

## **Annual Report to Governors on the implementation of the SEND policy 2016-17**

Tufnell Park Primary School is committed to the process of removing barriers to achievement for children who may require additional provision and resources to support their learning. We aim to be an inclusive school and believe that all children, including those identified as having special educational or a disability, have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and fully include them in all aspects of school life. Children with special educational needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of our school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Government have produced a new special needs and disability (SEND) code of practice implemented in September 2014. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND.

SEN support is the new category for additional support for children with special educational needs.

Currently, if further support is needed for a child the school, or parent, may request a statutory assessment of special needs. Statements have been replaced with Education Health Care Plans (EHCP). Pupils with existing Statements have had these re-written into EHCPs.

In the academic year 2016-17 the following process was followed:

- A member of staff or parent had concerns about a child's progress and brought these concerns to the SENCO.
- SENCO discussed the child and an initial concern sheet was completed with teacher and parent input.
- Possible actions were to monitor closely, or to identify a child as requiring additional to/different from provision which can be seen on the school Provision map.
- If it was felt that the child required the involvement of an external agency or had significant learning needs then the child was registered at SEN support and given a pupil passport and an SEN plan.
- If a child had highly significant needs then the school would consider whether the child fulfilled the criteria to apply for an Education, Health and Care plan

### **Policies**

- The school SEN policy was reviewed on 29/9/14. The full policy can be viewed on the school website.
- The SENCO is Helen Heery and the SEN governor is now Chetan Patel

## Number of pupils with SEN for the academic year 2016-17.

- At the end of the academic year 2016 – 2017 there were **34** children on the SEN register.
- The number of children on the Special Needs register was **10 %** of the school roll this is as a result of the recognition that children who are making slow progress are not always children with SEN and are monitored separately.

The four areas of need are as follows:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, mental and emotional health**
- **Physical/ Medical**

## Profile of pupils with SEN

### a) Number of pupils on school's SEN record

	Provision map	SEN support	EHC plan or Statement (S)
Nursery	5	1	
Reception	5	3	
Delfinus Yr 1	4	4	
Andromeda Yr 1/2	4	6	
Ursa Yr 2	11	4	
Aquila Yr 3	4	9	
Draco Yr 3/4	3	4	1
Columba Yr 4	6	2	
Orion Yr5	5	1	3
Perseus Yr5/6	5	1	1
Heracles Yr6	3	6	
Total numbers	55	41	5

### b) Areas of need (total numbers on school's SEN record)

	General Learning Difficulties	Specific Learning Difficulties	Speech and Language Difficulties	Autistic Spectrum Disorders	Social, mental and emotional health	Hearing Impairment	Visual Impairment	Physical/ Medical Difficulties	Early Years
Number of pupils	4	9	9	7	13			3	1

### c) Gender of pupils on school's SEN record

Total number of boys	Total number of girls
31	15

## Progress of pupils with SEN 2016-17

### Key Stage 2 SATS Results

In reading **33%** pupils with SEN were at 'at' or 'above' expected levels for reading.  
 In writing **50%** pupils with SEN were at 'at' or 'above' expected levels for writing  
 In reading **33%** pupils with SEN were at 'at' or 'above' expected levels for GPS.  
 In maths **50%** pupils with SEN were at 'at' or 'above' expected levels for maths.

### Key Stage 1 Pupils with SEN

**Reading 60%** of pupils with SEN achieved 'at' or 'above' expected levels for reading.  
**Writing 40%** pupils with SEN achieved at 'at' or 'above' expected levels for writing.  
**Maths 40%** of pupils with SEN achieved at 'at' or 'above' expected levels for maths.

### Phonics test

Yr 2 retakes 50% children with SEN passed the retake phonics test.  
 Yr 1 28% of SEN children passed the Yr1 phonics test.

### Early Years Pupils with SEN

**50%** pupils with SEN achieved the government requirement for a good level of development.

### Provision

See provision list in SEN information report

## Intervention impact evidence

Intervention	Impact data	Qualitative impact <i>eg attendance, behaviour, attitude to learning, participation</i>
Speech and Language interventions	100% of children achieved their Speech and Language targets from the Speech therapist.  5 children achieved significant improvement  1 moderate improvement	The speech and language interventions have led to improved listening and attention resulting in increased participation.

	4 slight improvement	
Catch up reading	61% of pupils made accelerated progress (reading age progressed more than calendar age)  15% made expected progress  23% made below expected progress	All children had an improved attitude to reading, were highly motivated and all parents participated in supporting their children.  Parents were invited to come in and watch a session to help support them with reading at home
Multi-sensory phonics groups	KS1 Phonics scores in line with national and borough.  Year 1 Phonics scores improved, above national and borough. 82 % of children achieved expected levels.  50% children in Yr2 passed the phonic test retakes	Children were much more engaged with the multi- sensory phonic sessions.  Improved tracking, grouping and monitoring helped to support these improvements.
Specific literacy interventions	End of KS 2: 33% of targeted pupils made accelerated progress.  Yrs 3 and 4: 66.6% of targeted pupils made expected or above progress in reading  75% of targeted pupils made expected or above progress in spelling	Children attending these sessions were motivated to practice what they were learning back in class.  Parents reported improved motivation in learning.
Art Room	100% targeted SEN children achieved their SEN targets.	100% children reported enjoyment of the sessions. Art Room staff reported improved levels of self-confidence during sessions.
Beanstalk	Accelerated progress or expected progress in reading for 66 % pupils	Children improved attitude to reading supported by parents at termly meetings.

Learning mentor	100% targeted SEN children making expected progress	Intervention also prevented behaviour impacting on others' progress in the class.
Arts Therapist	Successful transition for 1 child.  Improved engagement in learning for 2 children.	Improved communication between school and home due to intervention.

## SEND funding

See attached spread sheet

## Staff, resources and training

For the academic year 2016 – 2017 we employed 15 support staff. A learning mentor, a literacy interventions manager and 12 full time TAs and 2 part time TAs. Their role continues to be varied and within their role, they support our pupils with special educational needs in the classroom, working with small groups or on a one to one basis. Sometimes their role incorporates support at break and at lunchtimes.

## Staff Skills

Date	Title of training/content frequency	Who was it for	Outcomes/Impact of training
5/9/16	Attachment theory training	All staff	All staff are more equipped to understand behaviours
17/9/16	Autism Training 2hr workshop	Class Teams around children with ASD diagnosis	Improved planning and awareness
19/9/16	Speech and Language training	All TAs	TAs can use word webbing to support language in class
17/10/16	Selective mutism workshop	Language TA	Increased awareness for managing selective mutism
12/10/16	1,2,3 magic training	All TAs	TAs use structured approach in managing behaviours
19/10/16	Dyslexia awareness training	2 TAs	Increased awareness in managing Dylsexic learners
8/11/16	Behaviour management workshop	2 teachers	Increased knowledge for managing behaviour

16/11/16	Behaviour management workshop	Lunchtime staff	Increased knowledge for managing behaviour at lunchtime
23/11/16	Epipen training – 45 mins	2 Teachers/ 4TAs/ 2 admin staff	Increased awareness of staff
28/11/16	Behaviour support in class	1 teacher/1 TA	Increased knowledge for managing learning behaviour
11/1/17 18/1/17 25/1/17 8/2/17	SEN Resource making	1TA and SEN parents	Increased knowledge for supporting parents with routines and behaviour management
24/2/17	Running social and emotional groups – 1.5 hrs workshop	All TAs	TAs able to run social skills groups
7/2/17	Autism and challenging behaviour	Learning mentor and 1 TA	Increased awareness in managing challenging behaviour
7/2/17	Removing barriers to learning	SEN teacher and TA	Use of ICT to support learning
8/2/17	SEN planning – Sam Rhodes outreach	SENCO and 2 class teachers	Improved planning for SEN pupils
20/2/17, 7/3/17, 5/6/17	TA training in maximizing impact	All TAs	Improved practice when supporting SEN students in class.
27/2/17	ASC training – The Bridge	TA and class teacher	Improved planning for SEN child
21/3/17 + 4 more sessions	Speech and Lang training	Early years TA	Improved assessment and planning in Reception

### External Agencies

We sought advice from a number of outside agencies in order to support all children with needs to the best of our abilities.

- Islington provided SENCO forums 6 times each year where the latest government updates are delivered and the SENCO attended these
- The SENCO attended the annual SENCO conference in Islington
- Visits from all the special school outreach services to improve the knowledge of how best to support children with specific special needs.
- We used 11 days of Educational Psychology expertise and worked with 2 Educational psychology trainees for specific pieces of work.
- The school nurse regularly visited this academic year to provide advice to parents and to train teaching staff.
- To support 4 of our pupils we involved behaviour support specialist teachers and Learning Mentors.
- Half termly meetings with the Team around the school ensured that the expertise is shared between agencies
- CAMHS parents workshops; Managing your child's behaviour 11/10/2016, Building resilience 22/3/17, Mindfulness 21/6/17

- SENDIAS service held 4 sessions for resource making for parents with SEN children and an afternoon drop in session for individual parents.

### **Liaison with Secondary School Partners**

- To ensure smooth transition for current Y6 children with SEN, additional transfer arrangements were implemented during the summer terms, when required.
- Children on the SEN register or who may have an identified need in transition had the opportunity for extra visits to their secondary school.
- Strong links exist with all our partner secondary schools.
- Close liaison between teachers and SENCOs took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector.
- The SENCO attended the Islington Primary/Secondary Transition Conference to transfer information about SEN and vulnerable pupils.
- Separate transition arrangements and induction visits were set up for SEN pupils where required.
- For pupils moving into our school who had an identified Special Educational Need similar liaison meetings were held prior to starting to ensure appropriate levels of support were put in place.
- We have encouraged children with SEN to attend Arsenal SEN Sports sessions on Friday evenings – 6 children are attending regularly.

### **Numbers of children/young people with disabilities and medical needs within the school**

We have 29 children with a Medical Care Plan.

The medical needs across the school are varied. All staff receive training annually from the school nurse or a specialist nurse to deal with these needs and key staff who come into regular contact with the child are listed on the Care Plan.

### **Inclusion for Disabled Pupils:**

All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments. All pupils are enabled to go on residential trips through reasonable adjustments, ensuring that trained staff accompany them on the residential trips.

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

- Parents/Carers are invited to attend and contribute to all review meetings which are held termly
- Information about the complaints procedure and how to access this procedure is available in the policy section and can be requested from the school office.
- The SEN policy is available to parents on the school website.

- Parents survey completed asking for views on SEN provision. 100% parents said they agreed or strongly agreed that the provision for their child was good. (19/46 parents)

### **Pupil and parental involvement in annual review meetings**

Percentage of pupils attending/involved in their annual review meeting	Percentage of parents/carers attending/involved in their child's annual review meeting
100%	100%

### **Actions for 2017 – 2018**

- Review the SEN policy
- Introduce parents of SEN pupils to Islington Local offer and the SENDIAS service
- SEN annual review meetings to be run in a person-centred format.
- Parent SEN group to be set up.