means of communication for non-verbal pupil.
Sensory Circuits	Intervention to prepare pupils for an alert, organised and calm start to the school day (Year 1 TA, 1:1 TA, SENCO).
Clicker 7	Bespoke training with specialist teacher for 2 pupils with physical disabilities.
Essential Autism	Strategies for supporting pupils in school with autism (Year 3 teacher, Year 2 TA, Year 3 TA).

### **Parental involvement and support**

Parents and carers of pupils with SEN were invited to meet with the SENCO and/or class teacher on at least 3 occasions during the year for an SEN Review, in addition to normal parent consultation meetings. Annual reviews were held for all pupils with a statement or Education Health Care Plan. There were numerous additional meetings and telephone conversations with parents during the school year. Meetings were held to support the smooth transition into the school for new entrants. Parents are able to seek advice from 'Information, Advice and Support Kent'

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/kent-parent-partnership-service>

The school, as part of Kent County Council, is able to access services and support through the Local Offer, and aspects of this are discussed with parents and carers. The Local Offer can be viewed at [www.kent.gov.uk/localoffer](http://www.kent.gov.uk/localoffer)

All parents and carers are asked for feedback about the provision the school provides through a school survey.

### **Accessibility update**

Classrooms have been adapted to improve the accessibility of classrooms for pupils with a range of needs, such as visual impairment, dyslexia, physical disability and autism spectrum disorder. Classrooms have been reordered to provide quiet workspaces, increased circulation and reduced visual stress. The sensory area of the library has continued to be developed to provide a calming setting including lava lamps, a range of feely boxes with different textures and lights. The studio provides a quiet space for intervention groups. An enhanced cleaning regime is in place to cater for the needs of pupils with medical conditions.

### **Plans for the future**

The school plans to extend its provision of sensory circuits by investigating a range of options for a more permanent circuit pupils can access throughout the day. In 2019-20 interventions will be run on a 6 week cycle, applying the research recommendations that interventions have best impact if they are run little and often for a short period. There will be a focus on ensuring that the curriculum is accessible to pupils with all types of special educational need.

Michelle Anderson

SENCO

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