

Special Educational Needs (SEN) Report

St. Margaret's Collier Street CoE Primary School

July 2023

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

1. Contact details:

The SENCo's name is: Emma Findlay

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The most recent Governor visit to the school was in June 2023 and the focus of the visit was to discuss the current SEN needs and provision, progression with 'adapting the curriculum' and updating about staff and children's mental health and well-being.

2. SEN Support in our school

Year Group	SEN Support	EHC Plan
Reception	0.8%	0
Year 1	1.6%	0
Year 2	2.4%	0.8%
Year 3	2.4%	0
Year 4	4.8%	0
Year 5	4.8%	1.6%
Year 6	3.2%	0.8%
Total	16.8%	3.2%
Total SEN	16.8%	

The national average for incidence of students with SEN Support in primary schools is 12.6%. At St. Margaret's we are above this average with 16.8%.

The national average for incidence of students with EHCP in primary schools is 2.2%. At St. Margaret's we are above this average with 3.2%.

National data: March 2023.

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	0.8%	0	0	0
Year 1	0.8%	0	0.8%	0
Year 2	1.6%	0.8%	0	0
Year 3	0.8%	0.8%	0.8%	0
Year 4	0.8%	2.4%	0.8%	0
Year 5	0.8%	2.4%	0.8 %	0
Year 6	1.6%	1.6%	0.8%	0
Total	7.2%	8.0%	4.0%	0%

Please note, the table above shows the Primary SEN Need Type. In our school our main areas of need are Cognition and Learning and Communication and Interaction. We have delivered dyslexia training to all members of staff in how to support dyslexia (Jan 22) and received support from a specialist teacher for Cognition and Learning. Where appropriate, staff have attended courses on Autism and Girls, an intensive course on Autism and have received support from Speech and Language Therapists and a specialist teacher for Communication and Interaction. All staff have attended training on Adapting the Curriculum and we are booked to receive training in Autism in October 2023.

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 £60,579 SEN notional fund and has been successful with a number of applications for High Needs Funding totalling £52,133. 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 (both 2022 and 2023)

	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.

	Reading	Writing	Maths
Year 6 (SATS May 2023)	2/2: achieved standard Av scaled score: 106 1/2 achieved score of 111 (Exceeding)	1/2: achieved standard SPAG: Av scaled score: 101 1/2 achieved standard	2/2: achieved standard Av scaled score: 109

This data is for children who took part in the SATs tests in 2023. This shows that in 2023 both of the pupils who took part in the SATs with SEN Support achieved at least the expected standard in nearly 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	1/1		0/1		0/1	
Year 1	1/2		1/2		2/2	
Year 2	2/3		2/3		2/3	
Year 3	1/3	1/3	1/3	1/3	2/3	
Year 4	2/5	2/5	2/5		5/5	
Year 5	2/6	3/6	2/6	2/6	2/6	2/6

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 5 many of the children with SEN and some of the children in Year 4 and 3 have made accelerated 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 (to June 23)	
Children with	School	National
No SEN support	95.7	91.1
SEN support	93.2	
EHCP	92.5	

This shows that pupils with No SEN support attend school slightly more than pupils receiving SEN support. Please note, there is currently no national data available for attendance of pupils with SEN, hence it is not possible to compare this currently. However, all groups of pupils are attending more than the national average.

8. Exclusions occurring in the last 12 months.

- Number fixed term incidents (0.8% 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 (if appropriate), parents and staff from both schools meeting, 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 100% of all parents who responded agree that the school is good at providing extra learning support when required (March 23).

There were many positive parental comments and one parent added to the 'Any comments?' section:

SENCO and emotional support – I have been very impressed with the support both of my children have been given and also as a family. I believe they have gone above and beyond to help. Thank you.

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 • Reading Booster • Writing Booster 	<ul style="list-style-type: none"> • Social Skills groups • Counselling • Mentoring • Key Adult Approach • Zones of Regulation 	<ul style="list-style-type: none"> • BEAM (Balance, Education and Movement Programme) • Fine Motor Skills (Dough Disco and Clever Fingers)

		<ul style="list-style-type: none"> • Maths Booster • Times Tables • Dynamo Maths • Bespoke Curriculums • Learning Breaks • 1:1 Tuition • 1st Class at Number • National Tutoring Programme (NTP) 	<ul style="list-style-type: none"> • /Feelings check in • Boxall Profile 	<ul style="list-style-type: none"> • Handwriting (Write Dance, Speed Up Handwriting and Write From the Start) • Sensory Circuits
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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 (both class and 1:1 TAs), effective feedback, high expectations, developing independence, appropriate questioning, using technology such as Immersive Reader. Maths subject leader delivered input to TA's on maths marking and using manipulatives, to increase confidence in supporting children in lessons and providing feedback. Staff continuing to develop confidence and strategies being used effectively by support staff.
Sept '22 to March '23	3 new TAs had allocated time weekly to access online courses focussing on a range of topics such as; safeguarding, phonics, supporting children with dyslexia in the classroom, de-escalation techniques
Sept '22 - Makaton	All staff trained in basic signs to support a child with this need.
Oct '22 – Little Wandle	New members of staff online phonics training. Able to run phonics groups and spelling groups (see phonics scores for positive impact).
Oct '22 – Communication and Interaction in YrR	1 new member of staff supporting Reception children appropriately with Communication and Interaction skills
Oct '22 – Online E-safety	Most staff attended training run through collaboration, including 1:1 TAs – as children with SEN are within a vulnerable group for this.
Dec '22 – De-escalation Techniques	2 new members of staff able to use appropriate techniques to support children 1:1 when dys-regulated. Strategies shared with all TAs in TA/SENCO meeting – TAs led the session.
Jan '22 – Adapting the Curriculum (for all staff)	All staff attended. All staff now aware of strategies and adaptations to the curriculum which can be employed to support children's' needs in their class. Particular areas to support and strategies listed in provision maps, discussed at Progress Review Meetings, monitored by subject leads. Approach to continue to embed in the next academic year.
Feb '23 – Autism and Girls	TA attended and has a greater understanding of how to support a child with 1:1 support and Autism.
March '23 - Anxiety Based School Avoidance	Staff attended training and follow up consultations.
March '23 – Understanding Autism (10 week course)	TA new to role and supporting a child 1:1 with Autism now has a deeper understanding of Autism and the strategies which can be used to support the child.
Sept 22 to Sept 23 – Senior Mental Health	SENCO attended course. Provision Map detailing what is on offer within school, locally and nationally to support adult and child mental health compiled

Lead Training	and shared with all staff (including office staff). Training delivered to teaching staff on 'Enabling children to feel safe and thrive', as well as 'Spot and Support: Anxiety'. Small intervention project focussing on supporting staff mental health has had good impact; staff wellbeing surveyed and staff now much more willing and confident to talk about mental health of children and adults.
Sept 22- Sept 23 – Forest School	TA attended and implemented with a number of year groups. Staff have noticed impact on children, particularly those with C&I and SEMH needs.
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 • Liaising with a range of professionals, for example; STLS, SEND Inclusion Advisor, IASK, KCC, SALT, Dyslexia specialist teachers and Educational Psychologists • Attending LIFT meetings and SENCo surgeries • Consultations with teachers and specialist teachers and sharing information with parents. • Local SENCo meetings – with 4 SENCos from collaboration of schools meeting to share resources/expertise.

Planned for this academic year:

- Oct 23 – whole school training on Autism (as part of collaboration)
- Nov 23 – possible Nuture training (funded through KCC)
- Ongoing – regular TA/SENCO meetings, following up on training and solution focussed discussions.

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

- This will continue to 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.

- To build on SMHL training and consider how Nuture could support children in our school further with SEMH.

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