

SEN STATUS	EHC	SEN Support		
Number of Children	12	45		
% in School	2.6%	9.7%		
<b>NUMBER OF CHILDREN WITH EHCP</b>				

SEN Information Report 2019/2020 based on unvalidated data from end of KS2 SATS July 2019.

SENCO: Miss Sammy Black

The SEN Governor is: Mrs Jane Rye

The most recent SEN Governor visit to the school was on 9.12.2019

Current SEND register - Percentage of SEND 2019-2020 (as of December 2019).

Year Group	Year 3	Year 4	Year 5	Year 6	Whole School
Total Number of SEN	14/116 9M/ 5F	15/108 12M/3F	14/122 9M/5F	15/120 10M/5F	58/461 40M/ 18F
% of Cohort	12%	14%	11%	13%	13%

Total number of SEN children	Children with EHC plans	Children at SEN support
57	12	45

Year 3	Year 4	Year 5	Year 6
5/116	4/108	1/122 (1 pending)	2/120 (4 in process)
NUMBER OF CHILDREN IDENTIFIED AT SEN PROVISION			
Year 3	Year 4	Year 5	Year 6
9	11	12	13

The national trend for SEN support students as of January 2019 is 14.9% of the school population. At Herne Bay Junior School, we are below this average at 13.0%. 3.1% of students nationally are in receipt of an EHCP. At Herne Bay Junior School, we have below this average at 2.6%. Pupil Premium information is available in a separate report on our school website.

### **Funding**

We currently have 11 children with additional high needs funding. This is additional funding ranging from £2,899.07 to £11,031.90 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 SENCO to review the progress of all children with SEN as well as other children staff may have concerns about (Vulnerable Register) to plan ongoing provision as required (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

Some children, although not on the SEN register are tracked and monitored, may receive intervention and are identified within the school Vulnerable Register.

### Children In Care

We currently have 4 children on the Child in Care register- 0.9%

### EAL (English as an Additional Language) Children

We currently have 38 children on the EAL register- 8%

### 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 led by the Inclusion Team. This transition process includes additional visits prior to the formal transition days. We aim to provide a personalised support programme for individuals with SEN. This has resulted in schools being more informed about SEN and vulnerable pupils and how best to support them during the change. This transition programme has involved a number of the Coastal Alliance group of primary schools and has already begun for the current Y6 cohort.

### SEN Attainment and Progress Data:

July 2019: 10% of year 6 children with SEN achieved the expected standard in reading, writing and maths.

Y6	R	Wr	GPS	M	C
School	78%	86%	77%	80%	70%
National	73%	78%	78%	79%	65%
Difference	+5%	+8%	-1%	+1%	+5%

Y6 SEN 10 pupils 8 SEN support/ 2 EHC	R		Wr		GPS		M		C	
Age expected	2		1		1		2		1	
	20%		10%		10%		20%		10%	
	SEN Support	EHC	SEN Support	EHC	SEN Support	EHC	SEN Support	EHC	SEN Support	EHC

	12.5%	50%	0%	50%	0%	50%	12.5%	50%	0%	10%
Good or more Progress from KS1 (starting Point)	Progress in reading: -0.2		Progress in writing: 0.3		Data not available		Progress in maths: -0.6		No data available	

Over all SEN children made better progress from KS1 than their peers.

<b>English</b>	HFW reading
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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.

### 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.

Pupils with an EHCP receive 25% extra time in any formal testing.

### Whole class and Diagnostic Testing

All of our pupils are tested for Reading age and Maths ability, children on the SEN Register are tested for their 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.

	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	
<b>Maths</b>	X tables
	Number bonds
	Place value
	Numicon as a resource
	Precision Teaching
	Pre-Teach Maths
<b>Self-esteem/ social communication</b>	Social Skills
	Socially speaking
	Nurture group
	All About Me
	Lego Therapy
<b>Motor Skills</b>	Clever Hands
	Fizzy
	Additional handwriting
	Tux typing/ touch typing
<b>Speech and Language</b>	Black Sheep Programmes
	Language link
	Speech link
	Barrier Games
<b>Memory</b>	Auditory memory - repetition
	Task management boards
<b>ASD/ ADHD/ ADD-</b>	Social stories
	Ear Defenders
	Emotions- Incredible 5 Point Scale/ worry box
	Task management boards

	Sensory Circuits
	Lego Therapy
	Active listening
	Work station / Wobble cushion/ weighted blanket/belt
	Busy Box/folder

#### Whole school professional development in SEN Training

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.
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
22/11/18	ASD Detectives for all TAs
09/11/18 14/12/18 19/01/19 01/03/19 22/03/19 26/04/19 28/06/19	Accredited Attachment Lead in Schools training 2 Members of SLT attended
17/01/19	Sharing of good practice, supporting SEN pupils in Maths, TAs
13/02/19	Staff Training- Planning with individual children in Mind, supporting the needs of all
06/03/19	Managing Challenging Behaviours, Staff Meeting
15/05/19	Positive Behaviour Management training, Whole staff
30/9/19 4/11/19 27/1/19 24/2/19 23/3/20 20/4/20 8/6/20 6/7/20	SENCo Accreditation for 1 member of staff
11/10/19	ADHD training, TAs/1:1s
31/10/19	Read Write Inc training, Y3 TAs
21/11/19	ASD Detective training for new staff