**SEND Information Report for the academic year 2016-17**

29 children received additional support as a result of having Special Educational Needs or a Disability (SEND), during the academic year 2016-17. This number varied a little from term to term, as some children moved on, and others moved off the SEN Register.

The SEND Code of Practice 0-25, introduced in September 2014, identified four broad areas of Special Educational need:

* Communication and Interaction,
* Cognition and Learning,
* Social, Emotional and Mental Health,
* Sensory and Physical needs.

The number of the children in each category supported at St. George’s School in 2016-17 is listed below. Please note, some children have more than one area of SEND, but for the purpose of this report each child is counted under their ‘primary’ area.

|  |  |  |
| --- | --- | --- |
| **Category of need** | **Range of needs included in the category** | **Number of children** |
| Communication  and interaction | * Speech, language and communication needs (SLCN) * Autistic Spectrum Disorder (ASD) including Asperger’s Syndrome and Autism. | 16  (including 7 HN ) |
| Cognition and learning | * General learning difficulties from moderate (MLD), to severe (SLD) or profound multiple learning difficulties (PMLD) * Specific Learning difficulties (SpLD) including Dyslexia, Dyspraxia and Dyscalculia. | 9 |
| Social, emotional and mental health difficulties | * Anxiety or depression * Withdrawn or isolated behaviours * Challenging or disturbing behaviour * Attention deficit disorder (ADD), Attention deficit hyperactivity disorder, (ADHD) or attachment disorder. | 3 |
| Sensory and /or physical needs | * Visual impairment (VI), Hearing impairment (HI), multi-sensory impairment, physical disability. | 1 |

Of the 29 children at St. George’s designated as having SEND, 23 were supported at the level of ‘SEN Support’. These children received additional targeted support in school in-line with the Somerset Core Standards. They were funded via ‘Element 1’ from the general budget and ‘Element 2, notional SEN funding’. (The school is expected to provide up to £6,000 from this amount, to support any child who requires it.)

During 2016-17, 7 children at St. George’s were recognised as having ‘High Needs’ and due to a successful application in the county annual SEN audit, the school received a small amount of SEND ‘Top-up funding’ for each. This funding is given as an additional sum of money (Element 3) to be added to the first £6,000, the school needs to provide. The amount of funding is ‘set’ according to different categories of SEND and the amounts awarded range from £200 to £3000 per year, for each child. Currently, all of our children who receive ‘Top –up Element 3 Funding’ do so via the category of Communication and Interaction, at the lowest level, level 2.They therefore receive the minimum amount!

In 2016-17 St. George’s School received a total of **£1,344** of additional SEND funding for the 7 children with complex or long-term difficulties who qualified for it via the SEN audit. The money was used in addition to Element 1 and 2 funding to provide specific individualised support in class, at break or lunchtime, to fund specialised interventions, activities, equipment or therapy-time, required by these children.

Up to this point in time, in Somerset, High Needs funding for children with SEN or a disability has only been awarded after a successful application to the annual SEND audit, and this has only been possible if the children’s needs and provision were shown to meet a very strict set of criteria. In addition to funded high needs children there are also those in our school who although they have life-long needs do not qualify for additional funding, under the current audit system. At St. George’s, we are committed to providing the very best and most appropriate support for all of our children, irrespective of whether they access additional funding or not! We do this by using Element 1 and Element 2 devolved funds, by using a cycle of ‘plan, do and review’, and in accordance with the Somerset SEN Core Standards.

**Education Healthcare Plans (EHCP)**

In September 2014, Education Healthcare Plans replaced ‘Statements of Special Education Need’ for children with severe and complex needs who require their provision to be protected. During 2016-17, we had no children with EHCP at St. George’s.

**Annual Reviews**

It is a statutory obligation for an Annual SEND review to be held for children with an Education Health Care Plan. In Somerset however, SEND Support reviews are also required for children who are designated as having ‘High Needs’ and who receive additional funding, or for those whom the school intend to apply for additional funding.

The annual SEND support meeting gives opportunities for all those involved in supporting an individual including the child themself, parents, staff and outside agencies, to meet, review, evaluate and celebrate progress, as well as, set targets for the year ahead. During the academic year 2016-17 seven SEN Support reviews for children designated as having ‘High Needs’ were carried out at St. George’s and three annual review cycles begun or continued, for children for whom ‘High Needs’ designation may be sought.

**End of Key Stage 2 results**

In 2016 a new system of SAT’s testing and grading was introduced by the Department for Education. In Key Stage 2, the tests were:

* Reading
* Maths
* Grammar, punctuation and spelling.

The results of tests are expressed in terms of the ‘expected standard achieved’ and indicated by ‘AS’, or the ‘expected standard not achieved’ and indicated by ‘NS’. To get this grading, scores achieved on different papers in each subject are combined and converted to ‘scaled scores’ ranging from 80 to 120, with 100 being required to achieve, or reach, ‘standard’.

In 2017, there were 33 children in Y6 and 7 children (all boys) were designated as having SEND. The table below shows the results for these 7 children.

|  |  |  |  |
| --- | --- | --- | --- |
| Child | Reading | G, P and Sp | Maths |
| A | NS (85) | NS (87) | NS (86) |
| B | NS (97) | NS (98) | **AS** |
| C | **AS** | **AS** | NS (99) |
| D | **AS** | **AS** | NS (99) |
| E | **AS** | **AS** | **AS** |
| F | NS (90) | NS (99) | **AS** |
| G | **AS** | **AS** | **AS** |

2 of the 7 SEN children (29%) achieved standard in all three areas.

1 child out of the 7 (14%) did not achieve standard in any area.

In reading: 4 out of the 7 children (57%) achieved standard.

In grammar, punctuation and spelling: 4 out of the 7 children (57%) achieved standard.

In maths: 4 out of the 7 children (57%) reached standard.

**Writing** is assessed by the class teacher and the results are validated via moderation. The writing outcomes are expressed as Working towards Standard (WTS), Gained Standard (GDS) and Exceeding Standard (EXS).

|  |  |
| --- | --- |
| Child | Level achieved |
| A | WTS |
| B | WTS |
| C | WTS |
| D | EXS |
| E | EXS |
| F | WTS |
| G | EXS |

Of the designated SEND children, 3 (43%) exceeded standard, and 4 children (57%) did not achieve standard.

**End of Key Stage 1 outcomes**

In 2017, Y2 children were assessed using a range of tests which included, a reading comprehension test, two maths papers; maths reasoning and arithmetic, and a test of spelling, punctuation and grammar (SPAG). Writing levels in Y2 are awarded by the teacher and based on evidence seen across a range of writing tasks. Unlike tests given in Y6, the Y2 assessments tests are designed to be used to inform teacher assessment, rather than to strictly dictate levels. Reported outcomes for Y2 are therefore ‘Teacher Assessments’.

In Y2 the judgements made are recorded as WTS- working towards standard, EXS-expected standard and EXS- exceeding standard.

In 2017, two children were designated as having SEND in Year 2. Both children were assessed as WTS ‘working towards’ the standard expected in all three areas of maths, reading and in writing.

**Transition Arrangements**

In July 2016, four School Entry Planning (SEP) meetings were held for children with identified SEND, due to start school in September, 2016. Two of the meetings were multi-agency meetings and were for children with recognised complex needs. One child already accessed High Needs funding, and the second child was recognised as needing to have an application made for High Needs designation. Two further SEP meetings were held for children with SEN needs who required extra over-sight and care on school entry.

To support the reception children with SEND, specific arrangements and enhanced TA time was allocated to the reception class. By the time of the SEP reviews in October, 2016, all four children had settled into school and during the autumn term the application for High Needs funding made for one of the children, was agreed.

In the summer term 2017, transfer liaison meetings were held with 7 secondary schools receiving our Y6 children. A series of extra visits, activities and transition days were organised with 3 of the schools, for vulnerable children including those with SEND. The children attended these with staff from St. George’s.

In preparation for the new school year, in July 2017 a multi-agency School Entry Plan meeting was held for a new reception child with complex SEND, who was in the process of being given an Educational Health Care Plan (EHC).One Pre-school Transition Meeting was also held, for a child with some additional needs.

**School Policies and information.**

St. George’s SEND Parents Information is available to all parents on the school website and hard copies are available from school foyer. The information sheet outlines the support we give children in school and indicates where parents can find help, if they have any concerns about their child.

Our SEND Policy will be updated in October, 2017

**Staff SEND focused training**

During 2016-17 school staff received training in;

Supporting children with maths difficulties

Embedding the Somerset Core Standards

Understanding a range of SEN assessment materials.

Attention Autism and Intensive Interaction training was also booked for the autumn term 2017.

**Individual training**

During 2016-17 our Emotional Literacy Support Assistant (ELSA) Teaching Assistant continued to be involved in termly training sessions led by Educational Psychologists. Her skills have been very effectively used to deliver short targeted input to a number of children.

A member of teaching staff and a TA also attended Forest School training. It is intended that during the next year ‘Outdoor Education/ Forest School’ opportunities will be developed using the current environmental area.

Across the year, the SENCo attended both Local Authority training courses and those organised with schools in the Taunton Learning Partnership. The training covered a wide range of topics including, identifying and supporting a range of SEND needs, improving provision for children with SEND and keeping up to date with changes and statutory requirements etc.

Workshops were also attended by the SENCo and SEND Governor to explore and understand the proposed new SEND Funding and ‘Banding’ arrangements in readiness for the ‘new’ system which begins in September, 2017.

**Outside agency support.**

During 2016-17 we have continued to receive support from a range of Somerset Support Services for Education including: the Learning Support Service, Educational Psychology, Physical Impairment and Medical Team, Language and Communication Team including the ASD Team, as well as the NHS Integrated Therapy Service which includes Speech Therapists, Physio-Therapists and Occupational Therapists.

Marjorie Bullock Autumn 2017