

Special Educational Needs (SEN) Report
St. Margaret's Collier Street CoE Primary School
July 2022

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

1. Contact details:

The SENCo's name is: Emma Findlay

The SEN Governor is: Catherine Jones

Both can be contacted at the school on:

Phone: 01892 730264

Email: office@collier-street.kent.sch.uk

The most recent Governor visit to the school was in March 2022 and the focus of the visit was to meet with covering and returning SENCOs to discuss children with SEND for monitoring and review purposes.

2. SEN Support in our school

Year Group	SEN Support	EHC Plan
Reception	0	0
Year 1	0	0.8%
Year 2	0	0
Year 3	1.6%	0
Year 4	2.4%	0
Year 5	3.2%	0
Year 6	2.4%	0
Total	9.6%	0.8%
Total SEN	10.4%	

The national average for incidence of students with SEN Support in primary schools is 13.0%. At St. Margaret's we are slightly below this average with 10.4%.

The national average for incidence of students with EHCP in primary schools is 1.4%. At St. Margaret's we are slightly below this average with 0.8%.

Please note 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 Difficulties	Sensory and/or Physical Needs
Reception	0	0	0	0
Year 1	0.8%	0	0	0
Year 2	0	0	0	0
Year 3	0.8%	0.8%	0	0
Year 4	0	1.6%	0.8%	0
Year 5	0	2.4%	0.8%	0
Year 6	1.6%	0.8%	0	0
Total	3.2%	5.6%	1.6%	0%

Please note, the table above shows the Primary SEN Need Type. In our school our main area of need is Cognition and Learning; we have delivered dyslexia training to all members of staff in how to support dyslexia and received support from a specialist teacher for Cognition and Learning.

Also many of our children with SEN Support have secondary needs, such as Social, Emotional and Mental Health Difficulties and/or Sensory and/or Physical Needs.

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

The school receives £65,807 SEN notional fund and has been successful with a number of applications for High Needs Funding totalling £51,985. 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 mainly 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 (SATS May 2022)	3/3: achieved standard Av scaled score: 105 1/3 achieved score of 111 (Exceeding)	2/3: achieved standard SPAG: Av scaled score: 104 1/3 achieved score of 112 (Exceeding)	2/3: achieved standard Av scaled score: 102

This shows that in 2022 nearly all our pupils with SEN Support achieved at least the expected standard in all areas of the curriculum. Some pupils with SEN Support achieved high scaled scores.

6. Progress data for current pupils

The table below shows the number of children with SEN who have made expected progress or above expected progress this academic year.

	Reading		Writing		Maths	
	Expected progress	Above expected progress	Expected progress	Above expected progress	Expected progress	Above expected progress
Year R	-		-		-	
Year 1	0/1		0/1		0/1	
Year 2	-		-		-	
Year 3	2/2	2/2	2/2	1/2	2/2	1/2
Year 4	2/3	1/3	2/3	1/3	2/3	
Year 5	3/4		3/4		3/4	

This table shows that in most areas of learning, children with SEN are making at least expected progress in the last academic year. Some children with SEN are making more than expected progress and hence gaps are closing in some areas. In particular, in Year 3 all the children with SEN have made at least expected progress.

Where this is not the case additional observations and interventions have been put in place (e.g. LIFT, STLS, paediatrician and/or High Needs Funding provision) and requests for assessments for EHCP have been or are about to be made.

7. Attendance of pupils with SEN

	% attendance for last academic year	
	School	National
No SEN	93.6	-
SEN support	94.6	-

Please note, there is currently no national data available for attendance of pupils with SEN, hence it is not possible to compare this currently.

This shows that pupils receiving SEN support attend school slightly more than pupils with No SEN support.

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. Appropriate additional support, above the transition package offered to all pupils, has been in place; this has included conducting Annual Reviews with the child, parents and staff from both schools, additional visits to the secondary school and all of Year 6 taking part in the Maidstone Year 6/7 Transition Project.

10. Result of last satisfaction survey of parents of pupils with SEN

At the Annual Review meetings for children with EHCPs parents have indicated that they are happy with the support their child receives. Parental questionnaires have indicated that 96% of all parents agree that the school is good at providing extra learning support when required (March 21).

In May 2022 children were also been asked how they felt about the intervention they were involved in and how this helped them, (pupil voice), please see the responses below:

- A child involved in a handwriting group: 'My handwriting is neater and smaller. I now enjoy doing it.'
- A child involved in 1:1 reading: 'I am definitely a better reader because I am reading more often. I have learnt to chunk. The phonics books help me to read quicker and more fluently.'
- A child involved in a writing group: 'I can write better sentences, rather than boring, old ones. My teacher has helped me understand nouns and adjectives better.'
- Children involved in a maths group:
 - 'The maths groups are good because they help me with things that I don't do well in, like times tables. I enjoy working with my friends on complicated maths questions.'
 - 'They help me a lot. I am quicker at solving problems. My times tables have definitely improved a lot.'

- 'My times tables have got better. I enjoy the groups because they help me understand things.'

11. An update of the improvements made to the school through the Accessibility Plan and evaluation of the Equality Objective

Information available on website, please see Equality Objectives within Policies and Accessibility Action Plan.

12. 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 • Speech and Language Therapy (SALT) • Social Skills groups 	<ul style="list-style-type: none"> • 1:1 Reading • Better Reading Partnerships • Precision Teaching • Paired Reading • Dyslexia Gold • Reading Booster • Writing Booster • Maths Booster • Times Tables • Dynamo Maths • Bespoke Curriculums • Learning Breaks • 1:1 Tuition • National Tutoring Programme (NTP) 	<ul style="list-style-type: none"> • Social Skills groups • Counselling • Drawing and Talking Therapy • Mentoring • Key Adult Approach • Zones of Regulation • Boxall Profile 	<ul style="list-style-type: none"> • BEAM (Balance, Education and Movement Programme) • Fine Motor Skills (Dough Disco and Clever Fingers) • Handwriting (Write Dance, Speed Up Handwriting and Write From the Start) • Sensory Circuits

13. 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 21.
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.
1 st Class at Number (EEF training)	1 x TA attended training and led booster group. This will continue to be used.
Dec '21 - Cued Articulation	Pippin staff to support in phonics delivery for SEN pupils
Dec '21 - ADHD Training	Class teacher to attend to support pupils with specific need in their class.
Jan '22 - Supporting Children with Dyslexic Traits in the Mainstream Classroom	Whole school 1 day training on dyslexia, with dyslexia specialist.
Throughout the year	<ul style="list-style-type: none"> • 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 • Statutory Assessments for EHCP • In Year Reviews and Annual Reviews for Pupils with EHCP's • Reviewing personalised plans for pupils with HNF and a high level of need • Meeting best endeavours for children with EHCP – most targets on personalised plans being met. • Attending LIFT meetings and SENCo surgeries • Consultations with teachers and specialist teachers and sharing information with parents.

Planned for this academic year:

- Oct '22 – Communication and Interaction in YrR (for 1 new member of staff)
- Dec '22 – De-escalation Techniques (for 2 new staff)
- Jan '22 - Supporting children with dyslexic tendencies (for 2 new staff)
- Jan '22 – Adapting the curriculum (for all staff)
- Ongoing – regular meetings with new TAs, following up on virtual training and solution focussed discussions.
- Local SENCo meetings – with 4 SENCos from collaboration of schools meeting to share resources/expertise.

14. Actions that will be included in the next school development plan to improve provision further for pupils with SEN

- This will be focussed on the OFSTED action point and included in the school plan:

Plans and support for pupils with SEND focus on reading and mathematics and do not sufficiently consider the help or curriculum adaptation that is required in other subjects. As a result, pupils with SEND do not learn as well as they could across the whole curriculum. Leaders should ensure that the effective provision for pupils with SEND in reading and mathematics is replicated for all subjects.

- SENCO to undertake training for Senior Mental Health Lead and share with staff

Glossary of terms used:

ALS	Additional Literacy Support (Wave 3 materials for LKS2 for old curriculum)
APS	Average Points Score
ASD	Autistic Spectrum Disorder
BEAM	Balance, Education and Movement Programme
CT	Class Teacher
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
ELS	Early Literacy Support (Wave 3 materials for LKS1 for old curriculum)
HNF	High Needs Funding
ITACC	Integrated Therapy and Care Co-ordination Service (Physiotherapists and Occupational Therapists)
KS1 and KS2	Key Stage 1 and Key Stage 2
LIFT	Local Inclusion Forum Team
QFT	Quality First Teaching
SALT	Speech and Language Therapist
SAT	Statutory Assessment Tests
SENCo	Special Educational Needs Co-ordinator
SES	Single Equality Scheme
SMART	Specific, Measurable, Attainable, Relevant and Timely
TA	Teaching Assistant