

## **SEND Information Report 2015-16**

27 children received additional support as a result of having Special Educational Needs or a Disability (SEND) during the academic year 2015-16. 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 range of need of the children in each category supported at St. George's School in 2015-16 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.

<b>Category of need</b>	<b>Range of needs included in the category</b>	<b>Number of children</b>
Communication and interaction	<ul style="list-style-type: none"><li>• Speech, language and communication needs (SLCN)</li><li>• Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism.</li></ul>	12 (including 5 HN )
Cognition and learning	<ul style="list-style-type: none"><li>• General learning difficulties from moderate (MLD), to severe (SLD) or profound multiple learning difficulties (PMLD)</li><li>• Specific Learning difficulties (SpLD) including Dyslexia, Dyspraxia and Dyscalculia.</li></ul>	8 (including 1 HN)
Social, emotional and mental health difficulties	<ul style="list-style-type: none"><li>• Anxiety or depression</li><li>• Withdrawn or isolated behaviours</li><li>• Challenging or disturbing behaviour</li><li>• Attention deficit disorder (ADD), Attention deficit hyperactivity disorder, (ADHD) or attachment disorder.</li></ul>	6
Sensory and /or physical needs	<ul style="list-style-type: none"><li>• Visual impairment (VI), Hearing impairment (HI), multi-sensory impairment, physical disability.</li></ul>	1

Of the 27 children at St. George's designated as having SEND, 21 were supported at the level of 'SEND Support'. These children were funded via the SEND element contained within the general budget which is devolved to school. (The school is expected to provide up to £6,000 from this amount, to support any child who requires it.)

During 2015-16, 6 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 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 allocated range from £200 to approximately £3000, per year.

In 2015-16 St. George's School received a total of £3,724 of additional SEND funding for the 6 children who qualified for it via the SEN audit. The money was used to provide additional support in class-times or at break or lunchtime, to fund specific activities, equipment or therapy-time, required by these individual children.

In Somerset, application to the annual SEND audit can only be made for children with clearly identified needs who meet a very strict set of criteria. Currently, there are children in our school who have long-term needs who do not qualify for additional funding under the current audit system. Here at St. George's we strive to provide the very best and most appropriate support for all of our children, irrespective of whether they access additional funding or not!

### **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 2015-16, 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' who receive additional funding, or for 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 themselves, parents, staff and outside agencies, to meet, review, evaluate and celebrate progress and set targets for the year ahead. During the academic year 2015-16 five annual reviews for children already designated as having 'High Needs' were carried out at St. George's and three annual review cycles begun, for children for whom 'High Needs' designation is 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.

For the first time, the results of tests were 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 were combined and converted to 'scaled scores' ranging from 80 to 120, with 100 needing to be achieved, to reach 'standard'.

In 2016, there were 6 children in Y6 designated as having SEND (4 boys and 2 girls.) The table below shows the results for these 6 children.

Child	Reading	G, p and sp	Maths
A	<b>AS</b>	<b>AS</b>	<b>AS</b>
B	NS (98)	NS (94)	NS (97)
C	<b>AS</b>	<b>AS</b>	<b>AS</b>
D	NS (94)	<b>AS</b>	<b>AS</b>
E	NS (95)	NS (99)	NS (95)
F	NS (94)	<b>AS</b>	NS (93)

2 of the children (33%) achieved standard in all three areas.

2 of the children (33%) did not achieve standard in any area.

In reading: 2 out of the 6 children (33%) achieved standard.

In grammar, punctuation and spelling: 4 out of the 6 children (67%) achieved standard.

In maths: 3 out of the 6 children (50%) reached standard.

## **End of Key Stage 1 outcomes**

In 2016 a new series of tests were introduced at the end of Y2, to fit in with those for Y6. These included a reading comprehension test, two maths papers; maths reasoning and arithmetic, and a spelling, punctuation and grammar test (SPAG). In 2016 the SPAG test was not released, as before being forwarded to schools the contents were leaked. Writing levels in Y2 as in Y6 are awarded by the teacher and based on evidence seen in a range of writing tasks. The Y2 tests, unlike those given to Y6 tests are designed to be used to inform teacher assessment, rather than to determine levels. Outcomes for Y2 are therefore 'Teacher Assessments'.

Two children were recognised as having SEN in Year 2 in 2015-16. Both children were assessed as working at the required standard of 'Year 2 secure', in the three areas of maths, reading and in writing.

## **Transition Arrangements**

In June 2015, four multi-agency School Entry Planning (SEP) meetings were held for children with identified SEND, due to start school in September, 2015. One of the children came with High Needs funding. Specific arrangements and extra support was allocated to the reception class to meet the needs of these children. By the time of the SEP reviews in October, 2015, all of the children had settled happily into school.

In the summer term 2016, 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 4 separate secondary schools for children with SEND. The children attended these with staff from St. George's.

In preparation for the new school year, in June 2016, four School Entry Plan meetings were held for children with identified SEND, coming into our Reception class. One of the children had additional funding and it is expected an application for funding for a second child, will be made at the start of the academic year.

## **School Policies and information.**

Our SEND policy has been reviewed and updated during 2015-6.

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.

## **Staff SEND focused training**

During 2015-16 teaching staff, teaching assistants and lunchtime staff received updated training in:

- supporting children with autistic spectrum needs. This came from a member of the Language and Communication Team.
- 'Emotion coaching'. To increase awareness and develop techniques to respond to children with improved empathy, acknowledge emotions etc.

In the summer term 2016 staff undertook refresher training in supporting children with dyslexic difficulties. After a re-accreditation visit and review of the provision in our school, our Inclusive Dyslexia Friendly School Status was renewed.

### **Individual training**

One of our Teaching Assistants successfully completed an intensive training course led by Educational Psychologists, to become an Emotional Literacy Support Assistant (ELSA). During the year her skills have been very effectively used to deliver short targeted input to a number of children.

A second Teaching Assistant successfully completed a Level 3 specialist training course, for supporting children with SEND.

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.

A member of teaching staff undertook 'Emotion Coaching training'. This was then cascaded to all staff via a series of training sessions.

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.

### **Outside agency support.**

During 2015-16 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 as well as the NHS Integrated Therapy Service which includes Speech Therapists, Physio-Therapists and Occupational Therapists.

