

# Coniston Primary School



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**Date of report:** Sept 2018

**SEN governor:** Mr. James Andrews

## Quality of SEND provision in the school over the past 12 months:

The quality of provision in the school remains good, with children receiving timely support that meets their individual needs. Our range of interventions, delivered by our team of highly skilled teaching assistants, continues to grow with us now able to offer a full menu of support programmes that are target based on identified needs and trends at pupil progress meetings. The development of 1 TA role has allowed more flexibility with morning support, we are able to respond to acute needs rapidly, however the impact of the pupil who was PEX'd was most clearly seen in this area as this time was devoted to supporting him.

### SEN data:

Looking at data for this group as a whole is difficult because there are such small numbers, they are a group of children with multiple vulnerabilities and so need individual consideration. Our in-school tracking; provision map exit criteria, pupil progress meetings, EHCP targets and 1 page profile targets show that children on the SEND register are making good progress from their relative starting points.

1 EHCP needs assessment request was accepted and again the school was commended on the high quality of its submission. When this child was PEX'd and transferred to Pathways Learning Centre the paperwork provided (copy of EHCP request paperwork) allowed the school staff to action provision quickly as they had a very clear picture of the child, their needs and provision that worked/did not work, again the work of the school was praised.

Key Stage 1 (4 SEN) – Writing; 1 of the 4 reached the expected standard, Reading; 0 of the 4 reached the expected standard, Maths; 1 of the 4 reached the expected standard with 1 other being 2 marks short.

Key Stage 2 (2 SEN) – Writing; 1 of 2 reached the expected standard, Reading; 1 of the 2 reached the expected standard, Maths; 1 of the 2 reached the expected standard.

## SEND profile of the school:

Year	No. on record	SEN and Disadvantaged	SEN and EAL	SEN and MEO	SEN and traveller	SEN and CIC	SEN and male	SEN and female
2015/16	13	4	2	2	0	0	10	3
2016/17	17	6	5	6	1	0	13	4
2017/18	13	6	3	5	0	0	11	2
2018/19	16	6	4	4	1	1	12	4

	Non SEN	Total SEN	KS 1 SEN	KS 2 SEN	School Support					EHCP				
					Total	Communicat ion & Interaction	Cognition & Learning	Social, Mental & Emotional health	Sensory or Physical Impairment	Total	Communicat ion & Interaction	Cognition & Learning	Social, Mental & Emotional health	Sensory or Physical Impairment
2015/16	188	13	6	7	0	3	3	1	1	1	0	1	0	0
2016/17	190	17	6	11	12	4	2	5	1	5	2	1	2	0
2017/18	179	13	6	7	12	5	2	4	1	1	0	0	1	0
2018/19	181	16	8	8	14	7	3	2	2	2	0	0	2	0

- Even split of children across both key stages, more boys than girls.
- Communication and language continues to be the largest are of need, this is particularly true of the new reception class. There have been a large amount of children highlighted by pre-schools as having SLCT needs

however, only a small number have received SLCT referrals. Having met with the SLCT to discuss the new 'offer' we have some in-class provision and assessment booked in, this is alongside the NELI research project. We will consider SLCT referrals for these children when the window opens in Term 2.

- 1 of the children with SEMH needs has significantly violent and dangerous behaviour, lashing out at adults on a daily basis, running away, refusal. This has implications for staffing, some school routines and CPD – these things are being addressed.
- Other changes in the register involve 2 children coming off the register because they have moved schools, a further 2 have transitioned to secondary school and another 1 child has come off the register because of good progress seen and improvements in speech and language.
- The register has seen the addition of 3 children from our new reception intake and a further 5 more children because they have joined from other schools or needs have been recently diagnosed.

### **Progress and achievement of SEND pupils in the past 12 months:**

Year R – all SEND (1) children made expected progress in PRIME areas from on entry point

Year 1 – all SEND (1) children made expected progress in reading, writing and maths

Year 2 – all SEND (4) children made expected progress in reading, writing and maths

Year 3 - all SEND (2) children made expected progress in reading, writing and maths

Year 4 - all SEND (2) children made expected progress in writing and maths. Reading progress was slower for all

Year 5 – 0 SEND

Year 6 – 1 SEND (2) children made expected progress in writing. Reading and maths progress was slower for both

Progress is measured against prior attainment (end of EYFS or KS1). The progress towards the child's projected outcomes for the end of the next Key Stage is considered using teacher assessment informed by PIRA and PUMA tests.

### Impact of interventions:

For detailed breakdown of interventions and the impact refer to termly provision maps.

#### Headlines:

*Better Reading & Rapid Reading* – 21 of 28 children made the expected progress by the end of the intervention.

Some of the children who remain in the school will need ongoing support because their reading remains below the expected standard for their age.

*Early Reading* – 9 of 11 children made the expected progress and met exit criteria however, these children will need further reading intervention and need to make better than expected progress in the next stage of their reading journey if they are to leave the school on track. Their reading has been supported by targeted phonic intervention.

*Fine motor control* – 3 of 4 children reached the expected level by the end of the intervention.

*Place value* – 100% of children reached the expected level for this intervention and were able to access whole class learning, the use of manipulatives and the ideas taken from INSET proving to be successful for the children.

*Phonics* – 83% of children receiving intervention reached the expected level for the group they were in, with only 3 children in Key Stage 2 still requiring phonic intervention. The large number of children joining the school in Reception from May onwards, having had no education or speaking no English has resulted in a larger than average number of children needing very early phonic intervention this year. This is coupled with a number of children joining other year groups in the school again with no English who need Phase 2 & 3 phonics provision.

*SEMH Mentoring/sand tray/ideal self* – 100% of children met the end of intervention target, all children have seen a reduction in serious incidents and have strategies in place to help them manage their emotions/anxieties/distress appropriately. Children who experienced highly distressing events in their lives during the year felt safe, supported and able to share 'things' when needed. Three children in Year 6 who were showing signs of distress about school camp and about moving to secondary school attended camp and successfully transitioned to secondary school (SY monitored this Sept 2018).

*Sport Mentoring* – 100% of children showed improvements in their ability to manage emotions and have strategies in place that they use successfully at times of distress, both children saw improvements in their relationships with peers.

**Identification & assessment of SEND children:***Criteria for SEN Register –*

- Children who are “stuck” - They have not made progress despite repeated additional input. This input may be an intervention or some additional in-class input.
- Children who have input from an outside agency or we are actively looking to involve an outside agency.
- Children who have SEMH needs that are impacting on their ability to engage with school life and require repeated additional support/intervention.

All children on the SEN register have a single page profile, identifying their strengths, needs and preferred style of learning. It is important that we are clear about what the issues are and know how we are addressing them.

**Accessibility arrangements:**

No change

**SEND provision arrangements:**

The school provides a wide range of interventions. These change termly depending on the needs presented at pupil progress meetings; Rapid Reading, Better Reading Partners, *Early reading*, Extra Reading, Inference reading, 1<sup>st</sup> Class @ Number, *Max’s Marvellous Maths*, G&T Maths, Place value maths, *Handwriting/Fine Motor*, Write from the Start, Grammar groups, Precision teaching spellings, *Precision teaching HFW reading*, *Phonics*, Speech & Language – pronunciation, Narrative Therapy, *Colourful Semantics*, Time to Talk, *Mentoring 1-1*, *Ideal self*, Sand Tray Therapy, Forest School, Circle of Friends, Social Communication, *Sports Mentoring*, *LEGO therapy*, SMART moves. (italics indicates high impact)

**SEND staffing resources for the coming year 2018/19:**

The school currently employs 8 teaching assistants; who work with children with EHCP’s, support learning in class across the school and run interventions in the morning and afternoons. One teaching assistant is working in a pupil premium responsive role, this work is focused on supporting both academic and social, emotional and mental health needs and will encompass some family work too. During the coming year; 2 TA’s will support a child with EHCP (1 am/1 pm), 2 TA’s will support learning in the reception class (job share), 1 TA will support in the Yr1 class am, 1 TA will support in the Yr2 class am and run interventions pm and 1 TA will support in the Yr4, 5, 6 classes am, 1 TA will work full time supporting children through PP provision, targeted 1-1 and group interventions, will run weekly parent drop-in coffee mornings, lead attendance reward charts and offer SAF support and sign posting for identified parents.

Due to be appointed – 1FT or 2 PT TA’s to support a child with new EHCP (Oct ’18)

**Complaints relating to SEND:**

None

**SEND CPD arrangements for the coming year 2018/19:**

- Teaching assistants have fortnightly briefing meetings with the DHT/SENCo. Further training is provided by DHT/Literacy/Numeracy Leaders which focus on current school initiatives and CPD as required and relevant to their role.
- Teaching assistants have personalised performance management meetings at which targets for the year ahead are set. These targets are reviewed mid and end of year and are monitored through drop-ins/formal observations/progress of intervention groups.

**SEND parent partnership activities:**

- SAF meetings termly for specific children/families and parent coffee morning/drop-in sessions
- Daily availability for parents morning and afternoon
- Class teachers meet with SENCo to write and review 1 page profiles annually
- SENCo liaising with parents of children with specific SEN needs when necessary via phone conversations, informal playground chats and formal meetings
- SENCo attending EDACT nursery meetings for children due to start in Reception
- Twitter feed and website
- Specialist support at coffee mornings
- Feedback sought on the Local Offer
- Parental input to ECHPs – very close support and constant communication with these families

**Impact of external agency/school links to improve the quality of provision:**

- Multi-Agency meeting termly attended by SENCo/TA –support over cases that are ‘stuck’, info on community support available, cross school liaison
- EP – identification of specific needs for children on the SEN register resulted in more focused support.
- Inclusion Support Service (ISS) – observation and problem solving for challenging cases in Year 4 and Year 3, Reception, advice, ASD training for SENCo, school continuing to be held as a beacon of good practice and recommended to share practice with others, SENCo invited to speak at Autism South West conference for second consecutive year
- Pre-schools – SENCo attended EY SEN support transition meetings for child due to transfer to Coniston in September, SENCo attended review meeting at EDACT nursery to aid transition for child joining the school in Reception 2018 and supported pre-school & parents in securing EHCP needs assessment, has arranged additional

transition visits for children/parents with SEND, SENCo attended EHCP plan meeting for child transferring to Reception in Sept 2018

**Other new initiatives to improve the quality of SEND provision:**

- Inference reading interventions – wider reaching
- Diagnostic assessment of reading skills for all SEN children
- LEGO therapy intervention

**Next Steps:**

- NELI language assessment and provision project in Reception
- SENCo cluster project with LA
- SLCT assessment and provision in Reception - SLCT new way of working