

Special Educational Needs (SEN) Report

St Margaret's Collier Street CofE Primary School

November 2021

This report provides the evaluation of the SEN Information Report (3a).

1. Contact details

The SENCo's name is: Emma Findlay. This role is currently being covered by Lorna Lloyd due to sickness.

The SEN Governor is: Catherine Jones

Both can be contacted at the school on:

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2. SEN Support in our school as at November 2021

Year Group	SEN Support	EHC Plan
Reception	0	0
Year 1	0	0.8%
Year 2	0	0
Year 3	0.8%	0
Year 4	2.4%	0
Year 5	4.0%	0
Year 6	2.4%	0
Total	9.8%	0.8%
Total SEN	10.6%	

The national average for incidence of students with SEN Support in primary schools is 12.6%. At St Margaret's we are slightly below this average with 10.6%

The national average for incidence of students with EHCP in primary schools is 2.1. At St Margaret's we are below this average with 0.8%. Please note an application for another EHCP was submitted in November 2021 for which we are awaiting the outcome.

Pupil premium information is available on our school website.

3. Primary SEN Need Type in our school

	SEN Need Type			
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Reception	0	0	0	0
Year 1	0	0	0	0.8%
Year 2	0	0	0	0
Year 3	0	0	0.8%	0
Year 4	0.8%	0.8%	0.8%	0
Year 5	0	2.4%	1.6%	0
Year 6	1.6%	0.8%	0	0
Total	2.4%	4%	3.3%	0.8%

Please note, the table above shows the Primary SEN Need Type. In our school our main area of need is Cognition and Learning; we are due to have training in January for all staff on supporting children with dyslexia in the classroom, we also receive significant support from specialist teachers for cognition and learning. Although the table shows that the children requiring additional support in Communication and Language has decreased, we are aware of a high number (50%) of the new reception cohort have been identified as having speech and language difficulties and this will be monitored closely this academic year.

In addition to this, many of the children on the SEN register have secondary needs that are not shown in this table.

4. Funding provided to the school for SEN – this is the SEN Notional Fund and any High Needs Funding

The school receives £68,159 SEN notional fund and a further £12,915.55 in top up funding. We have also been successful with a number of applications for High Needs Funding totalling £33,430.28 The SEN notional fund is used to provide additional TA support in class, staff to run interventions, licences for specialist computer programmes, specialist resources and to employ a non-class based part time SENCo. The High Needs Funding is used to fund 1:1 support for 5 pupils.

5. The outcomes achieved by last leaving group of pupils with SEN

	Reading	Writing	Maths
Year 6 Teacher Assessment and standardised tests (June 2021)	3/6 expected progress 50% achieved expected standard	3/6 expected progress 50% achieved expected standard	3/6 expected progress 33% achieved expected standard

Due to COVID, SATs did not take place this year. This table shows the number of SEN pupils who made expected progress this academic year and the number of children with SEN who achieved the expected standard by the end of Y6. This data is based on teacher assessment.

6. Progress data for current pupils 20/21

The table below shows the average steps progress which have been made by pupils with SEN compared to those with no SEN this academic year. Expected progress for this period is 6 steps. Please note the children had 6 weeks of online learning due to the lockdown in January and February.

SEN/ non-SEN	Reading	Writing	Maths
Year R	-	-	-
Year 1	-	-	-
Year 2	3.0/5.9	3.5/6.0	3.5/5.6
Year 3	3.3/5.1	4.0/4.0	3.3/5.6
Year 4	4.3/5.3	4.0/5.3	6.0/5.6
Year 5	5.8/5.3	5.5/5.2	5.2/5.6
Year 6	3.5/5.6	3.8/5.1	4.1/5.6

This table shows that in most areas of learning children with SEN have on average, made 4 steps of progress this academic year. However, of particular note is Year 5, where the children with SEN have made more progress than the children with no SEN in Reading and Writing.

Where this is not the case additional observations and interventions have been put in place (e.g. LIFT, STLS, SALT, Paediatrician and/or HNF). For example, for one child in Y2 there have been additional assessments and a diagnosis of ADHD; STLS are involved and HNF has been put in place to further support them in class. Years 3 and 4 have been identified as a particularly high needs cohort and additional support has been sought from specialist teachers around supporting this class as a whole by revisiting mainstream core standards and looking at Quality First Teaching.

7. Attendance of pupils with SEN

	Attendance 2020/21
No SEN	96.69%
SEN Support	96.28%
SEN with EHCP	91.47%

Attendance has not been reported at a national level for the past 2 years due to COVID so we are unable to make a comparison, but this shows that there is not a significant difference between pupils with and without SEN. Pupils with an EHCP figure is lower, but this is due to one pupil having additional medical needs.

8. Exclusions occurring in the last 12 months

- Number fixed term incidents (0% pupils with SEN/ 0% pupils with no SEN)
- Number permanent exclusions (0% pupils with SEN/ 0% pupils with no SEN)

9. (Secondary) Destinations of pupils with SEN

Pupils with SEN, or those who have previously received SEN support, have made transitions to a wide range of secondary schools; comprehensive, independent and grammar schools. We have also had 2 pupils transition to specialist secondary settings. Where appropriate, additional support, above the transition package offered to all pupils, has been in place. This has included conducting virtual Annual Reviews with the child, parents and staff from both schools, additional visits to the secondary school and all of Y6 taking part in the Maidstone Year 6/7 Transition Project.

10. Interventions used by the school to support pupils with SEN

A wide range of interventions are used to support both children with SEN and those who are identified as struggling in specific areas. The table below outlines the interventions used by need type.

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
Interventions	<ul style="list-style-type: none"> • Speech Link • Language Link • SALT • Social Skills groups 	<ul style="list-style-type: none"> • 1:1 Reading • Better Reading Partnerships • Precision Teaching • Paired Reading • Spelling/ phonics groups • Dyslexia Gold • Reading Booster • Writing Booster • Maths Booster • Times Tables • Dynamo Maths • Bespoke Curriculums • Learning Breaks 	<ul style="list-style-type: none"> • Social Skills groups • Drawing and Talking • Mentoring • Key Adult • Zones of Regulation • Boxall 	<ul style="list-style-type: none"> • BEAM • Fine Motor and Handwriting • Sensory Circuits

These interventions continue to be reviewed regularly through individual mid-year reviews for those pupils with SEN, and pupil progress meetings for those without SEN.

11. Training

Training	Uses in school and impact
September '21 and ongoing – EEF Best Use of Teaching Assistants	SENCo leading fortnightly TA sessions focussing on the role of the TA, effective feedback, high expectations. Staff continuing to develop confidence and strategies being used effectively by support staff.

September '21 – Zones of Regulation	All teachers attended – led by STLS. KS2 to begin introducing in classes in December.
November '21 – Maths marking and feedback	Maths subject leader delivered to TA's to increase confidence in supporting children in lessons and providing feedback. Staff using strategies in class.
November '21 – Sensory Circuits	3 x TA attended virtual training. Sessions to begin immediately. SENCo to observe sessions and impact on children returning to class.
November '21 – Sensory Training	TA attended to support pupil with specific needs.
Throughout the year – AEN and SEN Forum	SENCo aware of national changes with regards to SEN.
Liaison with outside agencies	<p>We have continued to use our best endeavours to employ the support of outside agencies to work with our children with SEN:</p> <ul style="list-style-type: none"> • High Needs Funding Applications (1 completed, 1 pending decision) • Statutory Assessments (1 pending decision) • In Year Reviews and Annual Reviews for Pupils with EHCP's • Reviewing personalised plans for pupils with HNF • Meeting best endeavours for children with EHCP – most targets on personalised plans being met. • TAC meetings with follow up training and support • Attending LIFT meetings and SENCo surgeries • Consultations with teachers and specialist teachers and sharing information with parents.

Further training booked for this academic year:

- Cued Articulation (Dec '21) for Pippin staff to support in phonics delivery for SEN pupils
- ADHD Training (Dec '21) – Class teacher to attend to support pupils with specific need in their class
- Whole school training on dyslexia (Jan '22)
- Supporting Children with Dyslexic Traits in the Mainstream Classroom (Jan '22)