



SEN Report to the Governors

January 2020

Our Special Educational Needs Register (SEN)

Since my last report, in November 2019, there has been one change to the SEN register. A pupil has been removed from the register, as they have made significant progress in their area of need and now no longer require such a high level of support.

We are currently monitoring a further three pupils and may be adding them to the register in the future.

The number and distribution of children currently on our SEN register is as follows:

SEN Type	Number of Children	% of all pupils On roll:98	National Average DfE National Statistics SEN in England: Jan 2019 *	
			State funded primary schools	All schools
SEN support (no EHCP)	3	3.06%	12.6%	11.9%
Pupils with a statement an EHC plan.	0	0%	1.6%	3.1%
Total pupils with SEN (on the SEN register)	3	3.06%	14.3%	14.9%

*Again, it can be noted that our data falls well below the national average for pupils with SEN.

Primary Need Type

Need Type	No. of pupils	% of pupils on SEN register
Cognition and Learning	0	%
Communication and Interaction	2	66.6%
Social, Emotional and Mental Health	0	0%
Physical Disability	1	33.3%

One of our four pupils have **C & L** as a secondary need.

National Data 2019

Most common need type in all schools (State funded primary schools):

21.7% (30.6%) **Speech, Language and Communication Needs**

20.4% (20.9%) **Moderate Learning Difficulties (C & L)**

Primary type of need with an EHCP: 29.1 % **ASD**

Profiles of Need/ Vulnerable Registers

TOTAL: 13 pupils

As in previous years, I have updated our Profiles of Needs register (whole class overview) and also the Vulnerable Register. The vulnerable register highlights pupils NOT on the formal SEN register, but whom staff have a specific concern about; either with their learning, communication, emotional well-being or a physical need.

These pupils are monitored closely; their needs will be met through whole class quality first teaching, additional adult support in class and intervention groups. This will be documented on class Provision Maps.

Year Group	Number of pupils on the Vulnerable Register
EYFS	1
KS 1	3
KS 2	9
Total	13

These pupils' needs are accommodated through Quality First Teaching but will also be included on each individual class Provision Map. Some pupils will be provided with out of class interventions and additional support within the classroom depending on their level of need.

Attendance - Pupils on the SEN Register this academic year to date:

Key Stage	Average % Attendance
1	87.7 %
2	94.5 %

Attendance of Pupil Premium Pupils this academic year to date:

Key Stage	Average % Attendance
EYFS	96.48%
1	93.82%
2	95.55%

Total Average Attendance:

SEN register: 91.1 %

SEN (non- EHCP): 91.1 %

SEN EHCP: N/A

Pupil Premium: 95.28 %

Exclusions (Fixed term) This Academic Year to Date:

None.

EHCP (Education Health Care Plan) Pupils.

There are no pupils with an EHCP. One will be applied for in the coming months.

SEN Pupils Targets and Review.

In collaboration with teaching staff, target outcomes are set at the beginning of each academic year. During the course of the year, these are reviewed and modified. These are SMART targets (Specific, Measurable, Attainable, Relevant and Timely).

A review of these targets for end of Term 2 took place in December 2019.

This is in line with the recommendations stated in the New Code (2014) to use a 'Graduated Approach' of 'Assessing-Planning-Doing-Reviewing' cycle.

(DfE and DDoH, 2014:100(6.44)

Parents of pupils who are on the SEN register are informed.

Meetings are held termly with parents with children on the SEN Register.

Satisfaction Survey of Parents at Annual review of EHCP

No Annual Reviews have taken place.

High Needs Funding (HNF)

We currently have two pupils who receive High Needs Funding.

This has enabled us to provide on-going support for one pupil and we are currently in the recruiting process for a second time for the other pupils. In the meantime, they continue to receive additional support in the classroom.

Pupil Progress Tracking

We continue to have pupil progress review meetings with class teachers, SLT, SENCO and English and Maths co-ordinators 4 times a year. In addition, as a team, we have been focusing on key children who we feel are either not making expected progress or who we feel could make accelerated progress. At the meetings we endeavour to agree a practical approach to supporting these children. It may be through additional support or interventions or a different level of support in class.

The three key groups of data include:

- Pupils on the SEN register
- Pupil Premium Children
- Pupils who are at BELOW in, Reading, Writing or Maths on our progress tracking system.

This has just been reviewed and updated in December 19/January 20.

BELOW pupils are also levelled at a 'functioning at' level. This enables us to track progress in more detail and evidence small steps of progress from their baseline.

Progress of Pupils December 2019.

SEN Pupils (4)

Three out of the four are expected for all core subjects.

The fourth pupil is BELOW in reading and writing but is low expected in maths.

Progress is evident since October 2019 in writing for this pupil.

See table below.

SEN Progress and Attainment														
		No. of pupils with SEN	Reading	Writing	Maths	Combd					Reading	Writing	Maths	Combd
		% Making Expected or Better in Year Progress					% Making Better than Expected in Year Progress							
Progress	End of previous Yr	7	71	57	86		0	0	0					
	End Autumn	4	75	100	75		0	0	0					
	End Spring													
	End of Yr													
			% Expected+					% GDS						
Attainment	End of previous Yr	7	57	57	57	57	0	0	0	0				
	End Autumn	4	75	75	100	75	0	0	0	0				
	End Spring													
	End of Year													

Pupil Premium Pupils (12 + 4 in EYFS)

8/12 pupils are expected in all areas. Progress has remained constant since October.

3/12 pupils are BELOW. Since October, two pupils of these three pupils, have made progress in their 'functioning at' levels in one or more subjects.

BELOW pupils (21 pupils)

14/21 pupils have made progress in one or more subjects at their 'functioning at' levels since October.

INTERVENTIONS and PROVISION MAPS

This term we have been more robust with our planning of interventions which can be found on our class Provision Maps. Using the December progress data, we were able to highlight all those pupils who fell at Below Expected level and plan interventions accordingly. We will be targeting and accommodating them through focus groups in class and 1:1 or small group intervention support outside of the classroom.

SEN Action Plan September 2019-July 2020

Action	How?	Who?	When?	Review December 2019	Review March 2020	Review June 2020
To continue to update all Safeguarding Documents in School Policies, Government and KCC publications and Guidance and General Information.	Link to KELSI recommendation.	VR	On going	On-going		
Download and Print off any new Guidance for Safeguarding.	Use Kelsi and Gov updates	VR	termly	On-going		
Oversee Target review Forms are completed and reviewed regularly.		VR and CTs	termly	On-going		
Monitoring meeting with SEN governor. To establish areas of focus.	Meet with SEN governor to update	VR SEN Governor	termly	pending		
To take part in Pupil Progress Meetings.	Lunch times and after school.	VR and all staff	termly	On-going		
To complete High Needs funding applications when the annual funds expire or make new applications when required.	HNF Application	VR HBW for consent	Annually	When required.		
To complete Early Help referrals when required.	Via Kelsi	VR		When required. One completed and accepted.		
To complete SALT, NHS, CAMHS, referrals when required.						
Monitor spending of PP and HNF.	In school	VR and HBW	ongoing	On-going		
To provide progress tracked data on all our pupils who are BELOW.	In school	VR, SLT, Maths and English co-ordinators.	Progress Review Meetings	Attended in Oct and Jan.		
To provide progress tracked data on all our pupils who are on the SEN register.	In school	VR, SLT, Maths and English co-ordinators.	Progress Review Meetings	Attended in Oct and Jan.		
To provide progress tracked data on all our pupils who are Pupil Premium.	In school	VR, SLT, Maths and English co-ordinators.	Progress Review Meetings	Attended in Oct and Jan.		
Scrutiny of Provision Plans to ensure support or interventions matches pupils needs.	In school	VR	3X a year	On-going		
To lead and support TAs in their CPD and provide opportunities to share good practice and skills.	In-school	VR	When required.	Fed back Phonics course. Taught use of Speech Link assessment. Demonstrated LUCID COPS assessment tool to TA.		
To support pupils in their well-being through interventions.	Drawing and talking therapy and social skills support.	VR	On-going	On-going Drawing and Talking and social skills.		
To support Below pupils in phonics	In-school	VR	2X weekly	On-going		

Safeguarding

Mrs Bradley- Wyatt is Hollingbourne's DSL (Designated Safeguarding Lead), and Miss Allen and I are deputy DSLs.

Since September 2018 we have had regular Safeguarding update meetings and we all continue to contribute to updating our ongoing diary log of events and issues that have risen.

I will be attending a DSL update course in March 2020.

SEN Policy

The SEN policy has been updated in January 2020.

SEN Governor Meetings

Natalie Sabonchan, and I will be meeting in the near future to discuss SEND matters.

Vanessa Robinson SENCO