



Chilham St. Mary's Church of England Primary School

SEN Provision Annual Report. 2016/2017 produced February 2018

This report has been compiled after the publication of 2017 FFT Aspire, ASP and Ofsted Inspection Dashboard reports. It provides the evaluation of the effectiveness of provision - SEN Information report (3a).

The SENCO is Mrs Emma McQuillan.

The SEN Governor Alan Norley

The most recent SEN Governor visit to the school was on

SEN Register taken from the January 2017 census

Year Group	SEN Support without HNF %	SEN Support with HNF %	EHCP without HNF %	EHCP with HNF %
Reception	12.5	0	0	0
Yr1	6.7	0	0	0
Yr2	8.3	8.3	0	0
Yr3	0	6.7	0	0
Yr4	6.7	0	0	0
Yr5	14.3	0	0	7.2
Yr6	9.1	0	9.1	0
Total	7.8	2.2	9.1	7.2
Total SEN	12.2%			

SEN need type %				
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
Total	36.4	45.5	18.2	0

Current SEN Register January 2018

Year Group	SEN Support without HNF %	EHCP with HNF %
Reception	0	0
Yr1	11	0
Yr2	7	0
Yr3	17	0
Yr4	7	0
Yr5	8	0
Yr6	21	7
Total	9.7	1.1
Total SEN	10.75%	

SEN need type %				
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
Total	50	30	20	0



3. The national averages are taken from the most recent DfE document on National SEN Statistics.

The national average for incidence of SEN support students is 11.6% for primary, of the school population. At Chilham last year we were slightly above this average at 12.2 %. Currently we have 10.75% of pupils identified in line with KCC's statement of what constitutes SEN Support (January 2018 Census).

The national average for incidence of EHCP is 2.8% for primary. At Chilham currently we have 1.1% pupils with an EHCP.

Pupil Premium information is available in a separate report on our school website.

4. Funding

The formula allocation to Chilham includes a number of factors which together comprise the SEN Notional Funding. At Chilham in the 2017/2018 budget this equates to £25569. This funding allows the school to make provision for SEN support throughout the school and resource up to £6000 per pupil with high cost needs. Beyond £6000, we can apply for High Needs Funding for individual support needs. Currently we have 1 pupil receiving this additional funding from the local authority equalling £15374.49. This funding must be re-applied for each year and significant changes to the HNF system will come into place in April 2018.

At Chilham we use the SEN Notional Funding to provide class teaching assistants and to train staff to deliver additional interventions to pupils within the whole class Provision Map. The HNF is used for making personalised provision to individually identified pupils.

5. Pupil Outcomes

The latest ASP and FFT Aspire reports show the progress pupils have made between key stages compared to national averages for similar pupils (those with SEN Support and those with EHCPs).

Analysis of outcomes of pupils with No SEN and EHC Plan from FFT Aspire 2017

Cohort in Year 6 = 11

	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	Pupil Progress Average Scaled Score (Re, Ma)	Pupil Progress % Expected standard+ (Re, Wr, Ma)
EHC Plan	105.5	100	-0.1	+18
No SEN	107.5	67	+2.2	+1

Pupils with EHCPs = 1 (9%)

6. Progress of current SEN Support (9 pupils) and EHC Plan (1 pupil)

Session 3 data for year groups 1-6

Subject		Latest attainment On track or above (%)	Progress 3 or more steps (%)
Reading	SEN & EHCP	0	10
	Non-SEN	50	29.9
Writing	SEN & EHCP	0	20
	Non-SEN	38.2	29.9
Mathematics	SEN & EHCP	0	60
	Non-SEN	41.2	58.2

7. Attendance of pupils with SEN

	% sessions missed due to overall absence		% persistent absentees - absent 10% or more sessions	
	School	National	School	National
EHC Plan	5	7	0	19
No SEN	6	4	10	4

8. Exclusions

No exclusions have occurred in the last 12 months.

9. Vulnerable Groups Transition to Secondary School

We have a comprehensive transition plan to assist the students on the SEN register as well as disadvantaged and vulnerable pupils in their transition to Secondary School. Our pupils transferred to 8 different schools this year and we worked closely with the secondary schools to ensure successful transition.

12. Equality Objective

- Ensure pupils with disabilities are fully included in all aspects of school life.
- Ensure pupils with SEN make as much progress as those without SEN

No incidents of children with disability having been excluded through lack of school action.

13. Review of the Interventions currently running at Chilham Primary for SEN Support and In-school Support pupils

Intervention	Focus	Impact % making progress/achieving targets	Implications for 2018/2019
Reading Support:			
1:1 Reading 10 pupils	Developing engagement and fluency in reading.	60% achieved targets.	Will continue to support pupils through daily reading

			and encouraging an enjoyment of reading. Year 6 to refine SMART targets.
Beanstalk Volunteer 5 pupils	Developing enjoyment and engagement in reading.	80% met targets.	If funding available to continue with this intervention.
Trugs 3 pupils	Developing reading skills though fun games.	100% achieved target.	Continue to support reading development in targeted pupils identified through pupil progress.
Writing Support:			
EGPS booster 9 pupils	Spelling and grammar rules. Accurate punctuation.	100% achieved targets.	Raise standards in SPaG across the school with focused spelling intervention for pupils identified through pupil progress.
Precision teaching HF words 6 pupils	Increase the number of HF words spelt correctly.	83% met target.	Raise standards in spelling across the school with focussed spelling intervention for pupils identified through pupil progress.
Language Development:			
Speech and Language programmes 5 pupils	Targeted areas advised by SALT therapist	60% met targets.	Continue under the advice of therapists.
Phonic Support:			
Phonics and word wallets 7 pupils	Consolidation of sounds and recognition.	71% met target.	Continue to develop phonics skills in KS1.
Maths Support:			
Dynamo Maths 7 pupils	Consolidation of fundamental maths skills.	86% met targets.	Dynamo not to be continued next year. Numicon will be introduced across the school to raise standards in maths.
Maths booster with Jill Showler 6 pupils	Developed ability to use formal written methods.	100% achieved target.	Consider use of pupil premium money to provide extra maths support to Year 2 and 6.
Maths group	Practise of	100% met target.	Identify pupils in

4 pupils	fundamental maths skills, counting objects accurately and recognition of numbers.		EYFS who have not made GLD or have not grasped fundamental maths skills and provide focussed intervention with Numicon firm foundations.
Fine/Gross Motor Skills:			
Sensory Circuits 2 pupils	Developing gross motor skills, balance, coordination and organisation.	100% met target and raised self-esteem.	Continue to support targeted pupils identified through pupil progress.
Social Skills:			
5 point incredible scale 2 pupils	Self-regulation	50% increased ability to identify their own level on the chart.	Use across the whole school as part of ASD Champion project.

14. Whole school professional development training in SEN provided in the last 2 years.

Training	Uses in the school
19.02.18 Growth Mindset (Class teacher delivered by SENCO at HUG Inset day)	Raised knowledge of Growth Mindset and how to promote positive thought.
05.02.18 5 Point Incredible Scale (TAs and Teachers delivered by SENCO)	Whole school approach to anxiety management.
31.01.18 AEN update briefing (SENCO)	SENCO up to date with SEN information and changes in the high needs funding system.
27.11.17 & 18.12.17 Positive Handling - Team Teach (Head, Deputy, SENCO)	SLT trained in safe handling of pupils.
01.11.17 - 21.02.18 ASD Champion training 6 sessions (SENCO)	Whole school project - Incredible 5 point scale. SENCO to deliver a series of staff training.
11.10.17 AEN update briefing (SENCO)	SENCO up to date with SEN information and able to feedback to staff.
16.10.17 Well-being and Involvement	Teachers aware of the Leuven Well-being and Involvement scales and how to use them to inform assessment of the classroom environment.
02.10.17 Provision mapping (Teachers delivered by SENCO)	Staffed training in the new provision map format and raised awareness of how provision mapping fits with the assessment cycle.
20.09.17 Mental Health First Aid (SENCO)	Raised awareness of the signs of mental illness and strategies to support pupils.
Sensory Circuits (TA)	Intervention developing pupils' balance, coordination and organisation while building self-esteem.
Numicon (1:1 TA)	Up-skilled member of staff supporting pupil



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	1:1. Knowledge shared through the wider school.
ASD Early Years (EYFS teacher)	Raised awareness amongst the early years team. Staff equipped with the skills to support the needs of pupils with ASD.

15. Actions that will be included in the next school development plan to improve provision further for pupils with SEN:

- Improve progress of pupils with SEN in reading and writing to be in line with pupils without SEN.
- Train staff in Numicon and Clicker 7 and implement across the school to raise pupil progress.
- Improve attendance of SEN and GRT pupils.

Date: 02/03/18