



# Annual SEN Report to Governors 2016/17



Currently there are 63 pupils on the SEN Register. 3 children have a EHCP, 21 children have involvement of an external agency or specialist and the rest receive school based support.

There is a high percentage of children in this cohort who are currently under SEN for SLCN (speech, language & communication needs) with only 7 pupils accessing a S&L therapist.

SEN and Vulnerability status information specific to individuals will be shared between 16/17 teachers and 17/18 teacher during a dedicated staff meeting in July. In addition procedures are in place to ensure that pupil progress is monitored regularly.

A vulnerability panel which is made up from senior management staff and the Education Support Manager meet on a regular basis to monitor and discuss next steps for some of the SEN children and those who are vulnerable for a plethora of reasons.

## Y6 Cohort

There are 8 pupils in this current year who have been highlighted as being vulnerable, 1 with ADHD, 3 with signs of neglect (all 3 families have had Children's Services involvement) and 4 come under the heading of SEMH (social, emotional & mental health).

All these children will benefit from additional transition sessions at their respective schools with other Y6 pupils who need a little extra support to transfer from the surrounding schools. 4 children are PP.

7 out of 8 of these of children are involved in Wave 3 interventions for maths, reading or writing. These interventions are reviewed termly and adapted to address the learning needs of the children, (see Appendix B)

## Y5 Cohort

Currently one child has a EHCP which provides 10 hours of support and 6 hours support from school.

7 children are under SEN support but no specialist assessment needed and 1 under the SEMH heading who has GP support. 3 children are PP

All these children are 2 steps or more below their age related expectation therefore they are receiving either Wave 2 or Wave 3 support for maths, reading or writing. (see Appendix B)

### Y 4 Cohort

There are currently 8 children who come under the SEN heading, 3 are SEMH children with 1 receiving external agency support from CAMHS (child and adolescence mental health service) 1 is currently waiting for a S&L assessment and 4 are SEN but with no specialist assessment needed. 3 children are PP.

All these children are 2 steps or more below their age related expectation therefore they are receiving either Wave 2 or Wave 3 support for maths, reading or writing. (See Appendix B)

### Y3 Cohort

There are currently 10 SEN children in Year 3, 5 of whom need no specialist assessment needed, 3 under the heading of SEMH( social, emotional mental health) 1 with SLC and 1 child has a physical disability and receives support from an Occupational Therapist. 4 children are PP. All these children are 2 steps or more below their age related expectation therefore they are receiving either Wave 2 or Wave 3 support for maths, reading or writing. (See Appendix B)

### Year 1/ 2 Cohort

14 children in year 1 and 2 are currently on the SEN report, 6 children are under SLCN (Speech, language and communication) 3 children are SEMH (social, emotional and mental health) 2 have hearing impairments and currently under the Paediatric services and 2 are receiving support from class interventions. 3 children are PP.

12 children are 2 steps or more below their age related expectation therefore they are receiving either Wave 2 or Wave 3 support for maths, reading or writing. (See Appendix B)

### Reception

6 children in reception all appear under the same heading of SLCN (Speech, language and communication) all 6 children are currently been seen on a regular basis by a speech therapist and parent support is also required. Information and strategies are shared with staff to enable further sessions to be carried out in school. 3 children are PP and 2 are under 5 years.

Every child is baseline assessed on entry to Reception.

Each child has specific targets and interventions are put in place to meet their individual needs.

## Nursery

In nursery there are 6 children on the SEN register, 2 are supported by a speech therapist. 2 children are currently seen on a regular basis by the Paediatric services for chromosome deletion, 1 child has a hearing impairment and 1 is seen by the Occupational therapist for mobility issues.

Report created by Debbie Cook - SENco

# Appendix A

## Pupil Progress Cycle



Date	Action	Evidence
Sept	<p><b>Class teachers meet with DH to put in place Autumn interventions.</b></p>	<ul style="list-style-type: none"> <li>• Summer Intervention analysis</li> <li>• Progress of groups data</li> <li>• In class baseline outcomes</li> </ul>
	<p><b>Targets are recorded in literacy and numeracy books.</b></p>	<ul style="list-style-type: none"> <li>• Baseline outcomes</li> <li>• Work from last year's books</li> </ul>
November	<p><b>Class teachers meet with HT and DH to share pupil progress outcomes and decide on interventions, approaches and support needed to ensure appropriate progress.</b></p>	<ul style="list-style-type: none"> <li>• Checkpoint 1 data analysis</li> <li>• Book Looks</li> <li>• Learning Talks</li> <li>• Teacher knowledge</li> </ul>
	<p><b>Checkpoint 1 assessments take place Interventions and progress of groups are analysed and findings discussed with staff. Successful interventions, where progress has been accelerated, are continued. New interventions/approaches are put in place where needed.</b></p>	<ul style="list-style-type: none"> <li>• Checkpoint 1 data analysis</li> <li>• Feedback from TAs</li> <li>• Feedback from staff</li> </ul>
	<p><b>Progress is shared with parents at Parents Meetings</b></p>	<ul style="list-style-type: none"> <li>• Report 1</li> <li>• Work in books</li> <li>• Teacher assessment</li> <li>• Child self- assessment</li> </ul>
	<p><b>Literacy and Numeracy targets are reviewed and new targets set</b></p>	
March	<p><b>Checkpoint 2 assessments take place Interventions and progress of groups are analysed and findings discussed with staff. Successful interventions, where progress has been accelerated, are continued. New interventions/approaches are put in place where needed.</b></p>	<ul style="list-style-type: none"> <li>• Checkpoint 2 data analysis</li> <li>• Feedback from TAs</li> <li>• Feedback from staff</li> </ul>
	<p><b>Class teachers meet with HT and DH to share pupil progress outcomes and decide on interventions, approaches and support needed to ensure appropriate progress.</b></p>	<ul style="list-style-type: none"> <li>• Checkpoint 2 data analysis</li> <li>• Book Looks</li> <li>• Learning Talks</li> <li>• Teacher knowledge</li> </ul>
April	<p><b>Progress is shared with parents at Parents Meetings</b></p>	<ul style="list-style-type: none"> <li>• Report 2</li> <li>• Work in books</li> <li>• Teacher assessment</li> <li>• Child self- assessment</li> </ul>
	<p><b>Literacy and Numeracy targets are reviewed and new targets set</b></p>	
June	<p><b>Checkpoint 3 assessments take place Interventions and progress of groups are analysed and reported to new class teachers</b></p>	<ul style="list-style-type: none"> <li>• Checkpoint 3 data analysis</li> <li>• Feedback from TAs</li> <li>• Feedback from staff</li> </ul>
July	<p><b>Handover meetings take place to ensure academic, social and pastoral needs are shared. Reports are shared with parents</b></p>	<ul style="list-style-type: none"> <li>• Work in books</li> <li>• Teacher assessment</li> </ul>

On-going checking of progress through informal discussion, Year Heads meetings and half termly Vulnerability Panel.

# Appendix B

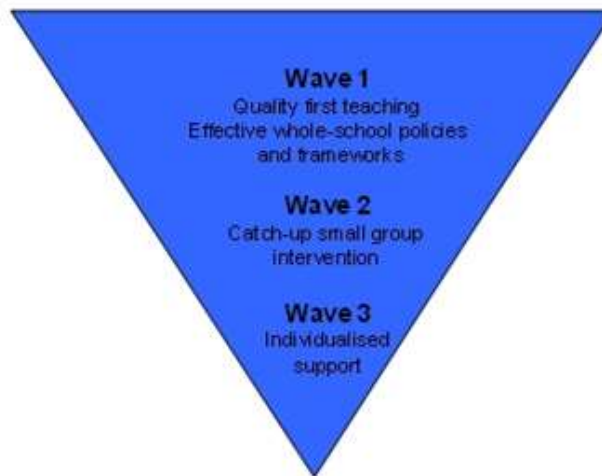
## Guidelines for Intervention Beckstone Primary School



**Provision for effective literacy and mathematics learning and teaching can be described in terms of three “waves” of intervention.**

Wave 1	Wave 2	Wave 3
2 steps below age related expectations	3 or 4 steps below age related expectations	5 or more steps below age related expectations

### WAVES MODEL



### Wave 1 Intervention

**Wave 1 is the effective inclusion of all children in a daily, high quality literacy and mathematics lesson.**

#### Wave 1 Strategies at Beckstone Primary would include:

1. Effective differentiation / Success Criteria and clear LOs
2. Chance to repeat an LO improve (especially in writing)
3. Effective targets in books and work marked to targets
4. Peer and self - assessment
5. Use of Power of Reading texts
6. Purposeful learning – real life context, cross curricular focus
7. Regular Guided Reading
8. APP Resource Kit (Maths)
9. NRich Maths site
10. Mastery Maths
11. Quick Maths Homework
12. Talk for Writing

## Wave 2 Intervention

**Wave 2 is additional time-limited provision, in the form of small-group intervention (4-8 children), to accelerate progress and enable children to work at age - related expectations. Wave 2 interventions are supplementary to quality first teaching.**

**Wave 2 Strategies at Beckstone Primary would include:**

### **Maths**

1. Springboard
2. 5 Minute Box ( new resource) 1-1
3. 5 Minute Box ( new resource) group teaching of to 4 children
4. Maths Passports
5. Use of TA prior to learning to "prime" children
6. Overcoming Barriers – Moving from L2-3, 3-4, 4-5
7. APP Resources Kit
8. Pitch and Expectations Materials
9. Step up to the Challenge maths basic skills

### **Writing**

1. ELS- Y1/2 Booster
2. 5 Minute Box Phonics ( new resource)
3. FLS – Y5 Booster
4. ALS – Y2-Y6 Booster
5. Assertive Mentoring Writing Resources
6. No Nonsense Phonics
7. 5 Minute Box
8. Y3 National Literacy Strategy Writing Intervention

### **Reading**

1. Fresh Start- Read, Write, Inc.
2. Accelerated Reader
3. Home/School Links developed
4. In class incentive schemes
5. Book Swaps
6. Book of the Week/ recommended authors
7. Strive for Five Bus Buddies KS1
8. 5 Minute Box

## Wave Three Intervention



**Wave 3 is additional provision, in the form of very small-group intervention (1-3), to accelerate progress and enable children to make accelerated progress. Wave 3 interventions are short term, focused interventions with a planned staged structure to ensure children do not become dependent on adult support.**

### **When is the use of Wave 3 intervention appropriate?**

- Not all children with special educational needs will require Wave 3 provision (eg pupils with Social Emotional Behavioural difficulties who are working at age-related expectations or where Wave 2 provision would be more appropriate).
- Wave 3 literacy intervention may/may not be appropriate for children with complex special educational needs who, for example, could be working within the P scales throughout their primary education. Discussion with external professionals will support decision making in such instances. High quality Wave 1 literacy provision will be appropriate.
- Low-attaining pupils who do not have special educational needs (such as traveller, gypsy-roma, looked after children) may benefit from Wave 2 and/or Wave 3 provision.
- NB Wave 1 quality first teaching is essential for all children regardless of the use of other interventions and provision. Children will not make accelerated progress through the use of Wave 3 intervention only

### **Wave 3 Strategies at Beckstone Primary would include:**

#### **Maths**

1. Use of Supporting children with gaps in their mathematical understanding – Wave 3 mathematics – teaching and learning resource.
2. Springboard at a lower age range
3. Maths Passports
4. Minute a Day Maths
5. Use of Numicon
6. Maths Recovery

#### **Writing**

1. Marvellous Spelling
2. Speed Sounds Phonics. Read, Write, Inc
3. Read, Write, Inc. 1-1 Tuition
4. Minute a Day Phonics

#### **Reading**

1. Early Comprehension Skills Pack
2. Reading Intervention