

**SEND at
Harehills Primary School
2016- 2017
Summary for Governors Meeting 27/02/2017**



SEN Cohort 2016-2017

School Average 2017		National Average 2017	
SEN Support	Statement/ EHCP	SEN Support	Statement/ EHCP
16.7%	0.7%	12.2%	1.3%

The percentage of children on our Special Needs Register at School Support is 16.7% as compared to the National Average of 12.2%

The percentage of children with a Statement of SEN or EHCP is 0.7% compared to the National Average of 1.3%

Our trend for numbers of children with EHCP remains lower than the National Average for two reasons; one of which being we have access to Funding For Inclusion without the need for an EHCP and secondly we can only use Core Hours of EP time for EHCPs and this is limited to our cluster allowance.

SEN Cohort Commentary

2016 - 2017

- The number of children on our special needs register as of the January 2017 Census was 110. All of the children have been identified as having a special need which requires some form of intervention or are being monitored post intervention for sustained progress.
- The primary needs are; Moderate/ Severe Learning Difficulty, Speech, Language and Communication Need (which may be as a result of the MLD) Social Emotional and Mental Health, Autistic Spectrum Condition and Specific Learning Difficulty.
- Foundation Stage, Y3, Y5 and Y6 are the year groups with the highest proportion of children with SEN. Analyse School Performance (ASP) indicates that these year groups have considerably higher percentages of pupils with SEN than seen nationally.

Foundation Stage 21% - no percentage indicated

Y3 21% - 15%

Y5 21% - 16%

Y6 19% - 17%

and they are also the year groups with the highest levels of top-up funding.

How do we identify children who may have a Special Educational Need?

- Some children arrive in school already identified as having a Special Educational Need.
- Others are identified shortly after entry usually due to concerns raised by staff, parents/ carers or external professionals.
- Children are identified through tracking data where they may show lack of progress or attainment that is falling behind that of their peers.
- Pupil progress meetings.

Funding For Inclusion and High Needs top-up Funding

- There are 13 children in school who meet the criteria for high needs top up funding. This is because their needs are such that they require additional resources and support beyond the notional SEN budget.
- The top up Funding this academic year is £82,080
- The top up funding is allocated as follows:

A Band Cognition £53, 352

D Band Physical £1,368

E Band Communication £16,416

F Band SEMH £10,944

How is our SEN budget spent?

- The use of support staff in delivering personalised individual/ group focussed support
- The use of support staff to provide guidance, challenge and encourage independence
- Support for children with a diagnosis of an ASC
- Traded Speech and Language Therapist 2 days a week
- Traded Educational Psychologist time
- Nurture provision
- Resources for interventions
- Personalised equipment

KS2 Attainment Data

	School	Local authority average	National average
Percentage of pupils achieving the expected standard or higher in English reading, writing and mathematics	41%	56%	61%
Percentage of pupils at SEN Support achieving the expected standard or higher in English reading, writing and mathematics	40%		61%

EHCP and SEN Support Pupils Y6

- 2/ 73 (2.7%) children had EHCPs both of whom had severe learning disability linked to a medical diagnosis. Their additional needs included delay in speech, language and communication, attention and listening and memory and retention. Over the last two years they have both had access to the EP and SENIT to support with progress.
- 15/ 73 (20.5%) children were recorded at SEN Support. Their needs ranged from a diagnosis of ASC, a dyslexic profile, SEMH and Significant Language Impairment.
- 3 of the pupils had ongoing Speech and Language Therapy, 2 pupils had support from SENIT, 1 pupil had support from DAHIT, 3 pupils had EP support, 1 pupil had Occupational Therapy Support and 5 had a range of Pastoral support including Nurture and mentoring.

KS2 EHCP and SEN Support Data

- In Y6 2 out of the 73 pupils - 2.7% had an Education, Health and Care Plan. Neither of them were entered for their SATs due to their severe learning disability.

15 out of the 73 pupils 20.5% were recorded at SEN Support.

Of these pupils 53% achieved the expected standard in reading compared to 72% nationally. 13% achieved a higher standard compared to 25% nationally. The average pupil score was 101.9 compared to 104.1 nationally. The progress score was 3.35 this was 0.30 lower than pupils with no SEN.

40% achieved the expected standard in writing compared to 70% nationally. None achieved greater depth compared to 18% nationally. The progress score was 0.77 this was 2.67 lower than pupils with no SEN.

60% achieved the expected standard in maths compared to 75% nationally. 7% achieved a higher standard compared to 23% nationally. The average pupil score was 101.4 compared to 104.2 nationally. The progress score was 5.51 – this was 0.28 higher than pupils with no SEN.

KS2 EHCP and SEN Support Progress

- Progress in reading against Key Stage 1 prior attainment :
- The progress for the pupils with EHCPs was 5.04 and -2.22
- The range of positive progress indicated for 8 pupils at SEN Support was 2.04 – 18.87. The negative progress ranged from -1.16 – -4.78

- Progress in writing against Key Stage 1 prior attainment :
- The progress for the pupils with EHCPs was 5.31 and -2.04
- The range of positive progress indicated for 5 pupils at SEN Support was 2.04 – 9.05. The negative progress ranged from -1.26 – -10.97

- Progress in maths against Key Stage 1 prior attainment :
- The progress for the pupils with EHCPs was 7.06 and -2.11
- The range of positive progress indicated for 5 pupils at SEN Support was 0.62 - 21.76. The negative progress ranged from -1.29 – -6.27

KS1 Attainment Data

	School	Local authority average	National average
Percentage achieving at least the expected standard in reading	60%	68%	76%
Percentage achieving the expected standard in writing	42%	59%	68%
Percentage achieving at least the expected standard in mathematics	59%	68%	75%

SEN Support Pupils Y2

- The 11/88 (12.5%) of children recorded at SEN support have a range of needs including moderate learning delay with associated speech and language needs and hearing loss. For two pupils this is related to a significant medical diagnosis. There are also pupils with significant Speech and Language Needs and SEMH needs.
- 5 of the pupils had ongoing Speech and Language Therapy, 1 pupil had support from SENIT, 1 pupil had support from DAHIT and 1 pupil had EP support.

KS1 SEN Support Data

- In Y2 11 out of the 88 pupils are SEN Support. 12.5% of pupils.

None of these pupils achieved the expected standard in reading compared to 76% nationally; 82% (9/11) were recorded as working towards compared to 17% nationally; however they made an average of 1.5 points progress.

None of these pupils achieved the expected standard in writing compared to 68% nationally; 73% (8/11) were recorded as working towards compared to 24% nationally; however they made an average of 1.5 points progress.

None of these pupils achieved the expected standard in maths compared to 75% nationally; 82% (9/11) were recorded as working towards compared to 19% nationally; however they made an average of 1.4 points progress.

Year One Phonics Screen

	School average	Local authority	National average
Percentage achieving the expected standard in Year 1	74%	77%	81%

In Year 1 one pupil had an EHCP and did not sit the phonics screen. 9 children were SEN support. 3 didn't take the test, 3 achieved the expected standard and 3 didn't achieve the expected standard. The percentage of pupils at SEN Support achieving the expected standard in the Phonics test was 33%. The average score for these pupils was 15 and the pass mark was 32.

Year Two Phonics Progress

	School average	Local authority	National average
Percentage achieving the expected standard in year 1	74%	77%	81%

Phonics Progress at SEN Support in Year 2

- In the Year 2 Phonics screen 9 children were SEN Support.
- 2 children did not re take the test.
- Of the 7 that did 3 passed and 4 didn't therefore the percentage passing was 33%

In Year 1 the average point score for these 9 children was 8 but at Year 2 the average point score for these children was 23. Indicating that average progress for these children was 15 marks.

Early Years Data

Percentage of pupils achieving a good level of development	School	Local authority average	National average
	51%	65%	71%

There were 90 children in the FS2 cohort and 20 of these children - 22% were at SEN Support. 5 of these children achieved a GLD so 5.5% achieved a GLD.

FS2 SEN Support Pupils

The 20/90 (22.2%) of children recorded at SEN support have a range of needs including complex communication difficulties including proposed ASC, word finding difficulties, moderate learning difficulty and SEMH. For two pupils this is related to a medical diagnosis.

6 of the pupils had ongoing Speech and Language Therapy, 4 pupils had support from SENIT, 1 pupil had support from DAHIT, 1 pupil had OT support, 3 pupils had EP support and 6 are having regular appointments and the CDC.

Attendance

	Sessions missed due to absence		Persistent absentees 10% or more sessions	
	School %	National %	School %	National %
SEN Statement or EHCP	(4.1) 2.6	6.7	0.0	19.7
SEN Support	(6.1) 5.9	5.3	(18) 13.5	14.4
No SEN	(5.4) 4.7	3.7	(14.3) 11.7	7.3

The percentages from the previous year are in brackets. The levels of persistent absence for pupils at SEN Support are impacted by two particular pupils whose levels of sickness are being monitored to see if they are linked to their learning difficulty. They are also impacted by medical appointments.

What has worked well this year

- EHCP applications were always successful
- The Nurture Lead actively supports pupils with Social, Emotional and Mental Health needs through accessing additional support through the CHES Cluster including TAMHs, CAMHs and Family Support.
- Pupil progress meetings are a useful way of raising the needs of individual pupils.
- 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 Roundhay High School, Allerton Grange and the Cooperative Academy. The latter receiving pupils into their Nurture Base.
- Use of external agencies for support

What could have worked better

- Tracking of data –pupil progress has improved with support from the AHT for SEN. Data analysis to be a further focus.
- Change in EP led to a more solution focussed style than practical support – however city wide consultations were useful.
- Monitoring activities relating to focussed support across school.

Priorities for 2017-2018

- EHC Plan applications for high need pupils. Two pupils in Y4 are to be prioritised initially then focus on two Foundation Stage pupils.
- Termly ISAR reviews for Top Up FFI pupils in EY and end of year FFI reviews.
- Data – detailed analysis of tracking for pupils with SEND
- Supporting teaching staff with SEN Support Plan reviews
- Include EY's SEND data in annual report
- Regular monitoring activities
- Increasing use of specific SEN assessments as evidence of additional assessment will be part of the referral process
- Dyslexia training for staff team
- Phonic screening training
- Develop the role of the ASC Lead Practitioner
- Increase parental engagement with S<