

SEN Information Report 2016/ 2017

This report has been compiled after the publication of 2017 Analyse School Performance (RAISE).

The Senco is: Mrs R Evett-Collins

The SEN Governor is: Mrs J Bailey

The most recent SEN Governor visit to the school was on 03.03.2017.

Current SEND register- Percentage of SEND 2016-2017 (as of July 2017).

Total number of SEN children	Children with EHC plans	Children at SEN support
57	8	49

Year Group	Year 3	Year 4	Year 5	Year 6	Whole School
Total Number of SEN	15/118 12 M/3 F	14/125 9 M/5 F	11/116 8 M/3F	17/123 12M/5F	57/483 41M/ 14F
% of Cohort	13%	11%	9%	14%	12%

SEN STATUS	EHC	SEN Support		
Number of Children	8	49		
% in School	1.65%	10.14%		
NUMBER and % OF CHILDREN WITH EHCP				
Year 3	Year 4	Year 5	Year 6	
2	2	2	2	
NUMBER OF CHILDREN IDENTIFIED AT SEN PROVISION				
Year 3	Year 4	Year 5	Year 6	
13	12	9	15	

The national trend for SEN support students as of January 2016 is 14.4% of the school population. At Herne Bay Junior School we have below this average at 10.14%. 2.8% of students nationally are in receipt of an EHCP. At Herne Bay Junior School we have below this average at 1.65%. Pupil Premium information is available in a separate report on our school website.

Funding

We currently have 16 children with additional high needs funding. This is additional funding ranging from £5000 to £14000 annually per child depending on the category and severity of need. This funding must be re-applied for each year. The first £6000 of any SEN pupil's entitlement is funded through the delegated school budget. At Herne Bay Junior School we use the high needs funding to provide staffing and training in order to enable pupils to access additional interventions within their personalised provision plan.

SEN Support in School

The New SEN Code of Practice requires schools to show a graduated approach to SEN support. This is based on the Waves of Provision Model: Wave 1-Inclusive quality first teaching, Wave 2-additional interventions to enable children to work at age related expectations, Wave 3-Additional highly personalised interventions, which will be reviewed 3 times a year.

All teachers meet termly with the Deputy Head teacher, Assistant Head teacher (SENCO) and Intervention Manager to review every child's progress and plan support and provision required (PPRs). All teachers write provision maps and these are reviewed as part of the process. Teachers meet formally twice a year with parents to review attainment and progress. Parents of children with an Educational Health Care Plan (EHCP) meet with teachers and/or SENCO three times a year to review provision planned for their needs, including an annual review of the EHCP.

Vulnerable Children

We currently have 5 children on the Children Looked After register- 1%

EAL (English as an Additional Language) Children

We currently have 32 children on the EAL register- 6.6%

Vulnerable Groups Transition to Secondary School

A very comprehensive transition plan was used again this year to assist students who are on the SEN register, in their transition to Secondary School including transfer review meetings. Our pupils transition to up to 9 different schools. The Children and Family Team lead this transition process, including additional visits prior to the whole year day, a 5 day 'Inclusion Programme', regular meetings with 'buddies' from the local High school and personalised support programmes for individuals. This has resulted in schools being more informed about SEN and vulnerable students and how best to support them during the change. This transition programme has involved a number of the Coastal Alliance group of primary schools.

Progress of Y6 SEN pupils July 2017.

17 SEN pupils at the end of Y6.

Y6	R	Wr	GPS	M	C
School	94%	94%	90%	92%	87%
National	71%	76%	77%	75%	61%
Difference	+23%	+18%	+13%	+17%	+26%

Y6 SEN 17 pupils 15 SEN support/ 2 EHC	R		Wr		GPS		M		C
Age expected	12		13		7		10		5
	71%		76%		41%		59%		29%
	SEN Support	EHC	SEN Support	EHC	SEN Support	EHC	SEN Support	EHC	
	66.7%	100%	66.7%	100%	40%	50%	60%	50%	
Good or more Progress from KS1 (starting Point)	41%		47%		N/A		35%		12%

Exam Concessions for KS2 SATs

Some pupils are entitled to exam concessions. These concessions can include having a reader to read questions (A reader is not allowed in papers testing reading), scribes to record the students thoughts and transcribes and photocopying papers onto coloured paper for those with Irlen Syndrome.

Whole class and Diagnostic Testing

All of our pupils are tested for Reading and Spelling ages. This means that we have whole school literacy scores that are tracked on a year by year basis. Pupils who do not achieve progress over time are then targeted by our interventions. All of our year 5 pupils are tested for their Verbal, Non-Verbal and Quantitative Reasoning scores, providing a full picture of ability and potential to inform parents in making decisions regarding PESE.

Inclusive Provision and Interventions currently running.

English	Additional targeted small group writing.
	HFW reading
	Reading 1:1
	Comprehension
	Phonics/ Speed sounds
	RWI
	HFW Spelling
	Handwriting
	Sentence structure
	Russian Writing
	Pre-teaching vocabulary
	EAL Tenses
Precision Teaching	
Maths	Additional targeted small group maths.
	X tables
	Number bonds
	Place value
	Numicon as a resource
	Precision Teaching
Self-esteem/ social communication	Social Skills
	Socially speaking
	Nurture group
	All About Me
Motor Skills	Clever Hands
	Fizzy
	Additional handwriting
	Tux typing/ touch typing
Speech and Language	Black Sheep Programmes
Memory	Auditory memory
ASD/ ADHD/ ADD-	Social stories
	Ear Defenders
	Emotions- Incredible 5 Point Scale/ worry box

	Task management boards
	Sensory Circuits
	Lego Therapy
	Active listening
	Work station / Wobble cushion

Whole school professional development in SEN Training

04-06-2014	Designated Child Protection Coordinator Refresher.
01-10-2014	SEND policy and new Code of Practice.
08-10-2014	EHC plans and Appendix B.
28-11-2014	Conversion of statement to EHCP.
02-11-2014	CiC Update Training.
25/27-11-2015	ASD Primary Awareness Training. Y3 teacher.
26-11-2014	Whole school safeguarding training.
28-04-2015	High Needs Funding Training.
30-06-2015	CiC Update Training.
14-10-2015	PASS pupil attitude to self and school training for teaching staff.
03-11-2015	TA training Day- The Changing Role of the TA supporting Teaching and Learning.
05-11-2015	Designated safeguarding Lead Refresher.
19-01-2016	Supporting Learners with Autism in Educational Settings- A Mc
21-01-2016	NUMICON training for teachers.
12-02-2016	TA training Day- Supporting Teaching and Learning through Intervention.
23-02-2016	Lego therapy training. Social interaction, Language and maths intervention.
23-03-2016	Mainstream Core Standards Training and Staff Audit.
15-04-2016	Practical Strategies for using iPads with SEND pupils.
27-04-2016	Dyslexia awareness Training.
01-09-2016	Child Protection/ Safeguarding. All staff.
28-09-2016	ASD awareness and resources training. All teachers.
02-10-2016	CPOMS training. (Child Protection online Management System). All teachers.
12-10-2016	Memory strategies training. All teachers.
18-10-2016	Solihull Training- 2 members of staff
01-11-2016	
07-11-2016	CPOMS training. (Child Protection online Management System). All TAs.
07-11-2016	ASD awareness and resources training. All TAs.

09-11-2016	ADHD awareness and resources training. All teachers.
16-11-2016	Attachment training- specific teaching staff and TAs
25-01-2017 01-02-2017 22-02-2017	Language Through Colour- Speech and Language training.
29-03-2017	ASD training. Specialist Teaching service. All teachers.
16-05-2017	TA Intervention training. Precision teaching. Numicon. Active Listening. Clever Hands. Lego therapy.