

Annual Report on the Implementation of the Special Educational Needs and Disability (SEND) Policy JULY 2019

Key Staff:

Headteacher – Ruth Austin

Deputy Headteacher and SENCo – Daniel Childs

Special Educational Needs and Disability (SEND) Governor – Steve Hughes

Policies

The SEND policy was reviewed in light of the Special Educational Needs and Disability Code of Practice [2014]. Following a change of staff, it was updated in the 2015-2016 academic year. This review has been carried out using guidance from the SEND Code of Practice (Jan 2015), the Equality Act 2010 and Part 3 of the Children and Families Act 2014 relating to school systems for responding to the needs of pupils with SEND.

Accessibility

Our school has an adopted accessibility plan. All areas of the school are accessible by wheelchair, with further adaptations to make our school increasingly accessible due to take place in 2019. Accessible toilet facilities are available by the main reception. If you have specific access queries or concerns please speak with us.

Pupils with SEND

A Special Educational Need is identified if a child:

- a) Has a significantly greater difficulty in learning than the majority of other the same age; or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

At Ryarsh Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Speech Link, Dyslexia screener, WRIT intelligence test and TAPS auditory processing test.
- Observation of the pupil indicates that they have additional needs

Once a child is identified as having a special education need, they will either be placed on the SEN support register or SEN concern register. This decision is made based on the level of support required for the child. Children placed on the SEN support register require much more support in order to be able to access the national curriculum. Kent County Council describe SEN support as:

"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting".

If a child needs further support than is available through special educational needs support, they may be placed on Education and Health and Care Plans (EHCP). As defined by the government, an education health and care plan is:

"for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs"

Current numbers of children on SEN support in the school

2018/2019	SEN Support	Statement of SEND / Education Health Care Plan	% of school
	6	2	4

School Provision

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

1. it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
2. the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

At Ryarsh Primary School, we pride ourselves on being an inclusive environment; welcoming children with a range of needs and disabilities. We attempt to use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Speech, language, communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

At Ryarsh Primary school, we have a strong community ethos and believe everyone plays a part in a child’s development and work alongside parents, children and other agencies to make sure we do everything we can to remove barriers to learning and enable every child to reach their full potential.

We strive to make sure our learning environments cater for all need types through outstanding teaching and informed methods that enable all children to succeed academically, socially, morally, emotionally and spiritually.

In order to ensure our everyday classroom practice is as inclusive as possible, we welcome suggestions and recommendations from outside agencies, with whom we work closely. We are also readily available to parents to discuss any concern is that they may have even before a child starts school. We run a range of interventions and support groups which are monitored to ensure they have are making an impact on a child’s learning and improving their level of progress.

Teachers will aim to adapt their teaching methods and differentiate classroom work in order that all children can make progress regardless of need. Where in few cases this is not sufficient, we would meet with parents and pupils three times a year to write, review and amend a child’s ‘personal provision plan’. A provision plan will detail the desired outcomes for each child as well outline the support put in place to help each child achieve these outcomes. These is very much a collaborate process and is often completed with school staff members and parents, well as others such as the individual child or external agencies – where appropriate.

Using a variety of approaches, we aim to deliver the best kind of provision for children with various types of SEN. These include:

- Dyslexia
- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication needs (developmental language disorder and developmental verbal dyspraxia).
- Moderate Learning difficulty (MLD)
- Hearing impairment
- Sensory processing needs
- Social, emotional and mental health needs
- ADHD

Attendance

Attendance of Pupils with SEN overall: 96.5% (95% in 2018)

Attendance of all pupils: 97%

Progress and attainment of pupils with SEND

Subject	Percentage of children with SEN reaching the expected standard in 2019	Percentage of children with SEN reaching the expected standard in 2018	Percentage of children with SEN reaching the expected standard in 2017
Reading	13% (13% greater depth)	13%	25%
Writing	13%	25%	25%
Mathematics	50%	0%	38%

It has been very pleasing to see the increase in the number of children reaching the expected level in mathematics. The number reaching the expected level in reading and writing remains low which is explained by the fact that 87% of children in the SEN support in our school have a significant difficulty with either reading or language. By definition, children with SEN are those which do not attain similar levels to their peers.

Progress (based on teacher assessments)

The table below shows average step progress per child (from children in year 1-6) with 5.8 steps being expected as a whole school average:

Subject	Average of children with SEN	Average of all children
Reading	4.7	5.8
Writing	4.8	5.9
Maths	4.7	5.8

Our progress table indicates that there appears to be a widening attainment gap between our children on the SEN support register and the rest of the children in the school. Next year, it will be extremely important to analyse these children in more detail during reviews of pupil progress and provision maps to ensure that the support put in place for these children allows them to make greater progress. As previously stated, it needs to be considered that each child's progress measure can have a significant impact on the average. With there being such a range in terms of progress made, we often look at individual cases to highlight what the progress data is indicating.

Interventions used by class teachers throughout the 2018-2019 academic year include:

Maths- Power of 2, Plus 1, every child counts, multiplication tables, calculations, number, exceeding in maths.

English- Word Wasp, toe by toe, toe by toe, daily reading, reading comprehension, pre-teaching, handwriting, lexia, phonics, Beanstalk,

Speech and Language- Speechlink, Talk Boost, Language Link, pre-teaching, Language for Learning, individually designed interventions by speech and language therapist, social skills, socially speaking, lego club,

Fine and Gross Motor: fine motor/handwriting, BEAM, clever/funky fingers, gross motor skills, elephant programme.

Other: sensory circuits, play therapy, meemo (working memory), working memory,

As well as the interventions listed above, we also provide other support for children such a bereavement support and emotional support through 'the listening ear' and emotional literacy sessions.

Evaluating provision for children with SEN

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes which include:

- classroom observation by the senior leadership team, the SENCo, external verifiers,
- ongoing assessment of progress made by pupils with SEND.
- quality of provision meetings in order to discuss data, planning, lesson observations and quality of work in the children's books.
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- whole school provision map

Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and the SENCo/Deputy Headteacher and Headteacher. Additional action to increase the rate of progress will be then identified and recorded. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Provision maps are also used to monitor the impact of the interventions used throughout the school. This enables us to constantly enter the cycle of assess, plan, do, review to ensure interventions are having a meaningful impact.

Individual provision plans and Education Health Care plans are also reviewed 3 x per year where provision is evaluated for the children on these plans.

Budget allocation

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

Our current SEN funding is £36,001 including:

I01: £ 13,774 (part of the formula budget, for the most part based on the number of children with low attainment prior to joining the school. This figure includes SEND top up money)

I03: £ 22,227 (additional funding based on the number of children with higher needs who receive a high level of adult support)

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through resources such as:

- Adult support aimed at increasing skills in specific area of weakness
- Out of class support including lunchtimes (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Provision of specialist resources or equipment based on the needs to individual children.
- Additional resources for existing programmes such as Toe by Toe and Power of 2.
- SEN training for specific staff
- Investment in the use of Clicker 7 software.
- Investment in the use of speech and language resources, especially social communication.

We currently have 2 pupils with Education, Health & Care Plans. These children receive support from dedicated Teaching Assistants on a one-to-one or small group basis as appropriate to their learning. Also, the school has invested in the services of a Speech and Language Therapist throughout the year in order to improve the quality of provision for the children identified.

External Agencies

If we continue to see a lack of progress despite a high level of support we can refer to outside agencies for more specialist support. These include speech therapists, occupational therapists, physiotherapists, specialist teachers, educational psychologists and paediatricians. Recommendations from outside agencies are then put in place by the school to help ensure children reach their full potential.

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's need. Agency involvement includes:

- Speech and Language Therapist (SALT)
- Specialist Teachers for: Hearing Impairment
- Kent School Health Service
- NHS Occupational Health Service
- NHS Speech and Language Service

Transition Arrangements

At Ryarsh Primary School, we work closely with all feeder nurseries and pre-schools to ensure a smooth transition into primary school. Our Early Years team visit many of the pre-school and nursery settings. Mr Childs is also available for meetings with parents prior to your child starting school to aid a smooth and well planned transition.

To ensure smooth transition for pupils with SEND, additional transfer arrangements are implemented during the summer terms. Children on the SEND register have the opportunity for visits to their new class setting. Pupil's needs are discussed by staff and documentation is shared to ensure resources and expertise is in place prior to the pupil starting in their new setting. Meetings with parents / carers are arranged as appropriate for pupils with significant or complex needs to facilitate the process and to endorse their involvement at every stage of their child's learning. Further transition opportunities are provided to suit the needs to the children and families in order to ensure a smooth transition into the school.

Annual reviews for children with Statements of SEN / Education, Health & Care Plans in Year are attended by various representatives. The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Current parental satisfaction is at 100% with how we carry out these annual reviews.

Parental and Pupil involvement

You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. Also, you can contact the SENCo at daniel.childs@ryarsh.kent.sch.uk

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

Staff Development

We have a highly skilled staff team at Ryarsh, with members of staff having been trained in many areas to develop a variety of expertise in the school. This helps us support children with Autism, Dyslexia, Speech and Language Difficulties, Dyspraxia, Sensory Needs as well as a range of fine and gross motor needs

Staff have received development this year through training in the following areas:

- ASD training (concepts, using practical strategies to teach social situations.
- InPrint training
- ADHD training
- Selective mutism training
- Sensory regulation
- Hearing Impairment
- Clicker 7 training
- Dysphagia training
- Dyslexia training
- Childhood anxiety training
- Mental health and well-being training
- Speech and language
- Support in emotional well-being (attachment)
- Whole staff Safeguarding training
- Training for SENCo at various SEN forums and AEN updates.

Contacting the school for further information

General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website. If you have any thing you would like to discuss, please speak to the class teacher in the first instance. For further information regarding provision for SEN children you may wish to visit the following website:

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs>

This website will provide you with further information regarding provision for children with a SEN at a county level, including the 'local offer' which provides comprehensive detail regarding what the county can offer for families and children.

If you have any concerns, contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Daniel Childs). Appointments can be arranged in person, by phone or by email.

Priorities for next year

- Continue to monitor attendance of all children with SEN and take actions where necessary.
- Continue to make sure that all children on SEN register have their personalised plans updated and where appropriate, create further plans for vulnerable children.
- Improve use of whole school provision plan to monitor the impact of interventions across the school.
- Ensure the successful transition of new reception class, especially of those children with SEN.
- Improve the reading progress for those children with SEN.