

Halstead Annual Inclusion Report to Governors July 2019

1. Contact details

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2. Number of pupils on the Halstead Register of SEN

Nationally: 11.6% SEN with Support and 2.8% EHCP. This represents a total of 14.4% nationally.

There are 15 children on the register of SEN at Halstead.

1 x EHCP via Bromley LEA (1%)

14 x SEN with Support (16%)

This represents 17% of the current Halstead school population.

The categories are as follows:

Communication and Interaction (C&I)	Cognition and Learning (C&L)	Social, Emotional and Mental Health Needs (SEMH)	Physical Needs
9	5	1	0
This includes children on the Autistic Spectrum (ASD) and those with a Speech, Language and Communication Need (SLCN)	This includes children with specific learning difficulties such as Dyslexia and Dyscalculia.	This includes children with difficulties such as Attention Deficit Hyperactivity Disorder (ADHD)	This includes children with physical disabilities including visual impairment (VI) and hearing impairment (HI)

Many children have more than one difficulty, but are placed in a category according to their **primary** need, although other needs are also noted and taken into consideration.

Boys	Girls	Pupil Premium	These include:
12	3	7	3 x Traveller (with additional language in family)

3. Attainment and Progress of pupils with SEN

Attainment and progress of pupils with SEN has been tracked and monitored. The SEN pupils have been a focus during termly pupil progress meetings when appropriate next steps and support have been identified.

Outcomes achieved by last leaving group of pupils with SEN (KS2)

% achieving Expected +

	Reading	Writing	Maths	Combined RWM
SEN	25%	25%	0%	0%
Non SEN	58%	75%	50%	25%

% making expected progress KS1-KS2

	Reading		Writing		Maths	
	Scaled Score	Progress	Scaled Score	Progress	Scaled Score	Progress
SEN	102.3	-2.4	95	-7.9	99.3	-6.6
Non SEN	106.3	-2.2	103	-3.3	103.5	-4.9

Outcomes achieved in KS1

% achieving Expected+

	Reading	Writing	Maths	Combined RWM
SEN	0%	0%	0%	0%
Non SEN	77%	77%	77%	77%

% of pupils on track to make expected progress or more than expected progress from their starting point.

	Reading		Writing		Maths	
	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN
1	0%	44%	0%	67%	0%	78%
2	0%	93%	0%	69%	0%	77%
3	0%	100%	0%	86%	0%	86%
4	33%	93%	0%	69%	0%	77%
5	0%	83%	0%	63%	0%	88%
6	100%	75%	33%	25%	33%	75%

4. Attendance

	% sessions missed due to overall absence	% persistent absentees – absent 15% or more sessions
SEN	10%	33.3%
Non SEN	7.6%	6.3%

5. Exclusions

Fixed term exclusions 2017-2018

	% fixed term exclusions for pupils with SEN	% fixed term exclusions for pupils with no SEN
R	0%	0%
1	0%	0%
2	0%	0%
3	0%	0%
4	0%	0%
5	0%	0%
6	0%	0%

Permanent exclusions 2017-2018

	% permanent exclusions for pupils with SEN	% permanent exclusions for pupils with no SEN
R	0%	0%
1	0%	0%
2	0%	0%
3	0%	0%
4	0%	0%
5	0%	0%
6	0%	0%

6. Destinations of pupils with SEN

Secondary School	Number of pupils
Knole Academy	2
Hayesbrook School	1

7. Budget allocation

The total overall budget spent on SEN

The majority of SEN spending is on staffing to deliver interventions, training of staff and some on resources. The Headteacher allocates a specific Inclusion Resources budget each financial year.

We currently receive High Needs Funding for two pupils at the school.

Inclusion Resources budget spending

Inclusion Resources budget 2018-19 total £400.

£275.00	Speechlink
£220.00	Infant Language Link
£364.00	Junior Language Link
£ 44.80	Little Ditties
£ 10.00	Trampette
£ 6.31	I hear with my Little Ear
£ 29.95	Weighted snake
£ 12.10	Ear defenders
£ 5.99	Coloured overlays
£ 7.76	My Hidden Chimp

£975.91	Total spent

Additional funds for higher needs.

We have one pupil at Halstead with higher level needs at the school. One child has an EHCP via Bromley LEA. The following funding is being received for the financial year 2018-19:

Element 3	£1, 575.92
AEN/SEN "Top Up"	£2, 357.94

TOTAL	£ 3, 933.86

Larger schools had to pay the first £6000 towards the cost of high needs pupils. However, as a small school we received the AEN/SEN "Top Up" as an additional contribution to cover the majority of this £6000 per pupil.

Money received is being spent on support TAs to assist the pupils with accessing the curriculum.

Miss Ellis 5 days per week

Mrs Welsh 3 and half days a week

Miss Pullen 5 days per week

Pupil Premium

2018 – 19 £37, 900

Spending on Pupil Premium continues to be on staff time and training to deliver interventions. The impact of spending is shown in Provision maps.

8. Deployment of staff and resources

Staffing to support SEN

Details of how staff have been used to support children with SEN can be found on teachers' plans and on class provision maps and timetables. Class Teachers and Teaching assistants deliver interventions or support individuals and groups of children throughout the school day according to the needs of the children. The timetabling, delivery and recording of interventions is being closely monitored.

9. External Agencies

Involvement of key external agencies

Local Inclusion Forum Team (LIFT) Meetings at Valence School – meetings have been attended on 11th October and 6th December 2017, 7th February, 21st March, 22nd May and 11th July 2019. On several occasions cases have been referred for advice and support from the Specialist Teaching Service.

Specialist Teaching Service – Support visits have been given by Steve Sherrell, Specialist Teacher for Communication and Interaction and Social Emotional and Mental Health, Jo Johnson, Specialist Teacher for Cognition and Learning, Susie Cassie, Specialist Teacher for Early Years and Gemma Elliott, Specialist Teacher for Communication and Interaction

Mencap Services – advice for a child in year 5

Paediatric Referrals for two children in year 2

Annual review meeting for a child in year 5

Multi-agency meetings have been attended.

Dyslexia drop in sessions – advice received from Jo Johnson for a child in year 4 and a child in year 2

EYFS drop in session – advice from Susie Cassie

Ed Psych – relating to EHCP application

Interpreter – July 2019

EPAC meetings have taken place with parents

Transition meeting attended for SEN children transitioning to Knole Academy, 30th April 2019

Integrated Therapy and Care Co-ordination Services (ITACC):

The following services are combined in Kent under ITACC: Physiotherapy, Occupational Therapy (OT), Speech and Language Therapy (SaLT).

Occupational Therapist for a child in year 1

10. Staff Development

Key CPD of staff relevant to SEN

National SENCo Award – 17th September, 1st October, 5th November, 3rd December 2018, 28th January, 25th February, 25th March, 29th April, 10th June, 1st July 2019 Mrs Saheed

Beam and Sensory Circuits – 2nd October 2018, Mrs Thompson, all day

AEN update – 11th October 2018, Mrs Saheed, half day

Sensory information session – 16th October 2018, Miss Bensted, half day

SEN cluster group meeting – 17th October 2018, Mrs Saheed, Twilight

Sensory Processing Course – 16th November 2018, Mrs Saheed, all day

ASD course for parents – 14th and 28th November 2018, Mrs Cater, 2x half day

SENCo Forum – 13th February 2019, Mrs Saheed

Cygnets course for parents – Mrs Cater, 8x half day

Emotional Health & Wellbeing in the Early Years Foundation Stage Conference, Mrs Stevens, 19th March 2019, all day

Youth Mental Health First Aid – 7th May 2019, Mrs Saheed, all day

Unlocking the potential of learners with challenging behaviour – 20th June 2019, Mrs Saheed, all day

Senco has visited Milestone School regarding sensory needs

Staff Meetings:

Formative assessment grids for tracking attainment of pupils and coverage of objectives have been completed for reading, writing and maths. The grids have been used to inform the teacher assessment levels at the end of each term. Provision mapping has been reviewed on a termly basis.

Internal moderation of reading, writing and maths throughout the year.
Teaching and Learning Policy has been shared
Non-negotiables/class expectations have been shared with each class
Sharing of provision maps with parents
Developing understanding of SEN need in Halstead
Clicker 7 recap
Surface Pro training recap
Hooks into lessons and Use of questioning staff meeting
Using manipulatives in Maths
Maths working walls

11. Information gathered over the year and how it was used to inform planning and action

Pupil Progress Review Meetings are held on a termly basis. Progress of pupils is discussed and decisions made on action to be taken going forward. Data tracking and staff knowledge of the pupils have been used to inform the discussion and next steps. From this, Provision Maps have been created and interventions timetabled to ensure the pupils are supported effectively. The timetabling, delivery and recording of interventions has been closely monitored with entry/exit data and impact provided for the majority of interventions.

12. Steps taken to prevent SEN/disabled pupils from being treated less favourably than other pupils

Specific reference to action taken to ensure inclusion e.g. school trips, extended school activities:

For pupils with disabilities such as Autistic Spectrum Disorder or medical needs (asthma, diabetes), risk assessments are conducted prior to all school trips, when needs of children are taken into account.

Careful preparations have been made prior to school trips or special events for pupils with Autistic Spectrum Disorder. Personalised Social Stories are made at school and shared with these children by teachers, support staff and parents. This has ensured notably successful inclusion in school trips and off-site curriculum activity (swimming).

13. Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

The policy at Halstead is to review provision with parents three times a year. Individual meetings have been arranged in which the provision map is shared and signed by the parents. In addition, class teachers discuss provision with parents at parent consultations. Meetings have also been arranged with parents at various times throughout the year whenever required.

Information sessions for parents

Parent Meeting for Class Expectations – 25th September 2018
Parent Phonics, Spelling and Reading Workshop – 18th September 2018
Parent Consultation Evenings – 8th and 9th October 2018
Parent Consultation Evenings - 5th and 6th March 2019

Results of parent survey

Responses from parents of children with SEN show that the parents are overwhelmingly supportive of the school. Some questions were raised regarding:

- Homework
- Promotion of healthy schools

14. Evaluation of interventions

Twenty-eight interventions were delivered. 'Basic number skills', 'Precision teaching' and 'Sound linkage' were successful in KS2 with less of an impact at KS1. 'Y6 daily reading' and 'science/topic pre-teaching' had a small impact that was measured. For every other intervention, there was a clear measurable impact for the children that were given access to them.