

# **Governors' Annual Report to Parents on the Implementation of the Special Educational Needs (SEN) policy at Holy Family Catholic Primary and Nursery School 2018-19**



*Holy Family Catholic Primary and Nursery School is an inclusive school.*

*We believe that all children, regardless of their learning needs, should be treated as individuals who have a right to an education that allows them to fulfil their academic, social and emotional potential. Our aim is to provide equal opportunities, effective teaching and learning, nurture and encouragement to support our pupils in becoming capable, confident and independent learners. Our Special Educational Needs and Inclusion policy details the ways in which we will achieve this aim.*

## **Context**

This report fulfils the school's duty to report to parents on the provision for SEN and the implementation of their Access/Disability Equality Policy.

## **Key Staff**

Sharon Clift is the Special Educational Needs Co-ordinator (SENCO) and is responsible for overseeing the day to day provision of education for pupils with special educational needs. Sharon holds the National Award for SEN Coordination. Sharon Lewies is the SEN Governor. Sharon and Sharon have held regular Link Governor meetings.

## **Policies**

The SEN and Inclusion policy was reviewed in December 2018 with no major changes. The next review is due December 2019.

As appropriate, all school policies include references to how they are relevant to children with SEN. All policies are available to parents from the school office upon request, or are available on the website. Key policies to refer to would be:

*SEN and Inclusion Policy*

*Access/Disability Equality Policy*

*Positive Handling*

*Policy*

*Assessment Policy*

*Teaching and Learning Policy*

## **Admission**

Admission arrangements for pupils with special educational needs can be found in the Admissions Policy. Admission arrangements are planned on an individual basis and according to the needs of the child and their family. They may involve such adjustments as additional transition visits, liaison with the feeder school staff, additional staff SEN training and the purchase of additional resources.

### Holy Family SEN Pupil Numbers

**SEN Support: 36    Statement of SEN (Education, Health and Care Plan once converted): 4**

**Total on Register: 40        NOR: 301**

- This means that 13.2% of the school population has been identified with Special Educational Needs. This is below the National Average of 14.9 % and significantly higher than our 2016/17 figure of 8.5%.
- 1.3% of our pupils have a Statement of SEN. This is lower than the National Average of 3.1% and slightly lower than our 2017-18 figure of 1.7%
- There are 20 boys on the Register and 20 girls

National Average figures from DFE January 19 school census point

### Main SEN type

	SEN Support	Statement
Specific Learning Difficulty	10	0
Moderate Learning Difficulty	3	2
Severe Learning Difficulty	0	0
Profound and Multiple	0	0
Social, Emotional and Mental Health	1	0
Speech, Language and Communication	1	0
Hearing Impairment	6	0
Visual Impairment	0	0
Multi-Sensory Impairment	0	0
Physical Disability	2	1
Autistic Spectrum Disorder (ASD)	5	1
Other/No specialist assessment of need	10	0

### Assessment of pupils with SEN

We use a number of methods to assess and track the progress of all pupils and those with special educational needs:

- 3 x a year teacher assessments on Target Tracker
- Pre Key stage assessments
- Compulsory (Yrs 2 & 6) and SATs
- Year 1 Phonics Check
- Unaided writing tasks, key words and phonic checks
- Benchmark Reading Assessment
- Pira reading Assessment
- Salford Sentence Reading Test and Parallel Spelling Test
- Dyslexia Screeners
- 3 x a year Pupil Progress Meetings between class teachers, the senior leadership team and the SENCO.
- Relevant cognitive and/or social/emotional/behavioural assessments carried out by outside support agencies such as Educational Psychology and Speech and Language Therapists

- GLD (*Good Level of Development*) at end of Foundation Stage
- Numicon Assessment
- Abacus Maths Assessments

In addition, class teachers and other supporting adults are constantly using less formal assessment methods to observe how a child's social, emotional and behavioural skills and understanding are developing.

### **End of Key Stage Results 2018-19 – SEN and Non SEN Cohorts**

#### **KS1 reading – teacher assessment**

	Cohort 46	Expected standard in reading	
		school %	national %
No identified SEND	45	82	83
SEND without EHCP	1	100	75
EHCP	0	-	75
All Pupils	46	83	75

#### **KS1 writing – teacher assessment**

	Cohort 46	Expected standard in writing	
		school %	national %
No identified SEND	45	84	78
SEND without EHCP	1	<b>0</b>	69
EHCP	0	-	69
All Pupils	46	78	69

### KS1 mathematics– teacher assessment

	Cohort 46	Expected standard in mathematics	
		school %	national %
No identified SEND	45	84	84
SEND without EHCP	1	100	76
EHCP	0	-	76
All Pupils	46	80	76

### Year 1 Phonics Screening Check

	Cohort	Number achieving expected standard	% School	% National
No identified SEND	30	26	87	88
SEND without EHCP	5	2	40	82
EHCP	0	0	0	82
All Pupils	35	28	80	82

## KS2 reading test 2019

	Reading Progress		Reading Attainment						
			Cohort	Expected Standard (Achievement)		Greater Depth (Achievement)		Average score	
	score	Cohort		school%	national%	school%	national%	school	national
No identified SEND	41	-1.97	41	78	81	17	31	104.3	106
SEND without EHCP	6	1.78	6	50	41	17	9	103.4	97
EHCP	1	-3.6	1	0	16	0	4	N/A	96
All Pupils	48	-1.53	48	73	73	17	27	104.2	104

## KS2 writing teacher assessment 2019

	Writing Progress		Writing Attainment				
			Cohort	Expected standard (Achievement)		Greater Depth (Achievement)	
	Score	Cohort		School%	National%	School%	National%
No identified SEND	41	1.66	41	88	88	44	24
SEND without EHCP	6	-1.41	6	17	39	17	4
EHCP	1	-2.52	1	0	14	0	2
All Pupils	48	1.18	48	77	79	40	20

**KS2 mathematics test 2019**

	Mathematics Progress		Mathematic Attainment						
			Achieving Expected (Achievement)			Exceeding Expected (Achievement)		Average Score	
	Cohort	score	Cohort	school%	national%	school%	national%	school	national
No identified SEND	41	-0.08	41	93	87	32	31	106.7	106
SEND without EHCP	6	2.44	6	67	46	17	7	105.4	98
EHCP	1	-1.57	1	0	17	0	3	N/A	96
All pupils	48	0.21	48	88	79	29	27	106.6	105

**KS2 Reading, Writing and Mathematics Combined 2019**

	Cohort	Achieving Expected (Achievement)		Exceeding Expected (Achievement)	
		School %	National %	School %	National %
		No identified SEND	41	71	74
SEND without EHCP	6	17	25	17	2
EHCP	1	0	9	0	1
All Pupils	48	63	65	10	11

### **Identification and a Graduated Response**

Children's needs are identified through a range of methods. Class teachers and the SENCO use their professional understanding of children's development and learning, alongside parental concerns and information, any relevant correspondence from outside agencies and progress data to identify children that may need additional support in order to make progress.

Support for a child is planned as a graduated response to identified needs in accordance with the SEN Code of Practice. This is a Government document that applies to all educational settings in the country. The document lays out the statutory duties that all settings have to support their children with SEN.

At Holy Family we have a formal concerns process and a Concerns register where we identify any children that we feel may need additional support, alongside the SEN Support Register which specifies which children are receiving additional support.

Children on the SEN Register have Individual Support Plans (ISPs) that are formally reviewed twice a year with teachers, parents and the SENCO. Changes to the ISP can however happen at any point deemed necessary if targets are met or new ones become relevant. A child's ISP has individual targets that are worked on in specified time slots in the classroom. This year we redeveloped IEPs into ISPs to make them more holistic and to focus on the underpinning knowledge, skills, understanding and learning behaviours that a child needs in order to progress in their learning. We used Barry Carpenter's Rules of Engagement to inform this.

Early Help Records (EHR) are written where a 'Team Around the Child' approach is needed to support difficulties in 2 or more areas. For example, a child may have SEN and a medical need, or a family may need support with parenting and social issues and this is impacting on a child's learning. A lead professional will be assigned who will write the EHR, oversee actions and co-ordinate regular reviews and updates. An EHR is written only with the full consent and co-operation of parents.

### **SEN Provision**

There is no specialist resource provision within the school, although the school does meet the needs of children with a wide range of special educational needs. These needs are met through a combination of staffing, Quality First Teaching and a variety of specialised intervention programmes and resources. The programmes and support we are currently offering are:

- Better Reading Partners (BRP)
- Socially Speaking
- Lego programme for children with Autistic Spectrum Disorder (ASD)
- Speech and language programmes as devised by Speech and Language Therapists
- Talk Boost KS 1 and Early Years
- Motor Skills United
- Finger Gym/Handwriting support
- Toe by Toe Dyslexia Support Programme
- Oaktree Phonics
- Nessy
- Accelerate/acceleratewrite
- Go Zone – KS 2 Nurture group
- Acorns – KS 1 Nurture group
- 1:1 TaMHS support
- Small group work for memory skills, social interaction, literacy and numeracy booster.

- 1:1 Teaching Assistant support for some children with a high level of SEN
- Parent Support Advisor – Sarah Morland works with a number of our families to provide pastoral support and advice. She works with a number of outside agencies and liaises with the SENCO where caseloads overlap.
- Emotional Literacy Support Assistants (ELSAs)

### **External Agencies**

A number of our children and their families are supported by outside agencies with whom we have close working relationships. The agencies we have worked with this academic year are as follows:

- Educational Psychology - Liz Bishop
- Speech and Language Therapy – Allison Fullerton
- School Nursing Team
- Physical Disabilities advisory Service – Emma Waters
- Advisory Teacher for Hearing Impairment - Nida Batchelder
- Community Paediatrics
- Swindon Autism Support and Advisory Service.
- Educational Welfare Officer
- Swindon Assistive Technology Service
- SpLD (Specific Learning Difficulty) Support Service
- NSPCC
- Targeted Mental Health Service (TaMHS)
- Children and Adolescent Mental Health Service (CAMHS)
- Aiming High
- Special Educational Needs & Disability Independent Advice Service Swindon (SENDIASS) (Swindon Parent Partnership as was)

### **SEN Budget – Delegated Funding from the borough and Special Educational Needs Resources Panel (SENRAP)**

We are given delegated SEN funding from the borough and can apply for additional High Needs funding in order that we can support individual children with a high level of need.

In 2018-19 our delegated SEN funding budget was spent on 1:1 Teaching Assistant support for 5 children. An additional 7 children have been supported with funding linked to their EHCPs or additional High Needs top up funding.

We have also spent our delegated funding on buying Clicker 7 for the whole school and for children to have installed on their computers at home.

### **SEN Budget – School Resources Allocation**

The school's own SEN budget for 2018-9 was used to purchase the following:

- Wobble cushion
- Tangle tastic fidget toys
- Sit on wedge
- Desk symbol display board



Dry wipe foam tiles  
Task splitting tool  
Draw write touch board  
Specialist chair with arm rests  
Rokzi Armrests  
Epilepsy books and resources  
Trampet  
ACE Spelling workbooks  
ACE Spelling activity book  
Liquid timers  
Sensory Beans  
Chewellery  
Handwriting pens and refills

### **Achievement for All (AFA)**

This year saw us complete our sixth year on the Achievement for All programme and Mandie Thoburn has been the School Champion. AFA is a nationally run programme that aims to increase the life chances, achievements, happiness and well being of all vulnerable and disadvantaged children. The AFA vision is that all children have an equal right to achieve their full potential. Through our AFA programme we have been able to support and raise aspirations for children on the SEN register, with English as an Additional Language (EAL), those entitled to Pupil Premium funding and those from families that, for one reason or another, find it difficult to engage with school.

### **Transition Arrangements**

#### **Pre-School to Holy Family**

Key staff worked closely with the pre-school SENCO to ensure that all relevant information and paperwork was passed on. Children with any additional needs were given opportunities to have additional transition visits to school. From late Spring onwards Sharon Clift worked closely with a local day care provision to support 1 child with high level additional needs coming into Holy Family in September 2019.

#### **Holy Family to Secondary School**

Children in Year 6 with additional needs, or who have been identified as vulnerable in other respects, received visits from a Teaching Assistant from St Josephs from the Spring term onwards. In addition to this these children had extra transition visits to St Joseph's, including a tour of the school and a lunch visit.

### **Disability Duty**

#### **Children with disabilities and medical needs within school**

The school works with a range of relevant outside agencies to meet the needs of our children with physical and/or medical needs. These include Assistive Technology, Community Paediatrics, school nurse and the hearing impaired teacher. Health Care Plans are written with the school nurse as appropriate where a child needs a higher level of care during school time.

Staff are made aware of children's needs through staff meetings and phase meetings and through the medical board in the SENCO office. Information is shared on a 'need to know' basis only.

Where specific medical training is needed this is delivered by our school nurse, Mrs Liz Jarrett. This year we have worked closely with a Cystic Fibrosis nurse to support a child with this condition through hospital stays and a return to school. Please see our Access/Disability Equality Policy

### **Inclusion for Disabled Pupils**

All pupils have access and opportunities to participate in visits/clubs and school activities, through reasonable adjustments. A couple of children this year have had the opportunity to participate in disability sports days. Access/Disability Equality Policy.

### **Parents'/Carers' involvement in their child's education**

- Parents/carers are invited to attend and contribute to various meetings throughout the year; these include twice yearly parents' evening meetings with the class teacher and the SENCO, Annual and Transition Review meetings and meetings with advisory teachers or other outside agencies such as the Educational Psychologist. Team Around the Child (TAC) and Early Help Record (EHR) meetings are held where appropriate to support the child and family.
- The SENCO is available for meetings with parents four days a week and very much holds an 'open door' policy, although parents are always encouraged to talk to their child's class teacher in the first instance.
- Health Care Plans are written with the involvement of the school nurse and parents/carers

### **Additional Information**

- Information about the complaints procedure is available via the school office and on the website.
- Holy Family's 'SEN Information Report' can be found on our website [www.holyfamily.swindon.sch.uk](http://www.holyfamily.swindon.sch.uk) or by following the relevant links on the Swindon Borough Council website <https://localoffer.swindon.gov.uk>