

**St. George's Catholic School SEND Information Report for the academic year 2017-18**

22 children received additional support as a result of having Special Educational Needs or a Disability (SEND) during the academic year 2017-18. This number varied a little from term to term, as some children moved on, and others moved off the SEN Register.

The Children and Families Act 2014 and SEND Code of Practice 0-25 of 2015, 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 2017-18 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<br>(including 6 HN 1 of whom with an ENCP) |
| 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>                   | 5   |
| 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• Withdrawn or isolated behaviours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> | 3   |
| 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>  | 2   |

Of the 22 children at St. George's designated as having SEND, 16 were supported during 2017-18 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 2017-18 Somerset Local Authority introduced a new system of Top Up Funding bringing the County systems in-line with the 2015 Code of practice for SEN children already recognised as having High Needs, or who already had EHCP's. The 'Banding' system introduced was based on a set of criteria aligned with the Children and Families Act 2014, the Code of Practice 2015 and the child's eligibility for an EHCP. The new funding began in April 2018.

In Autumn 2017, submissions were made for 5 children at St. George's who previously received additional funding, to have their needs recognised as High Needs under the new system. The requests were granted, after packs of evidence for the individuals selected by the County were successfully moderated and confirmed.

In the Spring Term, an application for HN designation and funding was submitted for a sixth child, which again was accepted, after evidence of their needs were moderated and confirmed.

As previously, the High Needs Top-Up Funding awarded was given as an additional sum of money (Element 3), to be added to the first £6,000, the school is required to provide. This year the old funding system lasted until the end of March 2018 and the new 'banding' system' with re-viewed tariffs began in April 2018. The banding levels agreed for us were,

1 child who already had an EHCP and was awarded a Banding level of 4.

1 child was awarded Band 3

4 children were awarded Band 2

A total of **£7127** of additional SEND top-up funding was received by the school in the year 2017-18. This funding was based on tariffs from the previous high need system and also included the first amounts allocated under the new banding system. 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 the children to whom it was awarded.

In addition to designated and funded 'High Needs' children, there are also those in our school who although they have life-long needs do not qualify for additional funding. 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 and/or who may require access to a specialist school or unit.

In 2017-18 we supported one child at St. George's with complex needs with an EHCP. During the year, a further request was made for an EHCP on behalf of another child and evidence gathered and submitted. An EHCP was granted at the end of the year in readiness for secondary transfer.

### **Annual Reviews**

It is a statutory obligation for a SEND Annual 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 SEND Annual Review meeting gives the child, their parents, staff and all outside agencies involved in their care, the opportunity to meet together. The purpose of the meeting is to review, evaluate and celebrate the child's progress and set targets for the year ahead. As part of this, the child's placement is also carefully considered. During the academic year 2017-18 one SEND Annual Review was carried out at St. George's for a child with an EHCP, and as part of this process the parents formally requested access to specialist provision for their child. A place at a specialist unit was offered to the child and together with the new placement, a carefully managed transition took place.

Five SEN Support reviews for children designated as having 'High Needs' were carried out in the Summer Term 2018. A further SEND Review was also held for a child with complex needs, who currently does not have HN status or any additional funding.

## End of Key Stage 2 results

At the end of Key Stage 2 children sit a series of 'SAT's' in

- Reading
- Maths
- Grammar, punctuation and spelling.

The results of these 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 2018, there were 31 children in Y6 and 5 children were designated as having SEND. (By the end of the year one of these children was granted an EHCP). The table below shows the results for these 5 children.

| <i>Child</i> | <i>Reading</i>  | <i>G, P and Sp</i> | <i>Maths</i>    |
|--------------|-----------------|--------------------|-----------------|
| A            | NS (85)         | NS (94)            | NS (97)         |
| B            | NS (98)         | NS (94)            | NS (93)         |
| C            | NS (86)         | NS (99)            | NS (97)         |
| D            | NS (98)         | <b>AS (101)</b>    | <b>AS (103)</b> |
| E            | <b>AS (101)</b> | NS (95)            | NS (95)         |

None of the children achieved standard in the three tested areas, but 1 child achieved standard in both Grammar Punctuation and Spelling and in Maths.

In reading: 1 child out of the 5 children (20%) achieved standard.

In grammar, punctuation and spelling: 1 child out of the 5 children (20%) achieved standard.

In maths: 1 out of the 5 children (20%) 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     | EXS            |
| D     | EXS            |
| E     | WTS            |

Of the designated SEND children, 2 (40%) exceeded standard, and 3 children (60%) did not achieve standard in writing.

No SEN child achieved combined ARE this year in the three areas of reading, writing and maths.

One child, Child D, achieved standard in two areas, these were maths and writing.

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

Y2 children are assessed using a range of tests which include, 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 are 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'.

For Y2, the judgements made are recorded as 'WTS'- working towards standard, 'EXS'- at expected standard and 'GDS'- greater depth standard.

In 2018 two children were designated as having SEND in Year 2, one of whom was High Needs funded. Both children made good progress during the year, but were assessed as WTS, 'working towards' the standard expected for their ages, in the three areas of maths, reading and in writing.

### **Transition Arrangements**

In June 2018, one School Entry Planning (SEP) meeting was held for a child with identified SEND, due to start school in September, 2018. At the time of the SEP meeting a request for High Needs designation and Top-Up funding for this child had been submitted by their pre-school setting. This was confirmed before the summer break, at the level of Band 2 and is set for one year. An EHCP will need to be considered and requested for this child if additional funding is to continue beyond the end of the reception year.

In the Summer Term 2018, transfer liaison meetings were held with 5 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 accompanied by staff from St. George's.

### **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 this indicates where parents can find help if they have any concerns about their child.

Our SEND Policy is available on the school website along with this report.

### **Staff SEND focused training**

During 2017-18 a number of school staff received specific training in;

- Attention Autism strategies and approaches
- Intensive Interaction training.

### **Individual training**

Our Emotional Literacy Support Assistant (ELSA) Teaching Assistant continued to receive support via termly training sessions led by Educational Psychologists. Her skills have been very effectively used to deliver short targeted input to a wide range of children.

3 assistants who deliver Individualised Literacy Intervention (ILI) had the opportunity to attend refresher training. Their skills continue to be successfully employed for the benefit of a number of children each year.

The School SENCo attended both Local Authority training courses and those organised with schools in the Taunton Learning Partnership and in our School to School Support Network. The training covered a wide range of topics and also enabled our school to remain aware of all the changes currently taking place, both locally and nationally within SEND. The SEND Governor also attended some training alongside the SENCo.

### **Outside agency support.**

During 2017-18 we have continued to receive valuable support from a range of Somerset Support Services for Education including: Learning Support Service, Educational Psychology, Physical Impairment and Medical Team, Visual Support Service, Autism and Communication Service and SENITAS, the specialist IT support service.

Health Service professionals have provided on-going advice and specialist support for many of our children including: NHS Integrated Therapy Service which includes Speech Therapists, Physio-Therapists and Occupational Therapists and also Paediatricians who have visited individual pupils in school.

Outreach support has also been provided to us from Selworthy School.

Marjorie Bullock Autumn 2018