

SEN Information Report 2018/ 2019

The SENCO is: Mrs H Jones

The SEN Governor is: Mrs J Bailey

The most recent SEN Governor visit to the school was on 26.11.2018.

Current SEND register - Percentage of SEND 2018-2019 (as of December 2018).

Total number of SEN children	Children with EHC plans	Children at SEN support
52	7	45

Year Group	Year 3	Year 4	Year 5	Year 6	Whole School
Total Number of SEN	15/108 12M/3 F	13/122 9M/4F	16/120 12M/4F	9/122 6M/3F	52/472 39M/14F
% of Cohort	14%	11%	13%	7%	11%

SEN STATUS	EHC	SEN Support		
Number of Children	7	45		
% in School	1%	10.0%		
NUMBER and % OF CHILDREN WITH EHCP				
Year 3	Year 4	Year 5	Year 6	
2	1	2	2	
NUMBER OF CHILDREN IDENTIFIED AT SEN PROVISION				
Year 3	Year 4	Year 5	Year 6	
15	13	16	9	

The national trend for SEN support students as of July 2018 is 14.6% of the school population. At Herne Bay Junior School, we are below this average at 11.0%. 2.9% of students nationally are in receipt of an EHCP. At Herne Bay Junior School, we have below this average at 1.4%. Pupil Premium information is available in a separate report on our school website.

Funding

We currently have 13 children with additional high needs funding. This is additional funding ranging from £1296 to £7791 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 additional provision including, interventions, resources, staffing and training in order to enable pupils to access their general class learning and specific 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 and SENCO to review every child's progress and plan ongoing provision as required (PPRs and SEN Provision meetings). The SENCO, together with class teachers, write Provision Maps and Intervention Tracking sheets, which are reviewed termly 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) are invited to attend an annual review meeting with the SENCO once a year.

Parents of children with (HNF) Higher Needs Funding are invited to meet with the Inclusion Lead, Mrs Evett-Collins, three times a year to review provision plans relating to their child's needs.

Vulnerable Children

We currently have 4 children on the Children Looked After register- 1%

EAL (English as an Additional Language) Children

We currently have 38 children on the EAL register- 8.0%

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 pupil's transition to up to 9 different schools. The Inclusion, Mental Health and Well-Being 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.

SEN Attainment and Progress Data:

July 2018: 16.7% of year 6 SEN children achieved the expected standard in reading, writing and maths.

Progress is calculated by comparing a pupil's key stage 1 result with their key stage 2 result. This comparison is used to generate a *progress score*. A progress score of zero shows the child made the expected level of progress. Any positive score means *accelerated progress* was made, whereas any negative score means the pupil made less than expected progress.

Progress scores for SEN pupils in Herne Bay Junior School were as follows:

Progress in reading: 4.59

Progress in writing: 2.15

Progress in maths: 1.02

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 to support in papers testing reading), scribes to record the student's 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
Pre-teach English	
Maths	Additional targeted small group maths.
	X tables
	Number bonds
	Place value
	Numicon as a resource
	Precision Teaching
	Pre-Teach Maths
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
	Language link
	Speech link
Memory	Auditory memory - repetition
	Task management boards
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
Busy Box/folder	

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	Language Through Colour- Speech and Language training.
01-02-2017	
22-02-2017	
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.
28/09/17	Laleham gap visit – ASD training
3/11/17	Safeguarding Training
6/11/18	TA training: Active listening, Numicon, Clever hands, Precision teaching, LEGO Therapy, ASD/visuals, Memory
7/11/17	ASD workshop – Canterbury Hospital
20/11/17	Non Violence resistance (NVR) Training
28/11/17	Behaviour management Training
29/11/17	ASD Detective – Canterbury Primary School
25/01/18	Forland Field School Visit – ASD Training
9/02/18	Junior Language Link (SDD)
9/02/18	Language for Learning (SDD)
20/02/18	Meadow Field Sch Visit – ASD/Anxiety
27/02/18	Language Link Training - external
7/03/18	Canterbury Academy Visit – ASD training

1/05/18	ASD Training – Twilight (in-house)
29/06/18	SENCO Training - The Inclusive Classroom
04/09/18	SEN Intervention Training
08/11/18	Behaviour Management – TA training