

Halstead Annual Inclusion Report to Governors July 2020

1. Contact details

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2. Number of pupils on the Halstead Register of SEN

Nationally: 11.9% SEN with Support and 3.1% EHCP. This represents a total of 14.9% nationally.

There are 14 children on the register of SEN at Halstead.

3 x EHCP (4%)

11 x SEN with Support (15%)

This represents 19% 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
8	6	0	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:
11	3	9	5 x GRT

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.

Note:

This data analysis is on teacher assessments in years R, 2 and 6 based on predicted results if lockdown had not happened.

For years 1, 3, 4 and 5 the teacher assessments are a best estimate of where the children may have been at in the summer term.

All the teacher assessments have been done with limited evidence and no moderation.

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

% achieving Expected +

	No. Pupils	Reading	Writing	Maths	Combined RWM
SEN	3	0%	0%	0%	0%
Non SEN	7	100%	100%	86%	86%

% making expected progress KS1-KS2

	No. Pupils	Reading	Writing	Maths
SEN	3	0%	0%	0%
Non SEN	7	71%	71%	86%

Outcomes achieved in KS1

% achieving Expected+

	No. Pupils	Reading	Writing	Maths	Combined RWM
SEN	1	0%	0%	0%	0%
Non SEN	8	63%	63%	75%	63%

% making expected progress EYFS-KS1

	No. Pupils	Reading	Writing	Maths
SEN	1	0%	0%	0%
Non SEN	8	63%	75%	75%

% of pupils making expected progress or more than expected progress in year

	No. Pupils		Reading		Writing		Maths	
	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN
1	0	9	-	44%	-	44%	-	78%
2	1	8	0%	87%	0%	38%	0%	75%
3	2	10	0%	30%	50%	60%	0%	40%
4	2	7	0%	43%	0%	57%	0%	71%
5	4	12	0%	58%	25%	58%	0%	58%
6	3	7	0%	86%	0%	100%	0%	100%

4. Attendance

(From start of term 1 to the end of term 4 due to lockdown in terms 5 and 6)

	% sessions missed due to overall absence	% persistent absentees – absent 15% or more sessions
SEN	18.7%	50%
Non SEN	5.1%	6.6%

5. Exclusions

Fixed term exclusions 2019-2020

	% 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
Glebe (Special School)	1
The Windmill, Meopham (ASD SRP)	1
Unknown	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.

Inclusion Resources budget spending

Inclusion Resources budget 2019-20 total £400.

£ 264.00	Speech Link
£ 436.80	Junior Language Link
£ 264.00	Infant Language Link
£ 9.99	Stretchy stress balls
£ 12.20	Soft activity fun toy
£ 47.97	Sensory tunnel
£ 45.00	Alba series
£ 24.95	Weighted lap dog
£ 45.95	Sit on balance ball
£ 22.95	Seesaw balance board
£ 8.99	Fidget ball
£ 14.99	UV Reactive ball
£ 15.99	Fidget fingers
£ 34.95	Fidget feet
£ 175.00	Clever fingers
£ 6.99	Soft hairy tangle fidget

£1430.72	Total spend

Additional funds for higher needs.

We have three pupils at Halstead with higher level needs at the school. The following funding is being received for the financial year 2019-20:

Element 3	£6, 324.68
AEN/SEN "Top Up"	£4, 464.49

TOTAL	£10, 789.17

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

Miss Haslingden 4 days a week

Mrs Welsh 3 and half days a week

Miss Pullen 5 days per week

Pupil Premium

2019 – 20 £36, 580

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 9th October 2019, 5th February 2020

25th March 2020 – LIFT meeting cancelled due to lockdown

20th May 2020 – Virtual LIFT

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

External Agencies

Specialist Teaching Service – Steve Sherrell visited for a child in year 2, 25th September, 29th October, 25th November 2019– case closed

Specialist Teaching Service- Jo Johnson visited for a child in year 5, 12th November 2019. Jo Johnson attempted to visit for a child in year 5, 20th Jan and 11th March, but both cancelled due to non attendance – case closed

Mencap services for a child in year 6 2nd October 2019 and 14th Jan 2020

EYFS drop in for one child, 15th Jan 2020 Susie Cassie

Interpreter – July 2020

Fegans Counsellor

Paediatric Referral for a child in year 1

Annual review meeting for a child in year 6

Multi-agency meetings have been attended.

Ed Psych consultation – relating to EHCP application

EPAC meetings have taken place with parents

Special Needs Secondary School visits to support transition

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 2

10. Staff Development

Key CPD of staff relevant to SEN

Senco forum and AEN update – 16th October 2018, Mrs Saheed, half day
Adapting the curriculum to include learners with SEN – 5th November 2019, Mrs Saheed, all day
Teaching Assistant Conference – 3rd December 2019, Miss Pullen, Mrs Welsh, Miss Ellis, Miss Haslingden, all day
Mind Fitness training – 28th January 2020, Mrs Saheed, half day
Senco forum and AEN update – 12th February 2020, Mrs Saheed, half day
Youth Mental Health First Aid – 24th February 2020, all teaching staff, whole day
Deputy Head conference with a focus on Adapting the curriculum to include learners with SEN – 2nd March 2020, Mrs Saheed, all day
Beam and Sensory Circuits training – cancelled due to lockdown
Senco Forum, Mrs Saheed, 9th July 2020, virtual meeting
Grief and Loss training, Miss Haslingden, 9th July 2020 Webinar
Anxiety Based School Refusal, Miss Haslingden, Mrs Welsh, Miss Pullen, 14th July 2020 Webinar
Preparing Autistic & SEND Children for going back to school, all staff during term 6, web based, Schudio
The Big Transitions for Autistic and SEND pupils after lockdown, all staff during term 6, web based, Schudio

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

Teachers are taking responsibility for sharing provision maps with parents

Clicker 7 recap

Raising awareness of the behaviours and symptoms of ASD and strategies available

An introduction to sensory processing dysfunction

Mind Fitness training

Transition/handover meetings to new teachers at the end of the academic year

TAs have been introduced to personalised Sensory Circuits and Clever Fingers

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 – 24th September 2019

Parent invitation to Maths Day – 15th October 2019

Parent Consultation Evenings – 5th and 6th November 2019

Open books – 20th November 2019

Parent Consultation Evenings - 3rd and 4th March 2020

Academic reports – July 2020

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

Thirty one different types of interventions were delivered. Some interventions were delivered for several groups across the school. 'Basic number skills', 'Phonics Booster' and '1:1 reading' were successful in KS1. In lower KS2 Maths pre-teaching, reading comprehension and Little Ditties were successful whereas in upper KS2 the social interventions had greater impact. For every other intervention, there was a clear measurable impact for the children that were given access to them and also had good attendance.

Produced by S. Saheed
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