

Plaxtol Primary School

SEN and Vulnerable Children Report 2018-2019

Background Information

In 2013 the Children's and Families Bill became law and has reformed the systems for adoption, looked after children, family justice and special educational needs. Within the bill the Government has transformed the system for children and young people with SEN, including those who are disabled, so that services consistently support the best outcomes for them. Key changes include:

- Joined up support across education, health and care from birth to 25
- Clearer focus on views of children and parents
- High aspirations and focus on improving outcomes
- Graduated approach to SEN
- Requiring local authorities to publish a 'local offer' of support to provide transparency at all stages
- Greater emphasis on teachers' responsibilities
- Statements being replaced by Education, Health and Care Plans

The definition of SEN has remained unchanged in the new SEND Code of Practice: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.' (Special educational needs and disability code of practice: 0 – 25 years, January 2015, p. 15-16)

The definition of what constitutes SEN Support is less clear; KCC provides the following clarification of what constitutes SEN Support:

SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement.

High Needs Funding

This is additional funding based on the severity of need and the provision required to meet the need. The first £6,000 of provision for any child with SEN is funded through the delegated school budget. We currently have one child in the process of the application of additional high needs funding, with one further application to be submitted.

Children in Care

We currently have 1 child that has a special guardianship arrangement living with a family member. We also have 1 child under a child in need order with social services.

Current SEN Register

We currently have 6 pupils on our SEN register.

Year Group	SEN Support	EHCP	Total	High Needs Funding
R	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	2	0	2	0
4	1	0	1	0
5	1	0	1	0
6	2	0	2	0

- At Plaxtol we currently have just over 6% of pupils with SEN.
- 2.8% of pupils in schools in England have statements of SEN or an EHC plan. At Plaxtol Primary School we currently have 0 pupils requiring an EHCP plan.
- Pupil Premium information is published in a separate report on our school website.

Wellbeing

Wellbeing and resilience is currently high on the government's agenda but it has always been a priority for us at Plaxtol Primary School. This is reflected through our Behaviours for Learning and in our practice. It is evidenced in relationships across the school, supported by clearly modelled and consistently reinforced expectations. Children's well-being and involvement is monitored using the all staff. Referrals are made to Early Help Support when it is felt to be appropriate.

All classes across the school benefit from having TA's during the lessons. Effective information sharing systems are in place across the whole staff through allocated time in weekly staff meetings. Safeguarding is always discussed during this meeting, as well as all staff receiving weekly bulletin's to ensure all staff are kept up to date.

PHSE (Personal Health Social Education) continues to form part of our curriculum; weekly KS2 Circle Time is an integral part of this, providing a shared opportunity for discussion and reflection. Key messages, including actively promoting the British Values, are reinforced through Collective worship.

Ensuring a seamless transition from pre-school into school and from Key Stage 1 to Key Stage 2 is a high priority for us as a school. We work closely with families and professional colleagues to plan and implement individualised transition plans for children with SEND. The SENCo is involved in transition meetings with all local secondary schools.

Interventions

All schools must make provision for children as and when they require it, irrespective of their Special Education Need. Many children will benefit from some additional provision to support or extend their learning during their time at Plaxtol Primary School.

Interventions currently running at Plaxtol Primary School

The school monitors the effectiveness of individual interventions and tracks the impact of provision for individuals using Provision Mapping and through Pupil Progress Meetings. The SEN Governors also have a monitoring role attending meetings with class teacher and SENCo on a termly basis.

We also act on professional advice from colleagues in health, including Speech and Language Therapists, physiotherapists and occupational therapists and colleagues in education, including the specialist teaching and learning service and educational psychologist team.

Impact of Interventions

Early Years

In 2019, outcomes for Early Year Foundation Stage Prime Areas were above national averages with 88% (12/14) of pupils achieving a good level of development, compared to 72% nationally. 100% (14/14) of children reached the expected standard for reading, with 28% (4/14) gaining exceeding. 100% (14/14) children reached the expected standard in Maths: Numbers and Maths: Shape, Space and Measure, this is compared to 82% (Number) 84% (Shape, Space and Measure) nationally.

Attainment at Key Stage 1

In 2019, pupils at Plaxtol achieved 92% (12 out of 13 pupils) reaching expected or higher in reading compared with 75% nationally. 38% (5/13) of children reached the exceeding benchmark for reading. 76% (10/13) of pupils achieved expected or higher in Writing, with the national average set at 69% and in Maths 85% (11/13) of pupils achieved expected or higher, this is compared to 76% nationally.

Attainment at Key Stage 2

In 2019, pupils at Plaxtol achieved 85% (12/14) expected level for Reading, which was above the national average of 73%, (10/14) achieved expected level for GPS meeting the expected standard; 85% of pupils achieved expected levels or above in Writing, which is above the national average of 78%. In maths, 71% of children reached expected levels or above (10/14). The national combined average for pupils reaching expected levels in reading, writing and maths is 65% at Plaxtol is 71%.

Data on impact of core interventions

Reading Groups

Select children were invited to KS1 booster sessions during Term 5. All of the Year 2 cohort (100%) participated in additional reading interventions to support and develop their reading and comprehension skills during the year 2018 – 2019. Every morning the children participate in phonics sessions and guided reading groups. We target specific children to develop their phonics, reading and writing. The impact can be seen in the End of Key stage 1 outcomes with 100% of pupils reaching expected or higher levels in reading.

Easter Boosters KS2 SATs

Children were invited to attend booster groups for GPS and Maths during the Easter term and Easter holidays, groups were run by KS2 teachers and TA's as well as the Headteacher to target GDS children as well as EXP children. These were hugely successful, with children gaining a sense of confidence as well as seeing progression over the course of the interventions

Maths Support and Maths Challenge Groups

The requirement to demonstrate attainment of **all** the statements within the expected standard proved particularly challenging for less confident mathematicians. Targeted support enabled most children who participated in the maths intervention group to make good progress, with 71% of the cohort achieving at least the expected standard.

Progress of children with SEND

There are low numbers of pupils in the school who have special educational needs or disability. However, in every year group almost all are making the progress that is expected of them. Much more effective provision has been put in place since the last inspection and this is having a positive impact on pupils' progress (Ofsted, May 2016)

SEN – End of Term 6 Progress 2018/19 – Achievement end of year data.

Name	EYFS R	EYFS W	EYFS M	KS1 R	KS1 W	KS1 M	2018 R	2018 W	2018 M	2019 R	2019 W	2019 M
										✓ EM	✓ EM	✓ EM
	?	?	?							✓ EM	✓ EM	✓ EM
	?	?	?		EXP		✓	✓	✓	✓ GDS	✓ GDS	✓ GDS
	EXP			EXP			x	✓	✓	✓ EM	✓ EM	✓ EM
	EXP	EXP	EXP	EXP	EXP	EXP	x	x	x	✓ EM	✓ EM	✓ EM
		EXP					✓	✓	✓	✓ EM	✓ EM	✓ EM
Above expected							✓ expected progress ✓ more than expected progress			✓ EM – Emerging		
Below expected							x less than expected progress			✓ EXP – Expected ✓ GDS – GDS		

Professional Development Training for SEN

Miss Emma – Louise Elliman (SENCo) is a qualified teacher and has worked as a SENCO since 2016 and is studying for the National Award for SEN Co-ordination.

Whole school training undertaken in the last two years

- SEND Equality and Inclusion Update (Sept 2018)
- Epi-pen Training
- Attachment training (June 2019)

Other SEND training undertaken by individuals or small groups in past 2 years:

- Termly attendance at LIFT, AEN updates and Sevenoaks SENCO forum – SENCO
- Lego Therapy
- Sevenoaks Schools Partnership training
- Draw and Talk
- BEAM
- Sensory Circuits
- ASD awareness
- Dyslexia awareness