

## SEN Provision Annual Report 2015/2016

This report should be read in conjunction with the school SEND Policy

The SENCO is Mrs Karen Down

The SEN Governor is Mrs Sue Delves

The most recent SEN Governor to the school was on :- 7<sup>th</sup> July 2016

Year Group	SEN Support without HNF	SEN Support with HNF	SSEN / EHCP without HNF	SSEN / EHCP with HNF
Yr 3	8	0	0	0
Yr 4	5	0	0	1
Yr 5	7	0	0	0
Yr 6	9	0	1	0
<b>TOTAL</b>	<b>Total SEN Support: 29 (16%)</b>		<b>Total SSEN/EHCP: 2 (1%)</b>	
<b>Total SEN</b>	<b>31(13%)</b>			

SEN Need type				
Year Group	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
Yr 3	0	6	2	0
Yr 4	2	3	1	0
Yr 5	1	5	1	0
Yr 6	0	8	2	0
<b>TOTAL</b>	<b>3 (10% of total SEN)</b>	<b>22 (71%of total SEN)</b>	<b>6 (19% of total SEN)</b>	<b>0(% of total SEN)</b>

**The national averages are taken from most recent RAISEonline 2015 Table 1:1:1**

The national average for incidence of SEN support students is 13.0% for primary, of the school population. At Brookfield Junior School we are in line with this at 13%

The national average for incidence of SSEN / EHCP is 1.4% for primary. At Brookfield Junior School this is currently 2 pupils, (1%). However, there is a high correlation between SEN and Disadvantage

Percentage SEN	Percentage Disadvantaged	Percentage both
13%	39%	9%

## **Funding**

The formula allocation to Brookfield Junior School includes a number of factors which together comprise the SEN Notional Funding. At Brookfield Junior School in the 2015/2016 budget this equated to £3007. This funding allows the school to make provision for SEN support throughout the school. For pupils with high cost needs, we can apply for High Needs Funding if we are spending over £6000 on an individual.

Currently we have 2 pupils receiving this additional funding from the local authority equalling £6261.62 in total. This funding must be re-applied for each year.

At Brookfield Junior School we use the funding from SEN Notional Funding to provide the staffing and training to provide additional interventions to pupils within the whole school Provision Map. The HNF is used for making additional provision to individually identified pupils.

## **Pupil outcomes**

### **Progress of all year groups 2015-2016**

	<b>Reading</b> Average points progress 6 = expected	<b>Writing</b> Average points progress 6 = expected	<b>Maths</b> Average points progress 6 = expected
<b>Year 3 (all)</b>	5.6	6.1	5.6
<b>SEND</b>	4.6	4.6	5.1
<b>Year 4 (all)</b>	6.3	6.5	6.8
<b>SEND</b>	6.3	5.7	6.0
<b>Year 5 (all)</b>	6.5	6.8	7.1
<b>SEND</b>	7.1	6.0	6.2
<b>Year 6 (all)</b>	6.6	8.2	7.0
<b>SEND</b>	7.3	10.1	6.6

### **Progress of pupils in receipt of High Needs Funding**

The school's analysis is that 100% of the pupils in receipt of HNF have made expected progress from their starting point.

### **Attendance of pupils with SEN**

Overall % attendance all pupils 95.7%  
 SEND % attendance 92.8%  
 Disadvantaged pupils % attendance 94.6%

### **Exam Concessions for KS2 SATs**

In 2016, 1 X pupils with SEN was disapplied for Maths and Reading KS2 SATs tests

### **Vulnerable Groups Transition to Secondary School**

A very comprehensive transition plan was drawn up this year to assist students who are on the SEN register, disadvantaged and vulnerable pupils, in their transition to Secondary School including transfer review meetings. Our pupils were transitioning to 10 different schools this year. Each student on the SEN register was discussed with the SENCo of the receiving schools.

### **Review of the Interventions currently running at Brookfield Junior School**

#### **SEN Provision – Impact – Terms 5&6 - 2015-2016**

Year gp (No. of SEN ch)	Intervention/Support type	Number of children	Impact/ Next Steps
3 (8)	Everyday Readers	6	ALL children have made accelerated progress in Reading Ages.  Identify new Every Day Readers for next year
	Sensory Circuit	1	The activity is helping ease child into the day. More work needed.
	Phonics catch up	3	All children have achieved target
	Spelling support	5	All can now read first 25 HF words
	Writing booster	1	Support to continue as little progress due to speech problems
	Maths booster	4	All made small steps progress - tbc
4 (6)	Phonics catch up	2	1 child now moved up one phase. One child made small progress-tbc
	Everyday Readers	4	2 children made accelerated progress in RA scores. 2 children made age appropriate progress.  Identify new Every Day Readers for next year

	Writing boosters	3	ALL children have met short term targets – tbc with new targets
	Maths boosters	2	Both children have met short term targets – tbc with new targets
	Writing 1-1 support	1	This support is now no longer required as pupil can now work independently.
	Lego Therapy	1	This is helping with confidence and self-esteem. Leuven scales have improved.
	STLS support (SEMH)	4	There has been an improvement in confrontational behaviour and/or confidence in all children.
5 (7)	Phonics catch up	5	All children have met targets and moved on to next phase.
	Everyday Readers	4	ALL children have made accelerated progress in Reading Ages.
	Writing boosters	6	ALL children have met short term targets – tbc with new targets
	Maths boosters	3	ALL children have met short term targets – tbc with new targets
	STLS support (SEMH)	4	Reduced number of reactive incidents.
	Spelling and key word practice	3	Not much improvement – more work required
6 (10)	Phonics catch up	3	Very little improvement seen yet – tbc more regularly
	Everyday Readers	5	3/5 made accelerated progress with Reading Ages.
	Writing boosters	8	3/8 met short term targets. New targets to be set.
	Maths boosters	6	5/6 met short term targets. New targets to be set.
	STLS support (SEMH)	3	Small improvements in self-esteem.
	Beanstalk	3	All made accelerated progress in Reading Ages
	1-1 Maths support	1	Very slow progress towards targets. tbc
	Lego Therapy	1	This is helping with confidence and self-esteem. Leuven scales have improved.

### **New Interventions**

In 2016-17, we have organised our staffing in order to have a designated member of staff to carry out specific interventions. These will include Lego Therapy, Sensory circuits, Speech and Language, BEAM, and Clever Fingers. As the need arises, these focussed interventions may change throughout the year.

### **Professional development training in SEN provided in the last 2 years**

<b>Training</b> Date provided - Title	<b>Uses in the school</b>
Autism and Sensory Awareness	To identify sensory processing disorders
SENCo AEN updates X3 per year	To keep abreast of new SEND initiatives
Primary SEMH	To understand the impact of social and emotional difficulties
SENCo Forum X3 per year	Understanding the new Code of Practice
Phonics and the Reading process	Understanding the reading process
Lego Therapy	To support children with social communication difficulties
Transforming poor and extreme behaviour	To understand the reasons behind extreme behaviour and how to deal with it.
Clicker 6 training	To understand how to use this word processor for targeted and personalised support.
ADHD/ODD training	To increase awareness and understanding of ADHD, ADD and ODD
Communicate in Print workshop	To learn how to use specific resources to support our SEND children
De- escalation techniques	To increase understanding and strategies to support children with ASD/ADHD
Counselling Skills for non-Counsellors	To gain a knowledge of counselling skills and support children with low levels of well-being and self-esteem.
Dyslexia	To raise awareness of the barriers to learning experienced by some of our children.
ASD Awareness	To understand the strategies and interventions that could be used in the school setting.
Clay therapy	To help enhance children's development and holistic learning.

The summary of indicators and outcomes available for pupils with SEN and the interventions we provide above tells us that in the following year, we should:-

Improve the attendance of pupils with SEN support so that they are in school more often to receive the provision we are making for them