

Annual Report to the Governors

The SENCO at Leeds and Broomfield School is Naomi Coleman, SENCO@leeds-broomfield.kent.sch.uk

The SEN Governor at Leeds and Broomfield School is Mrs Watts

The most recent SEN Governor visit at Leeds and Broomfield was 10.11.17

To ensure SEN policy is consistent with current national guidelines

- To look at the profile of children on the SEN register
- To ensure good practices are in place to support Quality First Teaching
- Discuss the impact of support provided to children with SEN

At Leeds and Broomfield Church of England Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

Identifying Special Educational Needs

Children's needs may be categorised into four bands areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Carry out home and nursery visits for all Reception pupils.
2. Attend all transfer reviews for all pupils with SEND transferring to us.
3. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths.

Provision

Any child identified on the SEND register receives additional support. This is outlined on the year group provision map which is written in conjunction with the class teacher and TA. This outlines any support in addition to quality first teaching which is needed for pupils within the class. Those children who need significantly more support have their own individual provision plan with set long term targets for them to achieve by the end of the year or academic stage.

Teachers then write an intervention plan, clearly outlining the pupil's current level, targets linked to their next steps in learning and suggested activities. TAs use these plans to plan the daily intervention sessions.

At the end of the intervention, the class teacher and TA review the pupil's learning and state the exit level. Parents/Carers are invited to meet termly with the class teacher, teaching assistant and where appropriate SENCO to review their child's learning, celebrate their successes.

SEN Register taken from May 2018 census Leeds and Broomfield

| <u>Sen Support without HNF</u> | <u>SEN Support with HNF</u> | <u>EHCP without HNF</u> | <u>EHCP with HNF</u> |
|--------------------------------|-----------------------------|-------------------------|----------------------|
| 7 | 1 | 1 | 1 |
| Total | Total SEN support: | Total ECHP | |
| Total SEN | 10 | | |

| <u>Year group</u> | <u>Sen Support without HNF</u> | <u>SEN Support with HNF</u> | <u>EHCP without HNF</u> | <u>EHCP with HNF</u> |
|-------------------|--------------------------------|-----------------------------|-------------------------|----------------------|
| <u>Reception</u> | 0 | 0 | 0 | 0 |
| Year 1 | 2 | 0 | 0 | 0 |
| Year 2 | 0 | 0 | <u>0</u> | <u>0</u> |
| Year 3 | 0 | 0 | 0 | 0 |
| Year 4 | 3 | 1 | <u>0</u> | <u>0</u> |
| Year 5 | 1 | <u>0</u> | <u>0</u> | <u>1</u> |
| Year 6 | 2 | <u>0</u> | <u>0</u> | <u>1</u> |

| <u>Sen Need type-SEN</u> | | | | |
|--------------------------|--------------------------------------|-------------------------------|--|--------------------------------|
| <u>Year Group</u> | <u>Communication and Interaction</u> | <u>Cognition and learning</u> | <u>Social, Emotional and Mental Health</u> | <u>PD, Sensory and Medical</u> |
| <u>Reception</u> | 0 | 0 | 0 | 0 |
| <u>1</u> | 2 | 0 | 0 | 0 |
| <u>2</u> | 0 | 0 | 0 | 0 |
| <u>3</u> | <u>0</u> | 0 | 0 | 0 |
| <u>4</u> | <u>1</u> | 1 | 2 | 0 |
| <u>5</u> | <u>2</u> | 1 | 0 | 0 |
| <u>6</u> | <u>0</u> | 2 | 1 | 0 |
| <u>Total</u> | <u>5</u> 41.7% | 4 33.3.% | 3 25% | 0 |

Primary need type at Leeds and Broomfield is communication and interaction.

The national average for incidences of SEN supports is 13.0% for primary, of the school population. At Leeds and Broomfield we have below average at 12%

The national average for incidence of SSEN/EHCP is 1.4% for primary. At Leeds and Broomfield this is currently is 2.4%

Funding

Leeds and Broomfield 2017-2018 SEN notional budget totals

Currently there are 3 pupils receiving additional funding from the local authority equalling £21,099.96

in total.

This money is spent on supporting individual pupils with a provision plans through:

- 1:1 TA support
- Specialist resources.

The school budget, includes money for supporting children with

SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies.

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil.

Key Priorities for 2017-2018

1. Analyse assessment data termly through PPMs and identify children who are not meeting age related expectations.
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Provision mapping for intervention termly
4. Provision plans for those pupils who are on the SEN register.
5. High needs funding applications.
6. Development of a vulnerable list and review of pupils on the vulnerable list.
7. Medical needs forms.

Pupil Outcomes

| Attainment and Progress of SEND Pupils 2017-18 Leeds and Broomfield | |
|--|---|
| EYFS | |
| Number of pupils | Good Level of Development Achieved |
| 0 | N/A |

| KS1 Year 1 phonics test Leeds and Broomfield | | |
|---|-------------------------|----------------------------|
| | Number of pupils | Predicted pass rate |
| Sen Support without HNF | 2 | 50% |
| SEN Support with HNF | 0 | N/A |
| EHCP without HNF | 0 | N/A |
| EHCP with HNF | 0 | N/A |

| Year 1 | Reading % on track for expected progress | Writing % on track for expected progress | Maths % on track for expected progress |
|----------------------------|---|---|---|
| Any SEN | 100% | 50% | 100% |
| No SEN | 90% | 80% | 80% |
| SEN Gap | +10% | -30% | +20% |
| % SEN Accelerated progress | n/a | n/a | n/a |

| Year 4 | Reading % on track for expected progress | Writing % on track for expected progress | Maths % on track for expected progress |
|----------------------------|---|---|---|
| Any SEN | 100% | 75% | 75% |
| No SEN | 62.5% | 75% | 75% |
| SEN Gap | +37.5 | 0% | 0% |
| % SEN Accelerated progress | n/a | 25% | 50% |

| Year 5 | Reading % on track for expected progress | Writing % on track for expected progress | Maths % on track for expected progress |
|----------------------------|---|---|---|
| Any SEN | 50% | 50% | 0% |
| No SEN | 100% | 100% | 100% |
| SEN Gap | -50% | -50% | -100% |
| % SEN Accelerated progress | n/a | 50% | 0% |

Year 5 one new pupil started in term 5 not counted in the data.

| | | | |
|----------------------------|--|--|--|
| Year 6 | Reading % on track for expected progress | Writing % on track for expected progress | Maths % on track for expected progress |
| Any SEN | 100% | 66% | 66% |
| No SEN | 80% | 77.8% | 90% |
| SEN Gap | +20% | -11.8% | -34% |
| % SEN Accelerated progress | 33% | 33% | 50% |

Data shows that the priority year group for tracking next term in year 5 especially in maths.

Progress of pupils in receipt of High Needs Funding

| <u>% of pupils making expected progress</u> | <u>Reading</u> | <u>Writing</u> | <u>Maths</u> |
|--|-----------------------|-----------------------|---------------------|
| Year 4 HNF | 100% | 100% | 100% |
| All SEN without HNF | 100% | 66% | 66% |
| Year 5 HNF | 0% | 0% | 0% |
| All SEN without HNF | 100% | 100% | 0% |
| Year 6 HNF | 100% | 0% | 0% |
| All SEN without HNF | 100% | 100% | 100% |

Attendance of pupils with SEN

Leeds and Broomfield

The national average attendance figures are 97%

| | Attendance | Authorised | Unauthorised |
|--------------------|-------------------|-------------------|---------------------|
| No SEN | 95.73 | 1.36 | 0.12 |
| SEN Support | 88.89 | 9.49 | 1.62 |
| EHCP | 85.5 | 11.2 | 3.3 |