



## Chapel End SEN Report – 2017/2018

In assessing the success of our SEN policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring, record keeping and the use of outside agencies and support services.

### **Key Staff:**

- Headteacher - Mr S Smith
- Special Educational Needs and Disabilities Co-ordinator - Miss C Sharratt
- Special Educational Needs Governor - Mrs A Danne

### **Pupils**

Number of pupils with SEN

- These children are on the Code of Practice and the school's SEN Register. They all have an IEP / IBP and progress is monitored on the 'Impact Assessment Provision Map'. Parents of pupils on the SEN Register are invited to attend an SEN Review with their child's teacher/s on a termly basis. Targets are reviewed and new targets are set.

September 2017	Number of children on the SEN Register
SEN support	32
ESS (Enhanced SEN support)	4
Statement	0
Education Health and Care Plan	0

Of the 31 children on the COP

- 29 require additional support within the areas of English and/or Maths
- 2 have targets relating to behaviour
- 3 have a SLCN
- 2 has ASD or are on the ASD Pathway
- 2 have a medical need

(Please note that some children have a difficulty in more than one area).

A number of other children also appear on the 'Impact Assessment Provision Map' as a 'Cause for Concern'. Their progress is closely monitored on a regular basis and they are discussed termly in Pupil Progress Meetings with a member of the SLT.

## Funding

SEN Income 2017 - 2018			
Notional SEN budget	Deprivation & Basic Entitlement	£7,120+£6,748=£13,598	£28,801
	Low cost high incidence	£15,203	
Top-up Funding		£14,556	£14,556*
Total SEN Income= Notional SEN budget + Top-up Funding			£43,357

\*This figure is based on children in school at time of census and as such is prone to change throughout the year

SEN Expenditure 2017 - 2018	
Stream A Low cost high incidence + Top-up Funding £29,759	This funding stream is used to help fund provision of 25 hours LSA support for three children identified as needing enhanced additional support. The funding does not cover the full cost of the support.
Stream B Deprivation + Basic Entitlement £13,598	This funding stream is used to help fund provision of LSA additional support for all other children on the Code of Practice (28 children).
Stream C School Budget £61,738**	This funding stream is combined with Streams A and B to fund 10 Learning Support Assistants who provide some additional support for children on the Code of Practice and other children who need focussed support.

\*\* This figure is prone to change if children join school in-year and are assessed by panel as requiring support in excess of fifteen hours. Top-up funding provide by LA will fund a maximum of 15 hours.

## Staffing

Income is used to employ our team of Learning Support Assistants to provide individual or small group additional support for these children at key points during the school day. They also ensure that programmes recommended by external agencies (e.g. SALT, OT) are delivered regularly. In these cases, schools are responsible for funding the first fifteen hours of funding per week, and the Local Authority provides an additional ten hours of funding.

We also have a team of Learning Support Assistants in school who deliver specific interventions to individuals and groups of children. They also support children within lessons. Teaching and tasks are differentiated to take into account specific needs of individuals and groups.

### ***Staff Development***

- SENDCo has successfully completed the NASENCo (National Award for SEN Co-ordination)
- Whole staff training on ADHD (led by BIT)
- Local Authority training on the Revised Code of Practice training attended by SENDCo and Headteacher
- SENDCo attends Local Authority updates on a termly basis
- SENDCo has attended Winnie Dunn Sensory Profile Training
- SENDCo and Headteacher have attended ASD training (this training also included a visit to Lansbury Bridge)
- Allergy, Asthma and Diabetes training updated annually as appropriate
- Key staff trained in Conflict Resolution and Positive Handling

### ***School Improvement Plan***

SEND priorities within the 2017 - 2018 School Improvement Plan focus on:

- To monitor the progress made by children on the COP at regular points during the year
- To monitor the effectiveness of the reorganised class structures with particular emphasis on children with SEN or identified as a 'cause for concern'.
- To implement the revised 'Graduated Approach' to SEN (LA document).

### ***Resources***

Resources used to support pupils with SEND may include

- Use of a Learning Support Assistant to deliver an intervention programme
- Use of a Learning Support Assistant to support a pupil or group of pupil within a specific lesson
- Use of a Learning Support Assistant to deliver a SALT / OT programme
- Purchasing specific resources recommended by an external agency e.g. a sloping desk, pencil weight, ICT software
- Purchasing new materials e.g. an intervention programme or reading material

### ***Provision***

Provision for pupils with SEND may include:

- Delivery of SALT programmes
- Delivery of OT programmes
- 1-1 support for children with SLCN / ASD/ADHD
- Liaison with Bridge Centre /Lansbury Bridge re individual pupils
- Priority reading groups
- Reception Sunshine group - Literacy and Numeracy catch up
- Reception Rainbow group - Literacy and Numeracy catch up
- Delivery of a Communication Programme
- Finger Gym
- Group and individual support during Literacy and Numeracy sessions
- Early Literacy Support (Billy Badgers)
- Big Write writing support

- Phonic support group (Word Wizards)
- Star Spell
- Beat Dyslexia programme
- Speed Sounds
- Letters and Sounds intervention group
- Springboard Maths
- Wave 3 maths
  - Teodorescu
  - Additional teacher for Literacy and Numeracy support
  - Table Mountain
  - Meet and Greet programme

### ***Pupil Outcomes***

All the children who are currently receiving additional support are making progress towards meeting their individual targets as set out in their Individual Education Plans.

### **Progress made by SEN pupils in 2016 - 2017**

Each term the progress of children with SEN was reviewed, and new targets were set or original targets amended in November, March and June. Targets were set following each Assessment Week. The progress of children with SEN was monitored termly during Pupil Progress Meetings. The school's 'Impact Assessment Provision Map' shows the progress made by individual pupils throughout the year. All children made progress in key areas throughout the year.

The data for pupils leaving Chapel End at the end of Year 6 is as follows:

- 8 children (16%) of the cohort had SEN
- 3/8 achieved expected standard in Reading
- 2/8 achieved expected standard in Writing
- 1/8 achieved expected standard in Maths
- 1/8 achieved expected standard in RWM combined.

### ***The effectiveness of provision***

The school's 'Impact Assessment Provision Map' 2016 - 2017 indicates that the children monitored at SEN Support and Enhanced SEN support made steady progress throughout the last academic year, with interventions and provision having a positive impact on learning.

### ***Amendments to the SEND Policy***

The SEND Policy has been updated in line with the SEN Code of Practice 2014. It is available to read on the school's website. The policy complies with the statutory requirements laid out in the SEND Code of Practice 0 - 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013

- SEND Code of Practice 0 - 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

The SEND Policy will be reviewed on an annual basis and any amendments will be approved by the Governing Body.