**Special Educational Needs (SEN) Report**

**St. Margaret’s Collier Street CoE Primary School**

**July 2024**

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 February 2024 and the focus of the visit was to discuss the current SEN needs and provision, progression with ‘adapting the curriculum’ and updating about staff well-being.

1. SEN Support in our school

|  |  |  |
| --- | --- | --- |
| Year Group | SEN Support | EHC Plan |
| Reception | 0.8% | 0 |
| Year 1 | 0.8 % | 0 |
| Year 2 | 3.2% | 0 |
| Year 3 | 2.4% | 0.8% |
| Year 4 | 3.2% | 0 |
| Year 5 | 4.0% | 0.8% |
| Year 6 | 3.2% | 1.6% |
| Total | 20.0% | 3.2% |
| Total SEN | 23.2% | |

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 20.0%.

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.

1. 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 | 0 |
| Year 2 | 0 | 1.6% | 1.6% | 0 |
| Year 3 | 1.6% | 1.6% | 0 | 0 |
| Year 4 | 0.8% | 1.6% | 0.8% | 0 |
| Year 5 | 0.8% | 3.2% | 0.8 % | 0 |
| Year 6 | 2.4% | 2.4% | 0 | 0 |
| Total | 7.2% | 10.4% | 3.2% | 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 reviewed this with teaching assistants this year. We have received support from a specialist teacher for Cognition and Learning, including training for KS2 Teaching Assistants in Precision Teaching. All staff attended the Autism Education Trust training ‘Making sense of autism training’ , and we have had engaged Stacy Appleby, education Specialist with the SALT team, to deliver training for all staff on ‘Communication Friendly Classrooms’. We have also had class and whole school visits from education specialists, Stacy Appleby, Helen Algar (Inclusion Advisor). Feedback has been positive with action points shared with staff and governors, and either actionned or included on the School Plan. We have also had support for individual pupils from the Specialist Teaching Service, (specifically in the areas of Cognition &Learning, Communication & Interaction and Social, Emotional & Mental Health), Speech and Language Therapy and Dyslexia Specialist.

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.

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

The school receives £63,795 SEN notional fund and has been successful with a number of applications for High Needs Funding totalling £32,957.  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 4 pupils.

1. The outcomes achieved by last leaving group of pupils with SEN (both 2023 and 2024)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading | Writing | Maths |
| Year 6  (SATS May 2024) | 6/6: achieved standard  Av scaled score: 108  2/6 achieved score of 110 (Exceeding) | 2/6: achieved standard  SPAG:  Av scaled score: 102  4/6 achieved standard | 4/6: achieved standard  Av scaled score: 101 |

This data is for children who took part in the SATs tests in 2024. This shows that all pupils with SEN Support achieved the expected standard in Reading, some were exceeding. Most pupils with SEN Support achieved the expected standard in Maths, 1 pupil was 1 mark away from achieving expected. With SPAG most pupils with SEN Support achieved the expected standard, and once again 1 pupil was 1 mark away from achieving expected. Writing was an area of difficulty for a few of our pupils with some achieving 'expected'. Writing will be a whole school focus in 2024/25.

1. 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 |  | 1/1 |  | 1/1 |  |
| **Year 1** | 1/1 |  | 1/1 |  | 1/1 |  |
| **Year 2** | 1/4 | 1/4 | 0/4 |  | 2/4 |  |
| **Year 3** | 2/4 |  | 1/4 |  | 2/4 |  |
| **Year 4** | 1/4 | 3/4 | 3/4 | 1/4 | 2/4 | 2/4 |
| **Year 5** | 4/6 | 2/6 | 4/6 |  | 5/6 | 1/6 |

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 Years 4 and 5 many of the children with SEN 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.

1. Attendance of pupils with SEN

|  |  |  |
| --- | --- | --- |
|  | **% attendance for last academic year (to June 24)** | |
| **Children with** | **School** | **National** |
| **No SEN support** | 95.8 | 91.1 |
| **SEN support** | 96.1 |
| **EHCP** | 96.4 |

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

1. Exclusions occurring in the last 12 months.

* Number suspensions (0.8% pupils with SEN / 0% pupils with no SEN).
* Number permanent exclusions (0% pupils with SEN / 0% pupils with no SEN)

1. (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; mainstream and schools with Specialist Resource Provision (SRP). 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 meeting, additional visits to the secondary school with our school staff and secondary school staff visiting our school, online meetings with Secondary SENCos and all of Year 6 taking part in the Maidstone Year 6/7 Transition Project.

One parent has commented upon our transition process for their child:

*...thank you so much for all of your preparation and work that went in to making x's Annual review so thorough, useful and a real celebration of x..... the fact that you co-ordinated the attendance from the (secondary school's) SENCO and then led the meeting to ensure that she was given so much valuable insight in to ways you have learnt to help x and how to support her was invaluable. I was so reassured by (the schools)’s response to your advice and I have no doubt that because of the excellent transition work that you have set in progress that x will be well supported moving forward.*

1. 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 98% of all parents who responded agree that the school is good at providing extra learning support when required (March 24). The School Improvement Partner visited this year and noted that:

*Questionnaire results for parents of children with SEND overwhelmingly positive. Parents acknowledge that the school is doing all it can and feel their children’s needs are well supported.*

1. 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.

1. 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 | * Speech Link * Language Link * Speech and Language Therapy (SALT) * Social Skills groups | * 1:1 Reading * Better Reading Partnerships * Precision Teaching * Paired Reading * Reading Booster * Writing Booster * Maths Booster * Times Tables * Dynamo Maths * Bespoke Curriculums * Learning Breaks * 1st Class at Number | * Social Skills groups * Counselling * Mentoring * Key Adult Approach * Zones of Regulation /Feelings check in * Boxall Profile | * 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 |

1. Training

|  |  |
| --- | --- |
| Training | Uses in school and impact |
| September ’23 and ongoing – TA/SENCO meetings | These have responded to needs within the school and have focussed on:   * Individual Health Care Plans - staff aware of children’s needs * Mental Health, You Matter Too – all staff aware of how to look after own mental health * Reciprocal Reading – in place for a group of children in Yr3/4 * Task boards – Task boards being used with appropriate children * Dyslexia, Spot and Support – TAs aware of signs of Dyslexia and they use strategies that can be used to support children with dyslexia (e.g. using coloured overlays) * Bubble Writing – All TAs can support children with Bubble Writing and can make worksheets * The Pod, Sensory Processing Differences – All TAs aware of the 8 senses (Olfactory/smell, Gustatory/taste, Auditory/hearing, Visual/sight, Tactile/touch, Proprioception/body position, Vestibular/balance, Interoception/internal self of self) and how the body can process the sensory information, and how children can be over or under responsive to this information. * Supporting Independence Through Questioning – TAs have identified questions that they have trialled and are now using regularly |
| Sept ’23 to ongoing – Nurture UK, including Boxall traning | 2 teachers have undertaken the Nurture UK training for schools and actions have been implemented or added to the new school plan.  All teachers have completed Boxall training and can now use Boxall Online to complete assessments; these have been used for SEN assessments as well as supporting the transition at the end of the year.  1 TA has been trained in how to set up and run a Nurture group, this will be implemented in September. |
| Sept ’23 – Giving Feedback | Implemented in response to wellbeing questionnaire. All teachers trained in how to give specific feedback to other staff; this has been used in performance management. |
| Sept ’23 – Getting Ready for LIFT Workshop | 1 TA has been trained by STLS and can now administer the LIFT tools assessments with children, as part of the SEN TA role. |
| Oct ’23 – Interactive Interventions Workshop | 1 teacher attended this course focussing on supporting children working at a developmentally younger stage than expected. They are using strategies with a child with speech and language difficulties, especially shoebox activities and using developmentally appropriate toys |
| Oct ’23 – AET Autism Awareness | All school staff, including the teachers, TAs and office staff attended training on autism awareness by Autism Education Trust. Staff are now slightly more aware of autism traits and why children may respond in a certain way. |
| Oct ’23 – Mainstream Core Standards | All staff are aware of the mainstream core standards and how they can be used to support all children. |
| Nov ’23 – Creative Education: ‘Talk to distressed Students’ | All staff aware of strategies to use when talking to pupils who are distressed. For example, using phrases such as “That sounds really difficult. I’m sorry.” Or making use of silences, to give young people tome to ‘get their words out’. |
| Jan and June ‘24 – Communication Friendly Classrooms | SALT Educational Specialist delivered training to all staff. TAs now more confident with using visual supports (e.g. task boards) and teachers agreed 3 action points for next school plan. |
| May ’24 – Special Arrangements Briefing for 11+ | SENCO aware of procedures to apply for special arrangements for 11+ |
| May ’24 – Precision Teaching | All KS2 TAs trained by Specialist C&L Teacher in how to use Precision Teaching, now being used as an intervention. |
| June ’24 - Supporting Access to the EYFS Curriculum | 2 TAs attended Early Years training to support in 1:1 roles in September. |
| Throughout the year | * STLS and SEN Countywide Forum - SENCo aware of national changes with regards to SEN. |
| Liaison with outside agencies | We have continued to use our best endeavours to employ the support of outside agencies to work with our children with SEN:   * 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:

* Ongoing – regular TA/SENCO meetings, following up on training and solution focussed discussions.
* Oct 24 – Interactive Intervention Workshop for 1 TA

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

* We will continue to focus on the OFSTED action point, 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.

Please note: a recent visit from the School Improvement Partner stated that:

*Adaptations are made to the curriculum to ensure that all pupils can access the same content, interventions are carefully planned to reduce the risk of narrowing the curriculum. This is supported by pupil books which evidence staff adapting the delivery of the curriculum so that pupils with SEND access the same curriculum as their peers.*

* To further consider how Nurture could support children in our school with SEMH. This includes introducing Theraplay as an additional intervention and a small nurture group for targeted pupils.

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 |