

Sir Thomas Abney SEND Governors Report

Autumn 2016

The SEND Link Governor at Sir Thomas Abney meets with the SENCo and Inclusion manager on a termly basis. This report is a summary of the meetings and information shared over the period 2015-16 with staff, senior leaders, School Improvement Partner and Governors.

Policies:

The SEND Policy and SEND Information Report were updated and reviewed in the Autumn term 2016. These can be viewed on the school's new website which will be live in December 2016.

Staffing:

The new SENCo is Eloise Adamson and the Inclusion Manager is Maxine Apcher. The SEND Link Governor is Lisa Neidich.

Number of SEND pupils:

As of Autumn 2016, there are 104 children who are recognised as having SEND; this is 25% of all pupils at STA. 67 are boys and 37 are girls.

The types of need are:

	Sensory or physical	Communication & Interaction	Social, Mental, Emotional Health	Cognition & Learning	LRS	EHCP	Medical
Number of children:	11	59	17	17	17	12	24
% of SEND pupils	11%	57%	16%	16%	16%	12%	23%
% of whole school:	2.6%	14%	4%	4%	4%	3%	6%

There are year group variations:

	FS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
School Support	6	8	14	14	10	11	15
EHCP	3	-	3	3	1	1	1
LRS	3	5	4	2	0	2	1
Total SEND:	11	13	20	19	11	14	16

Progress of pupils with SEND (using end of 2016 data):

	Progress and Attainment:	Context and ways forward:
EYFS	<p>Whilst 21% of children with SEND achieved GLD; SEND children made good progress (See Phase data).</p> <p>There remains a 69% gap in Speaking (similar to Hackney).</p> <p>Progress in Comm/Lang is rapid for those children with SEND:</p> <p>Listening/Attention: 5.92 Understanding: 6 Speaking: 5.69</p> <p>3 = good progress >4 = rapid progress</p> <p>LaunchPad: significant progress 0% of children screened at expected standard in Autumn term, whereas 64% were on amber/green by Summer 2016.</p>	<ul style="list-style-type: none"> • 5 LRS children in cohort. • 3 out of 13 SEND children achieved GLD. • LaunchPad has had a positive impact on staff training and confidence; now being followed up in Year 1 for specific children with language needs; this year a consistent speech therapist will deliver each session; parental engagement is being targeted as a way to further improve outcomes (see Launchpad report).
KS1	<p>Phonics: 70% of children with SEND in Year 1 passed Phonic Screening; 80% in Year 2; 17% gap between SEND/Non-SEND (smaller gap than Hackney 30%)</p> <p>End of KS1: Pupils with SEND working at the expected level:</p> <ul style="list-style-type: none"> - Reading: 44% - Maths: 38% - Writing: 31% 	<ul style="list-style-type: none"> • 33% of Year 1 cohort has SEND • 28% of Year 2 cohort has SEND <p>Provision for Year 2: (current Year 3s)</p> <ul style="list-style-type: none"> • Additional tutoring (RWInc) • Read Write Inc • Lexia for target children • Mentoring Reading programme • Raising Achievement Project (RAG) • Speech and Language Groups • Toe by Toe • Programme of work in Year 2 with therapist from Cariss Creative to promote mental health and well-being.
KS2	<ul style="list-style-type: none"> • Internal data shows that 80% of children with SEND in Year 6 made good or better progress towards their targets (although they were low attaining); • Scaled Scores for SEND pupils: <ul style="list-style-type: none"> - Maths: 100.57 - Reading: 95.2 - SPAG: 96.17 	<ul style="list-style-type: none"> • A Maths Mastery and RWInc intervention group for pupils with SEND gave low attaining children the chance to succeed. • Accelerated Reader programme saw great success as pupils with SEND were able to make 9 months of progress in less than 8 months. • Raising Achievement Project (RAG) in Year 3 – targeted reading project. • Speech and Language report evidences that KS2 children in the SLT made major progress towards their targets in the last academic year.

Reading Progress from September 2015 to April 2016 (8 months = +0.08):

Class	Reading Age (gain in months)				Accuracy %
	All pupils	PPG	EAL	SEND	
Aspen	+0.07	-	-	-	87%
Rowan	+0.08	-	-	-	91%
Nutmeg	+1.02	+1.01	+1.05	+1.05	89%
Ebony	+1.00	+0.10	+1.02	+0.08	91%
Walnut	+1.01	+1.04	+1.01	+1.07	87%
Apple	+0.11	+0.09	+1.01	+1.05	89%
Cedar	+0.09	+0.10	+0.09	+0.09	89%
Holly	+0.10	+0.10	+0.11	+1.00	83%
Hazel	+0.11	+0.07	+0.09	+0.09	86%
Willow	+0.11	+0.10	+1.00	+0.09	83%

- **Progress of pupils with SEND in reading is good or better in most classes.** Where there are classes with children with higher and more complex levels of SEND, the progress is in line with expectations.
- **Some examples of very good progress of children with SEND in writing:**
 - (Year 1) – EHCP; Global Delay; using keyboard to produce writing in line with peers; excellent progress in learning phonics has supported writing;
 - (Year 2) – EHCP; Severe SLCN and SMEH; with 1:1 adult support to stay on task; has been able to produce writing in sentences for a range of purposes;
 - (Year 6) – EHCP Application; huge increase in motivation and volume of writing; significant improvements in use of vocabulary, phonetic spellings and organisation of writing;
- **Examples of evidence of very good progress of pupils with SEND in maths** (Maths Mastery entry/exit assessments). Attainment of those pupils is still below that expected for their age. The emphasis on key vocabulary, repetition of ‘star words’ and the high use of visual/practical resources has accelerated progress.

Evaluation of SEND priorities (2015/16):

(WWW = what went well; EBI = even better if...)

Priority:	Impact and evaluation:
Recruitment of permanent SENCo	<p>WWW: Permanent full time SENCo appointed to start in September 2016 (Eloise Adamson); Existing SENCo will stay at STA which will ensure continuity and handover of caseload;</p> <p>EBI: New SENCo to be inducted successfully and to gain NASENCo Qualification;</p>
Earlier targeting and identification of children with language difficulties in Early Years	<p>WWW: LaunchPad programme in place since the beginning of the year; Language Groups in Reception have been running since October half term 2015; Have been able to identify and prioritise children early for specific further assessment of their needs; Parents and carers have attended parent workshops; EYE trained in language screening;</p> <p>EBI: increase attendance of parents/carers of children with the</p>

	higher language needs; consistent therapist throughout the year;
Conversion of statements to EHCPs in Year 6 (SEND Code of Practice 2015)	WWW: All Statements have been converted to EHC Plans (awaiting drafts from SEND Team at HLT); 5 new applications for EHC Plans approved/completed this year; EBI: EHC Plans have been lengthy (up to 32 pages) and it has been a challenge to liaise with other services (e.g. CAMHS and Social Services in terms of provision for Health and Care needs). Case TB: although there were very significant Mental Health needs identified by CAMHS, the EHC Plan did not have provision in place for this. This is still under review.
Review of IEPs and improvement of Support Plans for those children in most need (Wave 3)	WWW: Teachers have bank of strategies that they can implement for different needs in the classroom, and beyond (based on Wave 1/2/3); New Support Plans in place – emphasis on provision and strategies; pupil views; learning skills targets (e.g. attention, independence, self-help strategies); EBI: more class teacher taking lead in support plans and one page profile updates;
To increase the inclusion of Speech and Language Therapy (SaLT) interventions in classrooms	There has been less of a focus on this – changes to the curriculum and assessment procedures have taken priority; WWW: Staff have had training on Word Aware (vocabulary intervention), and this needs revisiting; Changes in SaLT staff have been smooth; No SaLT staff changes from September 2016; EBI: Training on Memory Magic [and Learning to Listening] – to be incorporated in to the classroom (from September 2016);
Higher parental engagement	WWW: At least 85% parents/carers attended SEND reviews; Child-centred reviews: children have been attending many of the reviews – accompanied by staff working with them, sharing work, pupil views, photos/videos; Parent attendance at coffee mornings for LRS pupils has been around 50%; good attendance at Wiki event (LRS); EBI: Mainstream Speech and Language attendance could be higher (although well attended by parents/carers of children in Early Years and KS1); set up more regular parent workshops and/or support group;

Main interventions and impact: (www = what went well; EBI = even better if...)

Area of need:	Intervention:	Year group(s):	Summary evaluation:
Speech & Language:	LaunchPad	Reception	WWW: Early identification and prioritising for further assessment; family workshops; staff training; EBI: consistent therapist for whole of year; parents/carers of children with higher needs to attend parent workshops;
	Makaton	Nursery and Reception	WWW: staff confident to use and apply Makaton training skills; children regularly exposed to Makaton EBI: wider usage as part of day-to-day learning; transitioned into Year 1;
	Early Language Groups	Nursery and Reception	WWW: set up early this year; evidence of at least good progress (linked to progress towards good level of development);

			EBI: ensure timetabling of groups/adults is more consistent across the three terms;
	Word Aware	Years 1-6	WWW: most children meeting targets; specialist TAs liaise with teachers on key topic vocabulary; EBI: more use of strategies in the classroom
	Memory Magic	Year 1-6	WWW: most children meeting targets; positive feedback from children; EBI: more use of strategies in the classroom;
	Specific Speech Programmes	Nursery – Year 6	WWW: most children meeting targets set EBI: more parents engaged in supporting at home and attending therapy sessions
	Specific Language Programmes (bespoke)	Reception – Year 6 (Individual)	WWW: most children meeting targets set EBI: more parents engaged in supporting at home and attending therapy sessions
	Language Enrichment	Year 1-6	WWW: most children meeting targets set EBI: raise teacher awareness of specific targets on individual programmes;
	Lego Therapy	Years 4/5/6	WWW: has been adapted to 2D models for some children; positive feedback from children; all children on programme show evidence of progress towards targets; EBI: develop the transfer of key strategies/skills into classroom and playground
Literacy:	Daily One-to-one Reading	Year 1	WWW: evidence of 38% children now reading at age-expectations; other children working towards expected; EBI: monitor children on/off programme more closely
	Toe-By-Toe	x3 children in Year 6; x2 children in Year 5	WWW: Evidence of good progress in 4 out of 5 children; 1 Yr6 child still struggling with fluency of decoding (EHCP); EBI: children identified earlier in year 3/4
	SEND Fresh Start	Years 4/5/6	WWW: children responded positively to new material and making good progress towards targets; EBI: incorporate a greater range of genres
	Read Write Inc	Years 2/3	WWW: evidence of key children making better than good progress; EBI: more children able to access PoR in Year 2;
	Lexia	Years 4/5/6	WWW: evidence of children making steady progress through the levels; children with SLI making good progress; EBI: target children earlier (in Years 2/3); ensure more children using it at home; more consistent extra tuition sessions; levels are lengthy and can take time to complete;
Maths:	SEND Maths Mastery	Years 4/5/6 SEND	WWW: good or better progress of 7 out of 9 children; practical and language based learning; EBI: increase in pace of taught units
Social & Emotional:	Lego Lunch Club	Target children – Years 1-6	WWW: well attended and wider range of activities; specific children supported; EBI: more target children attend; pupil feedback suggests children want wider range of activities – for older children;
	Bounce Back (Cognitive Behaviour Therapy)	X3 children with ASD	WWW: Pupil feedback positive; able to include key issues facing pupils; positive response from parents; EBI: Awaiting evaluations from Ed Psych.
	Play Therapy	Year 4 child with ASD	WWW: noticeable increase in pupil self-esteem and cooperation; positive response from pupil and parent; EBI: awaiting feedback from Ed Psych.

	'I am Special' (Autism Specialist Package)	Year 1 and Year 4	WWW: positive feedback from pupil, parent and therapist; Year 4 child increased knowledge and understanding of Autism; followed up by Assemblies on Autism; EBI: In-house staff trained to deliver programme to other children across school;
	Therapy sessions	Years 1-6	WWW: key children benefitting from therapy (individual and group); (see entry/exit notes) EBI: more children could access therapy (long waiting list); more therapy time; consistent therapist across both days;
	Dining Club	Year 1-3 (target children)	WWW: target children's independence has improved; wider selection of children have benefited from having adult support EBI: awaiting updated OT advice for 2 children (eating/drinking/cutlery);
	Year 6 Transition Groups	Year 6	WWW: children placed in to smaller groups to facilitate positive behaviour; children positively engaged; positive feedback from historical sessions; EBI: built into wider Year 6 cohort; awaiting further feedback from this term's sessions;
Physical	Fine Motor skills	Year 1 and Year 3 (specific children)	WWW: more successful when played as a game and involved other children; Year 1 - promoted as 'monitor' in class as a way of increasing motor skill activity and profile; EBI: more consistently implemented across the three terms; awaiting OT advice for KJ and MA;

Links to external agencies:

- Across the year, referrals have been made to CAMHS; Educational Psychologist; Hackney Ark; Complex Communication Clinic; Occupational Therapy; Speech and Language therapy;
- We have liaised with the school nurse, school doctor and local GPs as/when needed;
- We have developed our own additional transition information for pupils with SEND moving on to secondary school;
- We have liaised with legal services provider to provide tutoring;
- The Inclusion Manager has attended the EHCP Panel meetings at Hackney Learning Trust. This has involved taking part in making decisions about Statutory Assessments and awarding ECHPs. It has provided some invaluable insights.
- The Inclusion Manager has been awarded the NASENCo qualification and the new SENCo has registered for the course in 2017;
- The new SENCo has attended induction for new SENCos across Hackney and attends borough-wide SENCo forums;