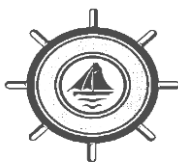


WHITSTABLE JUNIOR SCHOOL



SEN Provision Annual Evaluation Report 2017/18

This report has been completed following the publication of 2017 ASP (Analyse School Performance) data.

The SENCo is Mrs Annie Knoupe

The SEND Governor is Mr Ged Smith

The most recent SEND Governor visit to the school was on 12/01/2018

Definition of SEN and Disability

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014)

Definition of disability

Many children who have SEN may also have a disability under the Equality Act 2010 – that is “...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014)

The admission arrangements for pupils without an Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage disabled children or those with SEN

Number of Children Identified Across School January 2018 census

Year Group	Year 3	Year 4	Year 5	Year 6	Whole School
Total Number of SEN Children	6/63	11/72	10/69	6/64	33/268
% of Cohort	9.5%	15.2%	14.5%	9.4%	12.3%

SEN STATUS	EHCP	SEN Support	LAC no SEN	LAC with SEN
Number of Children	1	32	1	2
% in School	0.4	11.9	0.4	0.7

NUMBER and % OF CHILDREN WITH EHCP			
Year 3	Year 4	Year 5	Year 6
0	0	1	0

NUMBER and % OF CHILDREN IDENTIFIED AT SEN Support			
Year 3	Year 4	Year 5	Year 6
6	11	9	6
9.5%	15.2%	13%	9.4%

School compared to National Figures

The National trend for SEN pupils January 2017 is 14.4% of the school population.

WJS currently have 12.35%.

2.8% of pupils nationally have an EHC Plan.

WJS currently have 0.45.

11.6% of pupils nationally are identified as having SEN Support.

WJS currently have 11.9%

NEED TYPES	Whole School Total	
Autistic Spectrum Disorder (ASD)	6	
Attention Deficit Hyperactivity Disorder (ADHD)	10	
Social, Emotional, Mental Health (SEMH)		
Physical Disability (PD)	2	
Speech Language and Communication Needs (SLCN)	4	
Moderate Learning Difficulty (MLD)	1	
Severe Learning Difficulty (SLD)	0	
Hearing Impairment (HI)	0	
Multi-Sensory Impairment (MSI)	0	
Visual Impairment (VI)	0	
Specific Learning Difficulty (SPLD)	10	

Funding

We currently have 4 children with additional High Needs Funding. This is additional funding which must be reapplied for each year. The first £6000 of any SEN pupil's entitlement is funded through the school budget. At Whitstable Junior School we use the SEN funding for staffing and support/interventions for SEN pupils. The High Needs Funding is additional provision for individually identified pupils.

SEND Review July 2017

The SEN children have received support throughout the year, both in class and in interventions targeting their needs. Pupils with SEN are usually working at Emerging level or below Programme of Study, which reflects their high level of need.

Children's progress is discussed at Pupil Progress Meetings and interventions are planned and reviewed on Class Provision Plans. SEN children have their own Individual Provision Plans targeting their needs.

Staff have had a range of CPD opportunities in school to develop understanding of how to provide and support children with additional needs both academically and socially. They have also accessed additional training from Maths and English leaders to develop their understanding and practice. Some members of staff have received additional CPD to support their knowledge of children with ASD and ADHD, Speech and Language, Diabetes Care and Management.

Additional Support / interventions in school

- Read Write Inc-phonics programme
- Individual daily reading or frequent reading
- Precision teaching of spellings and High Frequency Words
- NLP method of learning spellings
- Fine motor skills practice- Clever Fingers
- Handwriting/ letter formation practice
- Maths small group support- Making Numbers Matter, Success@Arithmetic
- Maths individual support
- Precision Teaching of Maths eg number bonds, tables
- Social skills, attention and listening, turn taking
- Lego Therapy
- Play Therapy
- Gross motor skills support
- Speech support programmes
- Language support programmes
- In class focus groups

Attainment of Year 6 pupils July 2017 (Expected level or above)

Year 6	Reading	Writing	EGPS (English Grammar, Punctuation and Spelling)	Maths	Combined
School					
National benchmark	71%	76%	77%	75%	61%
Difference					
Yr 6 SEN EHC	Reading	Writing	EGPS	Maths	Combined
3 pupils					
Age expected or above					
Progress from KSI	4.3	0.8		3.1	
Yr 6 SEN Support	Reading	Writing	EGPS	Maths	Combined
11 pupils					
Progress from KSI					

Analysis of outcomes for pupils with SEND support and EHC Plans in Year 6 (Key Stage 2 SATs)

The three children with EHC Plans made very good progress in Maths and Reading and all achieved at least the expected level in these subjects in the SATs tests, with one achieving the higher standard in Reading. Good progress was made from Key Stage 1 for this cohort. The children made good progress in writing and two out of the three children attained the expected standard.

The eleven SEN Support children made best progress in writing. Their high levels of complex need were supported and targeted and outside agency referrals and advice were sought to enable them to make progress. Four of these children were joiners during Key Stage 2. Some children were taken off the SEN register during their time at the school when sustained progress was made.

For the children who were low at Key Stage 1 (10 children) in all subjects, in reading 1 out of 10 achieved expected level and in writing and maths, 2 out of 10 achieved expected levels (National average was 2 out of 10)

Exam concessions for KS2 tests

Some pupils are entitled to exam concessions. These are applied for by the Upper School Phase Leader in collaboration with the SENCO. Concessions can include extra time, having a reader to read questions (other than in papers testing reading), scribes to record the pupils thoughts, transcribes of written work and also photocopying of papers onto coloured paper for those with recognised Irlen Syndrome or Visual Stress.

Pupil outcomes

The latest RAISEonline report shows that the progress pupils have made during Key stage 2, compared to national averages for similar pupils (those with SEN Support and those with EHCPs)

SEN Support Attainment and Progress - Key Stage 2

Attainment 2016 (AES = expected standard)	School SEN Support 2016		National All 2016	
	AES %	Average scaled score	AES %	Average scaled score

reading, writing and mathematics combined (all pupils)	11		53	
reading	56	102.3	66	102.6
writing	22		74	
mathematics	67	103.2	70	103
GPS	67	98.4	72	104

Progress 2016	Reading	Writing	Mathematics
	2016 progress score	2016 progress score	2016 progress score
School SEN Support	8.3 Significantly above national average	-3.2 Not significantly different from national average	7.9 Significantly above national average
National All	Sufficient progress has been set as no lower than -5	Sufficient progress has been set as no lower than -7	Sufficient progress has been set as no lower than -5

Attendance of pupils with SEND

	% sessions missed due to overall absence		% persistent absentees – absent 15% or more sessions	
	School	National All	School	National All
All Pupils	4.3	4.0	2.9	2.7
SEN Support (K)				
EHCP (E)				

Satisfaction of parents of pupils with SEN- Views taken Feb 2018

Please could you indicate if you don't agree, agree, strongly agree or don't know by ticking the boxes next to the statements below:	DO NOT AGREE	AGREE	STRONGLY AGREE	DON'T KNOW
The school keeps me well informed about the support my child receives.		28%	72%	
The school meets the needs of my child well.		32%	77%	
I am aware of the different interventions my child attends and why.		28%	72%	
I am aware of my child's targets and how they are doing.		28%	72%	
My child enjoys coming to school.	4%	40%	56%	

Accessibility Planning

The school has a comprehensive accessibility plan in place which is monitored robustly.

The Action plans shows:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

Equality Objective

The purpose of the school's Equality scheme is to meet the duties to promote equality of opportunity for and between diverse members of the school community, including, disabled pupils, staff, parents, women, men and different racial groups within the school. In order to do this the school will:

- Establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents.

Elements of the duties are:

1. Promote equality of opportunity between disabled and non-disabled people, women and men and between different racial groups.
2. Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity.
3. Promote positive attitudes towards disabled people.
4. Encourage participation of disabled pupils, parents, staff and carers. Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Continued Professional Development in SEN attended in the last 2 years

The school employs a fulltime DHT/SENCO who regularly attends the following CPD and shares this with all staff:

- Termly AEN Updates
- Local Inclusion Forum Team (LIFT) meetings
- Coastal Alliance Training
- SENCO Forums
- CoP 2014 and EHCP updates

Date provided	Training Title
January 2014	P Scales-SOLAR Breakdown
January 2014	P Scales-SOLAR Breakdown
February 2014	Differentiation Strategies
February 2014	Language For Learning
February 2014	Differentiation Strategies
March 2014	Mainstream Core Standards
April 2014	Clicker 6
May 2014	Communicate In Print
June 2014	Precision Teaching
June 2014	Strategies to Support Attention and Listening and ADHD (L4L)
September 2014	Mainstream Core Standards
October 2014	Lego Therapy Day Social Communication Support
October 2014	Implications of the new SEN Code of practice.
November 2014	Assault Cycle training-behaviour management
December 2014	Attachment Theory
January 2015	Lego Therapy -Social Communication Support
February 2015	Senaory Circuits
March 2015	The forgotten Mourner- dealing with a death in the family
April 2015	Clever Fingers
June 2015	Review of EHCPs
June 2015	ASD...Help!- Autism awareness
July 2015	Success@Arithmetic –maths intervention
October 2015	Dyslexia Awareness
November 2015	Read Write Inc- Phonic Training
November 2015	Stonewall Train the Trainer
January 2016	Active Listening for Active Learning
February 2016	Success@Arithmetic –maths intervention
June 2016	Speech and Language – Switch On
June 2016	Grammar for all.
July 2016	Fizzy Training

Below are some of the abbreviations and terms you might see on your child's class provision map or Individual Provision Plan.

SEN Support – (Special Educational Needs Support) this is the new term used if your child is on the Special Educational Needs register

SENCO – Special Educational Needs Coordinator

RWI-Read Write Inc / Fresh Start (the reading / phonic programme we use)

RA- Reading Age

Reading Dog- a trained dog comes into school and children read to her/him

Inference training- additional support to develop skills of inference when reading a text

Making Numbers Matter- an intervention we use to support children with maths

Success@Arithmetic - an intervention we use to support children with maths

Numicon-a resource to support maths

Fine Motor Skills-practising skills you use your fingers and hands for- **Clever Fingers** is a programme we use for practising these skills

Gross Motor Skills-practising skills to do with moving your whole body- **Fizzy** is a programme we use for this

Precision Teaching- short, frequent, focused support

Sensory Circuits- a provision we run to support children with sensory needs

WBT-Well Being Team

FLO-Family Liaison Officer (Naomi Kernighan)

Language for Learning- This resource provides strategies to support children with communication difficulties

JLL – Junior Language Link- a resource we use to help children with speech and language difficulties.

SALT- Speech and Language Therapy

TA-Teaching Assistant / **LSA**- Learning Support Assistant

CT-Class Teacher

Dragon Dictation- voice recognition software to support children who find writing difficult.