SEN Annual Report for Harehills Primary School

Report by	A. Liversage	Period	2014-2015

1. Summary

Harehills Primary School is a much-larger than average, three form entry school, with an attached Nursery. There are currently 727 pupils on roll and there are 104 places in the Nursery. Year 2 is oversubscribed and Years 3 and 4 contain the highest percentage of pupils on the school SEN register. The school's motto is 'Learn, Laugh, Love' and our recent OFSTED report states 'This is a school that really does go the extra mile in the care and support provided for its pupils.'

Harehills Primary School is situated in an urban area in the inner-north east of Leeds. The area around the school has levels of deprivation that are much higher than average with the Living Environment deprivation indicator being the highest. The proportions of children in the school who live in areas considered to be amongst the most deprived in the country are very high. We have many vulnerable families who require substantial additional support. The Pupil Premium funding allocation reflects this and was based on 42.4% of the school population being eligible for Free School Meals (FSM) at some point in the last 6 years which is well above the National average.

Our school is very diverse with children speaking over 35 different languages. 86.6% of our children are EAL learners, which is well above the National Average of 19.5%. 96.1% of children are from minority ethnic groups with the largest group consistently being of Pakistani background. 7.6% of our children are Gypsy Roma heritage and 7.2% from any other White Eastern European background. These percentages are showing a three yearly increase.

Levels of Special Educational Needs (SEN) are higher than average, with 17.5% of the children in the school recorded on the SEN register at School Support, compared to 13% nationally. This reflects the increasing number of pupils entering school with Complex SEN and Speech and Language needs, the latter possibly a reflection of the high levels of deprivation and the fact that many children enter school at well below age related expectations. Three children were subject of Statements of Special Educational Need. This figure is low compared to the National Average due to the fact that Leeds City Council allocate Funding for Inclusion to children according to need without the need for a Statement or EHC Plan.

2. School characteristics

17.5% percent of our children are on the SEN register; this is above the national average of 13%; this is explained by the increasing number of children who are entering with multiple and complex needs and who require speech and language support. There is a SEN Register for each year group and this information is also held and updated on SIMS. The registers are updated at least termly by the SENCO with input from class teachers/ AHTs following Pupil progress meetings. In line with the nationally accepted definition of SEN the AHT for SEND and SENCO in discussion with class teachers worked hard to ensure that the children on the SEN Register **"have a significantly greater difficulty**

in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions."
(Code of Practice,2014)

	14/15	13/14
Total number of children on school roll	727	730
Number of children on SEN register for this period	108	144
% of children on school roll with SENs	17.5%	20%
Number of children with statements of SEN / EHCPs	3	4

Breakdown of SEN register by primary category of need

The continuing trend is that more children with Complex and Multiple SEN are entering school in FS2 and the other main area of need is Speech and Language and Communication Need. The number of children with significant Social, Emotional and Mental Health has risen slightly and it is worth noting that for three of the children recorded as having Social, Emotional and Mental Health need their level of need is very significant and there is a lot of additional support in place from external agencies. Other difficulty/ disability include needs such as Prader-Willi Syndrome, Global Developmental Delay, Mild cognitive learning difficulty/ disability and Microcephaly. The levels of cognition of children across school are impacted by diagnosed conditions but memory difficulties and attention/ concentration levels are also evident as areas of need. Interestingly out of the number of children recorded on the SEN register approximately 3/5 are boys. The Early Years and SENIT Team, Speech and Language Therapist and EP have provided support and guidance on how we can provide an inclusive or personalised curriculum for these children.

	14/15	13/14
Moderate Learning Difficulty	15	
Hearing Impairment	5	4
Social Emotional and Mental Health Needs	10	6
Speech, Language and Communication needs	59	48
Physical disabilities	3	1
Autistic Spectrum Disorder	2	1
Medical Needs	4	
Specific Learning Difficulty	3	
Other – inc Developmental Delay, Cognition and Learning, Motor skill difficulties, Working Memory difficulties	79	39

Spread of needs across year groups

	14/15	13/14
Nursery 1 on SEN register	1	1
Nursery 2 on SEN register	3	7
Reception on SEN register	7	15
Year 1 on SEN register	16	23
Year 2 on SEN register	14	28
Year 3 on SEN register	22	23

Year 4 on SEN register	**12**	**22**
Year 5 on SEN register	**13**	**20**
Year 6 on SEN register	**20**	**26**

3. Funding arrangements

Most of the funding is spent on staffing, which includes a TA for each class and additional TA's with responsibilities for key children. TA's, HLTA's, Learning Mentors and Teachers run 1:1 or small group focussed support activities to support the needs of SEN pupils throughout the school. The school buys in traded time from the S&LT who is employed two days a week. The therapist works with high needs pupils and their support staff/ parents 1:1 as well as setting up and monitoring groups across school. The SENCO holds a budget separate from the FFI which is used to buy particular resources to meet the needs of individuals or groups of pupils. During this academic year this has included PECS, specialised pens, pencils and resources for pupils in nurture.

Total funding received by school (elements 1 and 2) from April 2015	£372,694
Number of pupils for whom top up (element 3) funding is being claimed	17
Total funding received by school (top up funding, element 3)	£112,176
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£484,870

Spread of Top-up Funding needs across year groups

	14/15	13/14
Nursery 1		
Nursery 2		1 pupil £5,967
FS2 - Reception	2 pupils £15,048	1 pupil £6,630
Year 1	4 pupils £31,464	1 pupil £5,304
Year 2	1 pupil £5,472	3 pupils £14,586
Year 3	2 pupils £15,048	6 pupils £30,498
Year 4	5 pupils £28,728	
Year 5	3 pupils £16,416	

Year 6		**1 pupil £8,840**

4. Current SEN staffing infrastructure

Mrs Liversage works as SENCO for 3 days a week (1.0 class based) and Miss Pallas AHT for SEND uses weekly release time to support with strategic changes. Unfortunately the school was unable to recruit an additional SENCO externally and to create capacity internally a working party is being developed. The SENCO has made referrals and sought advice from a range of external agencies including DAHIT, SNT, SENIT, SENST, EP, which currently has been supporting key children and staff members.

	Staff	FTEs
AHT for SEND	1	1
Special Educational Needs Co-ordinator	1	0.6
Teaching assistants	11	10.5
Learning mentors	4	4
Family support mentor	1	1
Nurture Lead	1	1
Speech and Language Therapist	1	0.4

5. Staff training and Qualifications

Staff qualifications

	Qualifications
AHT for SEND	B. Mus Hons PGCE
Special Educational Needs Co-ordinator	B.A. Hons with QTS

Training opportunities provided in this period

The training opportunities offered during this academic year have reflected areas of need identified across school through Pupil Progress Meetings, analysing data for individual pupils and individual pupil need.

Staff role	Training accessed
AHT for SEND	SEN Conference SLA Senco Network CHESS Cluster meetings – with EP Closing the Gap in Early Years
SENCO	SEN Conference Early Years FFI Briefing SLA SENco Network CHESS Cluster meetings – with EP
Class teachers	Memory Training
Hub Team	CAMHs Twilights - An introduction to Mental Health
Hub Team	CAMHs Twilights - Anxiety

Lead teacher on Autism	STARs Level 2 and Level 3 Training
FS2 Class teacher	EY Development Journal
Targeted Support Assistants	Direct support from S&LT
	Direct support from EP
	Direct support from SENIT officer
Early Years Staff	Moving and Handling training

6. Relevant data sets

Statutory data indicates that in EYFS 52% of children achieved a good level of development again reflecting that many children enter school at well below age related expectations. The areas where the fewest children achieved expected levels are areas of development on the current year's HAPI.

Attainment in Phonics

There is a three year upward trend in the percentage of children achieving the expected standard in year one and by the end of year two, however our results still do not match the national average.

Attainment in Phonics

Table 4.1.4: Year 1 Phonics Screening Check (Y1.PPC)

This report shows the percentage of pupils meeting the expected standard in the year one phonics screening check for each pupil group alongside the national percentage for the same pupil group.

	Cohort	Number A/D*	Number achieving expected standard	% School	% National
All Pupils	88	26	52	59	77
Gender					
Male	42	14	24	57	73
Female	46	12	28	61	81
Free School Meals*					
FSM	35	16	14	40	66
Non FSM	53	10	38	72	80
Children Looked After					
CLA	0	0	0	0	55
Not CLA	88	26	52	59	77
Disadvantaged pupils					
Disadvantaged pupils	35	16	14	40	66
Other pupils	53	10	38	72	80
English as a First Language					
English or believed to be English	8	0	5	63	77
Other than English or believed to be other than English	80	26	47	59	76
Unclassified	0	0	0	0	40
Special Educational Needs					
No SEN	75	19	48	64	83
SEN support	13	7	4	31	42
SEN with statement or EHC plan	0	0	0	0	18

Of the children at SEN support 7/13 were disapplied form the phonics screening. Of the other 6 4 children passed. Focussed small group support and teaching had been accessed, but it remains a difficult area for children with particular learning needs to access.

Phonics is a recognised area for development within school.

<table>
<thead>
<tr><th colspan="6">Phonics Screening Check</th></tr>
<tr><th></th><th>Cohort</th><th>Number A/D*</th><th>Number achieving expected standard</th><th>% School</th><th>% National</th></tr>
</thead>
<tbody>
<tr><td>All Pupils</td><td>89</td><td>13</td><td>72</td><td>81</td><td>90</td></tr>
<tr><td>Gender</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Male</td><td>39</td><td>7</td><td>29</td><td>74</td><td>88</td></tr>
<tr><td>Female</td><td>50</td><td>6</td><td>43</td><td>86</td><td>92</td></tr>
<tr><td>Free School Meals*</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>FSM</td><td>41</td><td>9</td><td>29</td><td>71</td><td>84</td></tr>
<tr><td>Non FSM</td><td>48</td><td>4</td><td>43</td><td>90</td><td>92</td></tr>
<tr><td>Children Looked After</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CLA</td><td>1</td><td>-</td><td>1</td><td>100</td><td>73</td></tr>
<tr><td>Not CLA</td><td>88</td><td>13</td><td>71</td><td>81</td><td>90</td></tr>
<tr><td>Disadvantaged pupils</td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td>English or believed to be English</td><td>14</td><td>2</td><td>12</td><td>86</td><td>91</td></tr>
<tr><td>Other than English or believed to be other than English</td><td>75</td><td>11</td><td>60</td><td>80</td><td>89</td></tr>
<tr><td>Unclassified</td><td>-</td><td>-</td><td>-</td><td>-</td><td>55</td></tr>
<tr><td>Special Educational Needs</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>No SEN</td><td>68</td><td>6</td><td>60</td><td>88</td><td>95</td></tr>
<tr><td>SEN support</td><td>21</td><td>7</td><td>12</td><td>57</td><td>67</td></tr>
<tr><td>SEN with statement or EHC plan</td><td>-</td><td>-</td><td>-</td><td>-</td><td>29</td></tr>
<tr><td>Ethnicity Group</td><td></td><td></td><td></td><td></td><td></td></tr>
</tbody>
</table>

The success rate in the Y2 phonics 're-take' is also improving with 81% of all children passing compared to the same group nationally 90% . Of the pupils registered at SEN support out of the 14 children who were re-entered 12 passed giving a percentage of 57% compared to 67% nationally.

Attainment at the end of Key Stage 1

<table>
<thead>
<tr><th></th><th colspan="3">All NC Core Subjects</th><th colspan="3">Reading</th><th colspan="3">Writing</th><th colspan="3">Mathematics</th></tr>
<tr><th></th><th colspan="2">School</th><th>National</th><th colspan="2">School</th><th>National</th><th colspan="2">School</th><th>National</th><th colspan="2">School</th><th>National</th></tr>
<tr><th></th><th>Cohort</th><th>APS</th><th>APS</th><th>Cohort</th><th>APS</th><th>APS</th><th>Cohort</th><th>APS</th><th>APS</th><th>Cohort</th><th>APS</th><th>APS</th></tr>
</thead>
<tbody>
<tr><td>All Pupils</td><td>89</td><td>13.5</td><td>16.1</td><td>89</td><td>13.5</td><td>16.6</td><td>89</td><td>13.0</td><td>15.3</td><td>89</td><td>13.9</td><td>16.4</td></tr>
<tr><td>Gender</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Male</td><td>39</td><td>13.1</td><td>15.7</td><td>39</td><td>13.0</td><td>16.1</td><td>39</td><td>12.6</td><td>14.6</td><td>39</td><td>13.6</td><td>16.4</td></tr>
<tr><td>Female</td><td>50</td><td>13.9</td><td>16.6</td><td>50</td><td>14.0</td><td>17.2</td><td>50</td><td>13.4</td><td>16.1</td><td>50</td><td>14.2</td><td>16.5</td></tr>
<tr><td>Free School Meals*</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>FSM</td><td>41</td><td>12.9</td><td>14.8</td><td>41</td><td>12.8</td><td>15.2</td><td>41</td><td>12.4</td><td>14.0</td><td>41</td><td>13.4</td><td>15.2</td></tr>
<tr><td>Non FSM</td><td>48</td><td>14.1</td><td>16.6</td><td>48</td><td>14.2</td><td>17.1</td><td>48</td><td>13.6</td><td>15.8</td><td>48</td><td>14.4</td><td>16.8</td></tr>
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<tr><td>CLA</td><td>1</td><td>11.7</td><td>13.3</td><td>1</td><td>9.0</td><td>13.8</td><td>1</td><td>13.0</td><td>12.5</td><td>1</td><td>13.0</td><td>13.7</td></tr>
<tr><td>Not CLA</td><td>88</td><td>13.5</td><td>16.1</td><td>88</td><td>13.6</td><td>16.6</td><td>88</td><td>13.0</td><td>15.4</td><td>88</td><td>14.0</td><td>16.4</td></tr>
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<tr><td>Other pupils</td><td>48</td><td>14.1</td><td>16.6</td><td>48</td><td>14.2</td><td>17.1</td><td>48</td><td>13.6</td><td>15.8</td><td>48</td><td>14.4</td><td>16.9</td></tr>
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<tr><td>Other than English or believed to be other</td><td>75</td><td>13.5</td><td>15.7</td><td>75</td><td>13.5</td><td>16.0</td><td>75</td><td>13.0</td><td>15.0</td><td>75</td><td>14.0</td><td>16.1</td></tr>
<tr><td>Unclassified</td><td>0</td><td>-</td><td>12.4</td><td>0</td><td>-</td><td>12.4</td><td>0</td><td>-</td><td>11.5</td><td>0</td><td>-</td><td>13.3</td></tr>
<tr><td>Special Educational Needs</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>No SEN</td><td>68</td><td>14.3</td><td>16.9</td><td>68</td><td>14.3</td><td>17.4</td><td>68</td><td>13.9</td><td>16.1</td><td>68</td><td>14.7</td><td>17.1</td></tr>
<tr><td>SEN support</td><td>21</td><td>10.9</td><td>12.5</td><td>21</td><td>11.1</td><td>12.8</td><td>21</td><td>10.1</td><td>11.6</td><td>21</td><td>11.6</td><td>13.2</td></tr>
<tr><td>SEN with statement or EHC plan</td><td>0</td><td>-</td><td>7.6</td><td>0</td><td>-</td><td>7.8</td><td>0</td><td>-</td><td>6.9</td><td>0</td><td>-</td><td>8.0</td></tr>
</tbody>
</table>

In KS1 the percentage of children attaining or surpassing Level 2 or 3 is lower than the National percentage, but this can be explained by the lower starting points of the children on entry into FS2. It is worthwhile noting that the Average Point Score Gain for all pupils has increased across all subjects. The APS of all pupils is improving significantly showing a clear reduction in difference. It is also important to note that 4 children have significant needs and were levelled at P' Scales, again reflecting lower starting points for the data for this cohort of pupils.

Attainment at the end of Key Stage 2

Attainment at Key Stage 2

	Mathematics, Reading & Writing (TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
English or believed to be English	11	100	81	-	11	100	87	-	11	100	90	-	11	100	88	-	11	91	80	-
Other than English or believed to be other	75	75	77		75	88	86		75	89	84		75	75	83	Sig-	75	76	80	
Unclassified	1	100	43	-	1	100	54	-	1	100	54	-	1	100	49	-	1	100	47	-
Special Educational Needs																				
No SEN	70	87	90		70	97	94	-	70	96	95	-	70	87	95	-	70	86	89	
SEN support	17	41	43		17	59	64		17	71	68		17	41	57		17	47	45	
SEN with statement or EHC plan	0	0	16	-	0	0	26	-	0	0	30	-	0	0	21	-	0	0	20	-
Ethnicity Group																				
White																				
British	2	100	81	-	2	100	87	-	2	100	90	-	2	100	88	-	2	50	80	-
Irish	0	0	85	-	0	0	90	-	0	0	92	-	0	0	90	-	0	0	83	-
Traveller of Irish Heritage	0	0	43	-	0	0	59	-	0	0	62	-	0	0	52	-	0	0	42	-
Gypsy/Roma	7	0	29	-	7	71	45	-	7	86	44	-	7	0	39	-	7	29	31	-
Any other White background	4	25	73	-	4	50	84	-	4	50	81	-	4	25	79	-	4	50	75	-

The percentage of children who achieved Level 4 or above at KS2 shows that the pupils on SEN support are recorded as being in line with the national average. The gap has been narrowed to within 5% in all areas apart from writing.

Progress Measures Value Added

Table 5.1.4: Key Stage 1 to Key Stage 2 value added Summary Report (KS12.VAExp)

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or blue (sig-).

		Value Added						Value Added by Subject 2015					
		2013		2014		2015		Mathematics		Reading		Writing (TA)	
	Number of pupils in latest year	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	77	101.0	100.0	101.9 ↑	100.0	102.5	100.0	103.7	100.0	101.5	100.0	100.9 ↑	100.0
Gender													
Boys	39	101.2	100.0	102.1	100.1	103.3 ↑	100.1	105.1	100.5	102.0	99.9	101.0 ↑	99.7
Girls	38	100.9	99.8	102.0 ↑	99.8	102.0	99.8	102.8	99.5	101.3	100.0	101.0	100.3
Free School Meals*													
FSM	36	100.8	99.8	101.3	99.7	103.3 ↑	99.8	104.7 ↑	99.8	102.5 ↑	99.7	101.3 ↑	99.8
Non FSM	41	101.4	100.0	102.6 ↑	100.1	102.1	100.1	103.4	100.1	100.9	100.0	100.7	100.0
Children Looked After													
CLA	-	97.3	99.8	-	99.8	-	99.7	-	99.6	-	100.0	-	99.7
Not CLA	77	101.1	99.9	102.1 ↑	100.0	102.7	100.0	104.0	100.0	101.7	99.9	101.0 ↑	100.0
Disadvantaged pupils													
Disadvantaged pupils	36	100.8	99.8	101.3	99.7	103.3 ↑	99.7	104.7 ↑	99.7	102.5 ↑	99.7	101.3 ↑	99.8
Other pupils	41	101.4	100.0	102.6 ↑	100.1	102.1	100.1	103.4	100.1	100.9	100.0	100.7	100.0
Prior Attainment													
Low	35	101.0	100.2	102.6 ↑	100.2	103.7 ↑	100.2	104.6	100.2	103.6 ↑	100.1	102.0 ↑	100.2
Middle	42	101.0	100.0	101.5	100.0	101.8	100.0	103.5	100.0	100.0	100.0	100.2	99.9
High	-	102.0	99.8	101.8	99.8	-	99.8	-	99.8	-	99.8	-	99.8
Non-mobile pupils													
Pupils on roll throughout years 5 and 6	74	101.1	100.0	102.1 ↑	100.0	102.6	100.0	103.9	100.0	101.6	100.0	100.9 ↑	100.0
English as a First Language													
First Language - English	11	101.5	99.8	100.6	99.8	103.2 ↑	99.8	104.2	99.8	102.8 ↑	99.9	101.5 ↑	99.8
First Language - Other	65	100.9	100.8	102.2 ↑	100.8	102.6	100.7	104.0	101.0	101.5	100.1	100.9	100.6
Unclassified	1	-	99.2	-	99.1	101.3	99.2	103.1	99.1	99.4	99.4	99.5	99.2
Special Educational Needs													
No SEN	61	101.1	100.1	102.7 ↑	100.1	102.6	100.1	104.1	100.1	101.1	100.1	101.2	100.1
SEN support	16	101.0	99.4	100.6	99.4	102.8	99.3	103.5	99.4	103.9	99.3	100.3	99.3
SEN with statement or EHC plan	-	-	97.9	98.6	97.9	-	97.9	-	98.0	-	97.8	-	97.6
Ethnicity Group													
White													
British	2	100.1	99.7	100.8	99.8	102.8	99.8	104.1	99.7	101.7 ↑	99.9	101.3 ↑	99.8
Irish	-	-	100.5	-	100.4	-	100.4	-	100.4	-	100.6	-	100.3

Value added progress is a really positive set of data as the green indicates where the groups in school have outperformed against the national percentages. Pupils on SEN support significantly outperformed against national averages in Mathematics and reading and were ahead of national averages in writing.

Samples of Pupil APS performance from across school

Gender	Sen Support or Statement/ EHCP	FFI Top up	SEND description	Yr	Maths	Reading	Writing
M	SS	√	ASC, Developmental Delay	1	2.5	1.5	1.5
F	SS	χ	Medical, Cognition & Learning	1	2	2	1
M	SS	χ	Medical, Cognition & Learning	1	0.5	0	0.5
F	SS	χ	Cognition & Learning	1	4	4	2
M	SS	χ	SEMH/ Cognition & Learning	2	3	0.5	0.5
F	SS	χ	Cognition & Learning	2	4	4	4
F	SS	χ	SEMH	2	5	5	3
F	SS	√	Cognition & Learning	2	3	3	2
M	Statement	√	ASC, Developmental Delay	3	0	0	0
M	SS	χ	Medical, Cognition & Learning	3	3	1	1
M	SS	χ	Cognition & Learning	3	3	3	2
F	SS	χ	Cognition & Learning	3	0	3	1
M	Statement	√	Developmental Delay/ Cognition and Learning	4	0	0	1
F	SS	χ	Medical/ Learning and Cognition	4	0	1	1
M	SS	√	SLI	4	2	5	3
M	SS	√	Cognition & Learning	4	2	3	3
M	SS	χ	Cognition & Learning	5	5	6	4
F	SS	χ	Cognition & Learning	5	1	2	3
M	SS	χ	SEMH/ Cognition & Learning	5	3	5	2
M	SS	χ	Cognition & Learning	5	3	2	2
F	SS	χ	Cognition & Learning	6	2	2	4
F	SS	χ	Cognition & Learning	6	4	2	2
M	SS	χ	Cognition & Learning	6	8	10	5
M	SS	χ	SPLd	6	5	4	1

This data indicates that pupils with SEND are making variable levels of progress. Where progress has plateaued or is limited support agencies have been contacted where eligible to ensure that pupils and or support/ teaching staff have access to support/ training.

7. Range of focussed support currently in place

Description	**Nursery Vocabulary Groups**
Number of students currently accessing focussed support	**12**

Comments on effectiveness:
Data initially indicated that progress in the afternoon group was less successful. It was decided that this was due to timing and the group happening less often. In response to this we changed the time and ensured that the Come and Chat group was also offered to these parents. The impact of this was that the children made more progress. 8 of the children made significant progress in 2 or more areas. 2 of those with more complex S&L needs made less progress. This data was recorded and analysed by the Speech and Language therapist using a numerical pre and post intervention assessments. Parents were spoken with and permission requested to refer the children to the CDC. This was not agreed to.

Description	**Nursery Parents Come and Chat Group**
Number of parents currently accessing focussed support	**8**

Comments on effectiveness: This group has been led by the S&LT and bilingual keyworker who has been running the pupil Vocabulary groups. It targeted the parents of the children who were in the Nursery Vocabulary groups and took different themes around good practise for Speech, Language and Communication. The parents have responded to the group and been using some strategies at home.
Parental Feedback:
Verbal feedback from parents suggested that they had enjoyed the practical sessions and had made changes in

the home setting particularly sharing books in a more enjoyable way, pitched at a more appropriate level.

Description	**Physiotherapy**	
Number of students currently accessing focussed support	**3**	
Comments on effectiveness		
The Physiotherapy programme was for one target pupil, but two other pupils were selected to support attention and listening, turn taking and balance and coordination/ strength work. The programme was delivered 3x per week and following three visits from the Physiotherapist the pupil has been discharged from their service as the targets had been met. The next step for two of the pupils was a referral to Occupational Therapy for more direct focussed support around specific activities. One parent has engaged with this process.		

Description	**Speech and Language Therapy 1:1**	
Number of students currently accessing focussed support	**8**	
Comments on effectiveness:		
Children receiving this high level of support have had activities delivered and modelled by the S&LT. The key workers have had a high level of support around planning and delivery according to need. Children have made progress and new IEP targets have been set. Support staff have appreciated the high level of support. Particularly in relation to PECS and board maker resources.		

Description	**Key Word Readers/ Rapid Phonics**	
Number of students currently accessing focussed support	**4**	
Comments on effectiveness:		
The member of staff delivering this focussed support changed delivery. Two pupils were benefitting from KWR and this was evidenced through increasing sight vocabulary and learning to write the words independently. Their phonic vocabulary assessments reflected this. The other two exceeded KWR and were moved onto rapid phonics.		

Children have benefitted from a range of other interventions as well as support from a variety of external agencies:

SENIT (Special Educational Needs InclusionTeam)
Educational Psychologist
CHESS Cluster support
CAMHS
Physiotherapy
Occupational Therapy
School Nursing Team
DAHIT (Deaf and Hearing Impairment Team)
Donkey Sanctuary (Riding Therapy)

8. Attendance

Improving attendance is an action for the whole school with regard to persistent absentees. The learning mentors track absence and class teachers are expected to feed into this process. The learning mentors share tracking with the SENCO. The SENCO works with the learning mentors to

make referrals where necessary to support health needs and ensure that there are no other pertinent reasons for pupils on the SEN register to be persistently missing school.

	National	Pupils with no SEN	Pupils at School Support	Pupils with Statement or EHCP
% of sessions missed due to Overall Absence	4.0%	5.3%	5.2%	7.6%
% Persistent absentees - absent for 15% or more sessions	2.7%	5.2%	5.7%	0.0%

Whole - school attendance rate	94.8%
Attendance rate for those on SEN register	94.4%

9. Exclusions

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	2
Total number of permanent exclusions (SEN cohort)	0
Total number of fixed-term exclusions (SEN cohort)	2
Total number of school days lost to fixed-term exclusions (all pupils)	2
Total number of school days lost to fixed-term exclusions (SEN cohort)	2

10. The quality of teaching and learning

The SLT conducted three lesson observations as part of the rigorous yearly Performance Management timetable. This information has been compiled and a Baseline Teaching Summary produced for September 2015. It takes account of new members of staff and staff changing year groups.

September 2015 Baseline 33 teachers (2 NQTs)	Outstanding	Good	Requires improvement	Inadequate
	15% 5	88% 29	12% 4	0%

These figures clearly show continuing improvements in Quality First teaching, due to the emphasis upon high expectations and consistency.

Following the compilation of this data the focus at the beginning of the new academic year will be:

EYFS – Participation (feedback and response) support and intervention (other adults)
KS1 – Participation (time to respond)
LKS2 – Pitch (targeted support) participation, support and intervention (use of other adults)
UKS2 – Pitch (targeted support) participation, support and intervention (use of other adults)

Informal observations of focussed support were started, but a decision was made by SLT to develop Focussed Support files in Y3, which will be trialled and then rolled out across school.

11. **Description of SENCO's current quality assurance arrangements**

Quality assurance and performance management of teaching assistants
Teaching assistants have a yearly cycle of performance management. This includes a Performance management meeting, where targets are set with a mid-year review. Teaching assistants met with their line manager which was mainly the TLCP Year group leader for their Key Phase, who in turn was supported by the AHT for their Key Phase. Any issues which were raised with regard to pupils were spoken about to the SENCO or AHT. Teaching assistants were always invited to speak to the SENCO about any issues they had and although there is an open door policy were made aware that they may need to arrange a time. At these meetings the SENCO advised around alternative strategies to support pupils who were not making progress, provided resources and made additional meetings with the S&LT. The interventions delivered were prescribed by AHT's analysis of data or from class teacher's judgement of need.

Quality assurance and performance management of other staff
The Senior Leadership Team lead the performance management of all other staff in school. Any issues raised are then managed by the SLT and the correct person is spoken to. As well as the yearly cycle of performance management meetings and lesson observations Teaching Staff also have termly performance reviews including lesson observations, pupil progress meetings with data analysis and work/ book scrutinies. There are regular learning environment walks, drop ins and learning conversations with pupils.

Quality assurance of focussed support
The whole school provision map shows the focussed support groups taking place across school. The AHTs and TLCPs have supported this process by entering and updating data for their cohort of children on a half termly basis.

12. **IEPs**

Children on the SEN register with top up FFI had an IEP or IBP in place. Class teachers provided further focussed support for pupils with SEN, PP or EAL with IEPs or Group EP's. Time is allocated to review these each term.

13. **Student survey results**

Some children were interviewed about their focussed support by the SENCO. Individual pupils were asked if they enjoy 1:1 work using Key Word Readers. A year 3 pupil enjoyed selecting flashcards and demonstrating which words they can, "read now". Another year 3 pupil showed the SENCO how they could now write the words for the books they had learned.

14. **Compliance with statutory duties**

	✓ / ✗
All provision is in place for students with statements of SEN / EHCPs	√
Annual reviews have been conducted on time	√
The school's SEN policy reflects reality within the school	√
The school has responded to all professional recommendations made in this period	√
Students with disabilities have accessed all relevant school activities including trips	√

15. SENCO's summary

What has worked well this year
Continuing to employ the Speech and Language Therapist for a traded day has ensured that Vocabulary Screening and Groups have been set up in Nursery including a parents group and these have been successful. The children with Complex Speech and Language Needs have received 1:1 support and their key workers have also received a high level of support, parents have been liaised with and the S&LT has modelled activities to be carried out in the home. The Nurture Lead actively supports pupils with Social, Emotional and Mental Health needs through accessing additional support through the CHESS Cluster including TAMHs, CAMHs and Family Support. Pupil progress meetings are a useful way of raising the needs of individual pupils. Applications made for top up FFI have been successful due to evidence of need and evidence of intervention. The Provision Map has been established and updated regularly. Transitions for pupils with ASC were tight and followed the model recommended by STARS. Pupils with SEN had additional transfer days at Allerton Grange and the Cooperative Academy. The latter receiving pupils into their Nurture Base.

What could have worked better
Monitoring of data has improved with support from the AHT – SENCO would like to be able to work alongside TLCP's while they are analysing data. More time given to monitor focussed support across school.

SENCO's priorities for next academic year
EHC Plan applications for high need pupils ISAR reviews for Top Up FFI pupils in EY and Annual Reviews? Conversion meetings Y1-6 Data/ tracking for pupils with SEND SIMs – SEN status Provision Mapping Prepare Governors SEND report during the Autumn term to be submitted once Raise On Line data is validated Include EY's SEND data in annual report Monitor focussed support Observe support staff Monitor IEPs and IBPs

16. SENCO's recommendations for actions to be included in the school's development plan

Staff training to support tracking of pupils using B' Squared materials – possibly shared with Hovingham Primary School to develop CHESS cluster links linked to the HAPI.

B'Squared to become available on classroom monitor for summative assessment.

Mandatory use of the Early Years Development Journal to track pupils – to move through school with the pupil while appropriate. Lauren McGuire accessed training.

To continue to employ S&LT Julie Ellam for two days a week. Her work will include:

- Parent consultations for Complex Needs FFI top up pupils
- 1:1 work
- Social skills groups
- Narrative therapy implemented to support writing across the school in guided groups – Who, What, Where, Why, When
- Oversee the Vocabulary groups in FS1 and FS2
- Develop vocabulary EAL type language groups in Y1

Dyslexia Training for staff

Autism Training for Staff

EP traded time (See Bid)

Links with Richmond Hill and John Jamieson to support pupils with Complex Needs - weekly visits?

Replacing Donkey Sanctuary visits with alternative for target children in Nurture and with Complex Needs

Parents of pupils with CCD or ASC to attend the monthly support group at Richmond Hill Primary School