



SEND Annual Report for Bankside Primary School

Report by	Simone Walton	Period	2017 – 2018
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Executive Summary

The SEND team consists of Simone Walton (SEND co-ordinator) and Rebekah Besford (SEND governor) and a dedicated team of support assistants with SEND roles as well as general classroom support. There are currently 136 children on the SEND register. This is 18% of the children on roll. The majority of our children come from low starting points and we are carefully only to add children to the register who have a barrier to learning. These children may have one or more of the following area of needs: communication and interaction; cognition and learning, social, emotional and mental health needs; sensory and physical, complex medical needs.

Working with External Agencies.

Educational Psychology – 6 traded visits bought directly by school, supporting 6 children and families. 4 EHCP's submitted and support for 4 complex SEMH pupils and their families.

Visual Impairment team – Supporting 3 pupils

Deaf and hearing impairment team – supporting 9 pupils

SEN Inclusion Team – supporting 7 pupils

Nursing and medical staff supporting staff and 4 pupils with complex medical needs

STARs teams – working with 2 pupils

NHS speech and language have worked directly with 8 pupils at school

Referrals to cluster/GRT/ Get away girls for pupil support around SEMH – 22 pupils

Bankside buy 3 days of Speech and Language therapy from Chatter bug. Chatter bug will provide an annual report (SEF) at the end of term for Senior Leaders and Governors.

Phase 1 - 2 days of therapist time – (2's/N/R/1) – 52 pupils referred – 14 discharged following therapy. Pupils accessing groups supported by therapist and delivered by staff.

Phase 2 – 1 day of therapist – (2/3/4/5/6) – 28 pupils referred – 15 receiving therapy – rest waiting for more therapy. Phase 2 pupils often receive more than 1 block of therapy and are referred annually.

School characteristics

	17/18	16/17	15/16	14/15	13/14
Total number of children on school roll	744	750	731	727	718
Number of children on SEND register for this period	136	114	99	106	97
Number of existing needs of these pupils	168	164			
% of children on school roll with SENs	18	15	13	15	14
Number of children with statements of SEND / EHCPs	8	6	7	8	6

Breakdown of SEN register by all needs categories.

	17/18 All Needs	16/17 All Needs	15/16 Primary Needs	14/15 Primary Needs
Cognition and learning	71	63	39	39
Sensory impairments	12	2	10	10
Visual (VI)		6		
Hearing (HI)				
Behavioural, social, emotional and mental health needs (SEMH)	21	21	8	11
Speech , language and communication needs, including Autism (SLCN)	48	79	36	32
Physical disabilities	7	8	3	2
Complex Medical needs	5	2	3	2
Children Looked after	4	3		

Spread of needs across year groups

	17/18	16/17	15/16	14/15	13/14
2 Year old provsion	2				
Nursery 1 on SEND register	15	16	1	0	4
Nursery 2 on SEND register			7	10	7
Reception on SEND register	18	15	11	11	11
Year 1 on SEND register	17	16	12	15	11
Year 2 on SEND register	18	13	16	14	10
Year 3 on SEND register	18	13	12	11	16
Year 4 on SEND register	16	15	12	14	14
Year 5 on SEND register	19	9	10	16	12
Year 6 on SEND register	13	17	15	12	12

Funding 2017

Total Notional SEN Budget	£311,082
FFI total budget	£401,712
Level 2 pupils	£90,630

Year G	Top up	Pupils
N1	8,436	1
N2	16,530	3
R	23,256	4
1	10,944	2
2	12,312	2
3	10,944	2
4	8,208	2
5		0
6		0
total	£90,630	16

Band	value	pupils
Cognition	38,304	7
Hearing	13,680	2
Physical		
Communication	30,438	6
Medical	8,208	1
Other		
Total	£90,630	

Funding 2018

Total Notional SEN Budget	£323,171
FFI total budget	£444,071
Level 2 pupils	£120,900

Year	Top up	Pupils
N1	10,850	2
N2	20,050	3 - 5
R	32,400	7
1	16,800	2
2	15,600	3
3	13,200	2
4	7,200	2
5	4,880	1
6		
total	£120,900	22 - 25

Band	Top Up	
Cognition	49,800	
Hearing	3,600	
Physical	6,000	
Communication	43,500	
Behaviour	6,000	
Medical	12,000	
Other		
Total	£120,900	

	✓ / ✗
All provision is in place for students with statements of SEND / EHCPs	yes
Annual reviews have been conducted on time	yes
FFI High Needs reviews have been conducted within timeframe	yes
ISAR reviews have been conducted within timeframe	yes
The school's SEN and Inclusion policy reflects reality within the school	yes
The school has responded to all professional recommendations made in this period	yes
Students with disabilities have accessed all relevant school activities including trips	yes

Compliance with statutory duties;

Description	Teaching and Learning
<p>Comments on effectiveness. Every child with SEND has a passport and SEND support plan. The support plan contains information about outcomes, strategies and additional provision. More complex children have individual timetables and provision maps linked to reviews necessary for maintaining progress and funding. These have been quality assured by SENCO and SEND Governor. P scale pupils are assessed using B squared. This is an assessment resource used by teachers and kept by the class teacher. It is used to inform next steps and an assessment for FFI funding.</p>	

Description	Speech, Language and Communication Needs
<p>Comments on effectiveness - SEF to follow. See Chatter bug summary. NHS therapists have mostly seen children in clinic where parents have attended. They have also carried out episode of care in school and provided information through reports to school. Children are on a pathway supported by Chatter bug or an NHS therapist.</p>	

Description	Social, Emotional and Mental Health Needs
<p>Comments on effectiveness Children with SEMH needs have been supported through a variety of interventions. 2gether cluster workers have delivered social and emotional interventions. 4 children have accessed play therapy. AIP support has been used for complex SEMH pupils. 4 pupils (2 CLA) have accessed pony therapy through 'Think Like a Pony.' The school Family Outreach Worker (Sue McIntyre) has referred and organised cluster workers to come into school. This has been a large proportion of the SEMH provision in school. Sue has also delivered successful pupil interventions with the children of families she is supporting. School based interventions have happened on base, delivered by staff. Lunchtime provision has been provided in BLC where children can also play and colour, or eat their lunch with a member of Senior Leadership. ICT has been a popular intervention where children enjoying working together through Mine Craft and other ICT programs. Some pupils have also had additional provision at Lunchtime helping in Early Years being a buddy and a mentor for younger children.</p>	

2017 - SEN EYFSP data

	GLD	Average points progress
SEN	1	2.08
Non SEN	38.4%	2.31
Local Authority SEN		2.16

The specific areas that SEN pupils in Early years made the best point progress are; Technology, Health and Self Care, Managing Feeling, Making Relationships. The lowest areas are Literacy and Numeracy.

KS1 % at expected standard 2017

	Reading	Writing	maths
SEN	11%	11%	11%
Non SEN	56%	49%	52%

End of KS1 Progress data.

Reading	2015	2016	2017
SEN		-20%	-5%
Non SEN		-19%	-15%

Writing	2015	2016	2017
SEN		-19%	-6%
Non SEN		-13%	-3%

Maths	2015	2016	2017
SEN		-1%	-17%
Non SEN		-8%	-10%

SEN KS2 average Scale points

Average pupil scale point	2015	2016	2017
Reading	91.2	86.7	93.0
Writing	0	81.7	89
Maths	94.3	86.3	91.6
GSP	91.8	92.4	96.1

The Average scale score in Reading and Maths is 92.3. The national is 97. Data is showing an upward trend in scale points achieved last year.

SEN KS2 % at expected standard

Subject	2015	2016	2017
Reading	9%	0%	33%
Writing	27%	0%	17%
Maths	9%	7%	8%
GSP	0%	7%	42%

The percentage of SEN pupils at expected standard has improved since last year in every area, particularly reading.

KS 2 - Progress data - comparison between SEN and Non SEN

Reading	2015	2016	2017
SEN	-8%	-16%	+7%
Non SEN	+14%	-20%	+9%

Writing	2015	2016	2017
SEN	-7%	-17%	-13%
Non SEN	+19%	-6%	+1%

Maths	2015	2016	2017
SEN	-13%	-12%	-18%
Non SEN	+13%	-30%	+2%

GPS	2015	2016	2017
SEN	-22%	-6%	+10%
Non SEN	+11%	-11%	+6%

SENCo's Summary**What has worked well this year**

- The improved quality and use of passports to inform provision and outcomes
- 3 days of a Chatter bug therapist supporting complex needs children and supporting and training teachers and support staff in strategies to be used in the classroom.
- Joint working with service and social care to ensure better outcomes for vulnerable pupils
- Supporting families through Early Help and working with Bankside Children's Centre to improve outcomes for children and families.
- Assess-plan-do-review process becoming more embedded within school practice.
- Early Years SENIT team working with staff and support staff on strategies for developing language and interaction in provision time. Caroline Timms/ Angela McNulty.
- Working together with Cluster through Guidance and Support for family support and emotional support for pupils
- Family Outreach work referring SEMH pupils to the cluster for additional support

SENCO's priorities for next academic year

- Introduction of an additional member of staff to the SEN Inclusion team. Amy Sharp will be in role to support with aspects of the SENCO role with a particular focus on Years 5 and 3. This will help ensure that good practice is embedded across school as the team grows in capacity.
- Assess-plan-do-review embedded across school through the AME ensuring that staff plan and deliver effective provision and interventions for pupils with barriers to learning.
- Introduction of Nurture Inclusion Leader to build on the existing SEMH provision in school and to work alongside the school Family Outreach Worker to compliment the family work they are doing, working with the pupils. Also to run intervention groups and work with individuals and offer lunch time support.
- Communication and Interaction morning group will be lead and run by Lucy Robinson until she goes on maternity leave. This will enable more children to access it and for it have a more learning focus as well as a social, communication and interaction focus.
- Monitoring of CPOMS ensuring that it is used correctly and effectively by all staff to record pupil incidents.
- To monitor the outcomes on passport linked to provision. Develop a system of ensuring outcomes are appropriate and being met.

Recommendations for actions to be included in the school's development plan

- Planning and training for all staff working with complex pupils
- Review of the Inclusion policy annually
- Timetabling, development and use of new nurture spaces and rooms
- Development of lunchtime provision
- Review of how school use CPOMS
- Development of the Roles of Nurture Inclusion Lead and Inclusion Support Lead.
- AME to reflect SEN Assess- Plan-Do- Review systems in school.
- Training on setting appropriate and SMART outcomes for SEN pupils (staff meeting)

