

SEN REPORT Overview of Year 2016 – 2017

Type	Number	% of whole school
Children on SEN register	14	20%
Children on School Need 1	7	10%
Children in School Need 2	6	9%
Children with EHCP	1	1%

Activity	Progress
Wave 2 interventions	<p>Numeracy: During the Autumn Term 1st Class Number was delivered to 5 children (mixed Year2/3) focusing on understanding simple multiplication and division facts. This had been identified using the Sandwell Numeracy Test and all children made significant progress (from 5 months – 12 months). One child in reception improved understanding of place value to 10 making 1yr 6m progress, being taught 3 times per week on a 1:1 basis. One Year 6 child gained 7 months progress (in 5 months) and understood place value better and a second child also secured knowledge of this, although absence affected lessons. During the Spring Term this child received 1st Class Number again to cover missed sessions.</p> <p>In the Spring Term a different approach was used where the supporting TA reinforced classroom lessons on a 1:1 basis. This supported 5 children, with the reception child continuing 1st Class Number until the half-term when numeracy lessons continued in the class room with Ellie Myatt.</p> <p>In the Summer Term Sue Westcott instigated support for all classes using a ‘scooping’ method for children who had not grasped the morning classroom lesson. Groups of children, which differed every day, were supported by Di Duffield straight after lunch. This enabled all children to feel more confident about classroom work and prepared them to move on in their learning the following day. Di D worked in Year3/4 during numeracy lessons and gave additional support to Year 6 children before SATS.</p> <p>Phonics: Four children received support for dyslexia tendencies during the Autumn Term once a week, all making good progress, although two children needed more regular support in short bursts. These two children received a daily (4 times per week) phonics programme (Toe by Toe) from the Spring Term, making outstanding progress, one child making 2yr and 6 m gain since July 2017. This programme has benefited 6 children, with those following the</p>

	<p>programme since spring making exceptional reading progress (2yr – 2yr 8 m). This programme has been extremely successful at improving phonics and reading. Three children have received specific spelling support with success noted in classroom writing. Unfortunately timetabling has made it difficult and several sessions did not take place. One of these children focused on social stories and reading during his sessions as requested by the Education Psychologist due to ASD issues. One Year 6 child had spelling support as a booster for SATS and this made a huge difference to confidence.</p>
Wave 3 interventions	<p>Speech and Language Programme: One child in KS1 is being treated by a Speech and Language therapist. This programme is in school termly and will continue next term.</p> <p>Occupational Therapy Programme: Two children in KS2 receive support termly, with one child having gross motor skill exercises which are delivered in ‘Learn-to-Move’ sessions weekly and at home. The other child is focusing on fine motor skills following the ‘Nessy Fingers’ programme for IT skills (as handwriting is a problem).</p>
EHCP	<p>The Year 6 child with Social, Emotional and Mental health difficulties has been well supported by a team approach this year, involving the class teacher, TA and ELSA. Much more successful and works independently in class or supported group sessions. Good achievement SATS. ELSA drop in and sessions worked on school journal and very successful home/school book for behaviour. Rewarded 5 times per day/5 days a week given reward time in class has been v successful in motivating good behaviour. Transition visit prior to main group with Di D for a morning v successful. Is now positive about self and self-esteem much improved. Changed mind set – now positive. Very successful improvement in 3 years (parent agreement).</p>
Gross and Fine motor skills. ‘Learn-to-Move: Move-to-Learn’ programme	<p>All target setting is based on identifying needs at the start of the year. Individual targets change each term/half-term or when achieved. One new child joined our school in the Summer Term and is now receiving support.</p> <p>Gross motor: Four children received this intervention in the Autumn Term with one child following an exercise programme from the Occupational Therapist. This child achieved excellent control by the Spring term and a new programme was installed and is being followed. Most children made progress in their targeted area except one child in Year 3 who has been referred to the doctor for further OT support.</p>

	<p>Fine Motor: Five children began this at the start of the year, mainly focusing on handwriting, cutting and threading. One child made so much progress that his support ceased at the end of the Spring Term. One child followed a recommended OT programme for IT called 'Nessy Fingers' to encourage IT use as handwriting is difficult. This has been extremely successful and has been used in the classroom.</p>
Booster Yr6	<p>Numeracy and Literacy: supported by Maria Higgs in class as such a large group.</p>
More Able Yr6	<p>Numeracy: Sue Westcott has supported once every 2 weeks a small group across age groups since the start of the Spring Term. Challenging material is used to extend individuals. This was successful until the second half of the Summer Term when changes in the timetable prevented this taking place.</p>
Social and Emotional support ELSA	<p>Six children received support in the Autumn Term. Five of these children have a diagnosis of ASD or are in the process of a diagnosis. Support was mainly to improve self-esteem but also to listen and suggest strategies to cope with anxieties, change and coping in a classroom.</p> <p>Three children had extreme anxiety on attending school, but procedures and support put in place helped one child make excellent progress and school attendance rose dramatically. Jeremy Side (CAST Educational Psychologist) assessed the other two children and developed a package of support for them. Unfortunately one child left the school after this to be home schooled and the other child, as recommended, was seen by CAMHS (Child and Adult Mental Health Services) and was signed off school until a EHCP has been agreed (which could be Dec. 2017). A request for a tutor at home was refused by the SEN Team at County as the child has a sick note and deemed unfit to learn. Eight children had support in the Spring Term with all making some progress, except one child whose absence was so marked that sessions did not take place. This child left to be home schooled (see above). One child with ASD received support after deteriorating behaviour and assessment by Jeremy Side and Sarah Goddard (Educational Psychologists) who recommended social stories and other strategies.</p> <p>At the start of the Summer Term seven children received support and all made significant progress meeting or exceeding their targets. At half-term two new children joined the ELSA support, one from KS1 and a new child in KS2, both with behaviour issues. Neither of these children made any progress as building trust with an adult has taken longer than expected and this will start again next term.</p>
Transition Group	<p>Di Duffield ran a transition group on a Friday afternoon in the Summer Term to support children who were particularly anxious about the move to secondary school. School journals were</p>

	developed and three children attended Gillingham School's 6 week transition programme and one child went with Di Duffield to visit Sturminster Newton High School prior to the main event. All children have been well prepared for secondary school.
Training (all staff)	Sue Northcott has attended three CAST meeting in Dorchester with focus being: Mindfulness, Attachment and Sensory Difficulties. Jeremy Side delivered a course during a staff meeting to all staff on Attachment Difficulties.
Good Learning Cards	Last year's practise continued. At the start of the Autumn Term Sue Northcott took the class for a session at the start of each term and the class teacher works with a child, reviewing previous targets then planning and writing targets with the child. Everyone has a copy of targets and the child has a laminated one on the desk. Review record sheets are essential and most teachers complete these. Unfortunately in the Summer Term and with the pressure of the RE inspection, these cards were not completed by all staff.
Behaviour	One child demonstrated challenging behaviour in the Spring Term and Jeremy Side (EP) came and assessed to suggest how to support. His recommendations have been followed and the child ended the year compliant and biddable having used social stories to support (delivered by Di Duffield).
EAL (English as an Additional Language)	There are two children with EAL in Key Stage 1. Neither is receiving additional support at present.
Progress towards SEN Action Plan	To monitor impact of effectiveness of provision and spending for PP children: part of the PP group. Identified in whole school discussion and SEN provision discussed with all staff. To monitor specific interventions: on-going half-termly TA discussions and termly assessment checking data. Children not making expected progress receive appropriate strategies and interventions: discussions with class teacher, analysing data, whole school staff meeting reviewed and removed/changed/referral professionally as required.
Additional Information	<ul style="list-style-type: none"> • CAST are in the process of employing a specialist dyslexia teacher from SENSS. • The Year 6 child's Annual Reviews was completed in the Autumn Term and involved the SENDCO from the new secondary school. The child was present and well prepared. Unfortunately no one from County attended but the transfer forms have been completed and the child is now on an EHCP ready for secondary school.

	<ul style="list-style-type: none">• Two EHCP requests have been sent to the SEN Team at County. After extended time at panel one has been agreed and the child going into Year 5 has 25 hours support (with us funding the first 16 hours). The paperwork has not yet arrived so see the exact type of support (1:1 or small groups). A new TA has been appointed for a term to help cover this. The other request was to support a Year 6 child with attendance issues due to excessive anxiety related to ASD. After three months of confusion about whether the request should be to Dorset or Somerset County (due to living in Somerset) a request has been delivered to Dorset SEN department. The delay was also due to a delay in a decision about whether County would accept a report from Jeremy Case and not a County EP. This child has been back-yearred to the present Year 5 group as requested by parents and staff.• The school purchased the programme 'Good To Be Me' which is a cognitive behaviour therapy programme to be used with identified children and recommended by Jeremy Side.• The SENCO has been involved in Pupil Premium children meetings with CT and NCh (governor).• The whole school was re-assessed on the SALFORD READING ASSESSMENT in July 2017. This will inform targeted daily readers and intervention for the next year.• The new system for target setting after assessments at the start of the term has worked well. Class teachers are using these targets to help create Good Learning Cards at the start of each term. These cards needs discussion between class teacher and pupil and time is needed to do this in school hours.• Several new children arrived at various times during the Summer Term. Several of these need academic support (KS1), one Speech and Language difficulty and one ELSA for behaviour.• In the Summer Term we received a child (Yr1) with profound social, emotional and mental health needs from another school at half-term. This child came with a 1:1 provided by County and we contained the child but were not able to educate. The child moved on to another place of education at the end of the term.• The RE inspection identified the success of the nurturing in our school. Our exceptional TA's are
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	outstanding in this and go 'over and above' to support children with emotional needs.
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