**Charmouth Primary School**

**SEN Information Report 2016-2017**

The year began with 20 pupils on the SEND register and ended with 21. Two pupils are statemented, the rest on SEN support. The main category of need has not changed and is cognitive and learning.

**Impact of Interventions Please note that this chart is for interventions and not all children included are on the SEND register.**

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| **Wave 2 or 3** | **Provision** | **Outcome of Intervention/Provision** | **Value for Money** | **Actions** |
| 2 or 3 | Set up of ELSA programme | Impact measured through EP support meetings, pupil and parent checklists and questionnaires and Boxall Profile assessments. All these measure shows qualitative improvements and the Boxall Profile some quantitative indications.  Outcome measures show positive shifts in children’s thinking and very often, corresponding gains in their academic work. | 2 Medium cost, good outcomes | Continue to embed ELSA provision next year and to begin implementing an ELSA learning environment within the classrooms (staff CPD). |
| 2 or 3 | Learn To Move  Add how many a week and duration (how long for and how many weeks) and what it’s for. | ABC checklist completed - any child not making process is referred on to OT service (some of whom are given 1:1 programs that Learn to Move TA then addresses 1:1), those making good progress discontinue the program.  This year 7 children have accessed the program. Due to staff sickness, the programme will continue until its end in the autumn term. One referral to the OT is expected to be made, as this child has sensory and physical needs beyond the capabilities of the programme. | 2 Medium cost, good outcomes | Continue programme for current children. |
| 2 or 3 | Write Away | Six children benefited from this programme delivered by a trained teacher. Average progress of two points in one term. | 2 high cost, good outcomes. | There will not be capacity for the current teacher to provide this intervention next year. |
| 3 | Dorset Reading Partnership | Increased enthusiasm for reading and increased level of reading occurrence from the pupil. Those on this programme also benefited from comprehension intervention so progress is difficult to measure. Feedback from the children was that they all really enjoyed the 1-1 regular reading time. | Medium cost, medium impact |  |
| 2 or 3 | Success@Arithmetic | Two TAs delivered this intervention, meaning that 16 children benefited. One TA achieved average progress of 14.5 months in 6 months. The other achieved average progress of 11 months in 6 months. | 2 Medium cost, good outcomes | One TA (HLTA) was being regularly used to cover staff absence. This impacted greatly on all of their interventions, as regular sessions were not possible during those times. Ensure that future interventions are not compromised by having to cover staff absence. |
| 2 or 3 | First Class@ Number2 | Eight children had access to this intervention. The arrival of the RWI programme and the need for that TA to carry out those activities meant that the capacity to operate the intervention halved. The length of the intervention therefore, doubled. The children made an average of 13 months progress. | 2 Medium cost, good outcomes | Rigidity of interventions need to be protected. |
| 2 | Reading Comprehension booster sessions  Add what the months are e.g. comprehension. | Twenty two children received this intervention, split in to four different groups. Group one made progress of 7 months in 10 weeks; group two made progress of 9 months in 10 weeks, group three made progress of 3.5 months in 10 weeks and group four made progress of 23 months in 20 weeks. Two children in group three are awaiting specific Literacy assessment from the SENSS team. | 1 Medium cost, great outcomes | Not all interventions had SEN pupils in them, hence accelerated progress. |
| 3 | Stareway to Spelling | Four children received targeted 1-1 spelling intervention, focusing on a multisensory learning approach to the first 200 common words. The children made average progress of 9 months progress in 10 weeks. | 2 Medium cost, good outcomes | Although good progress has been made, the intervention does not impact on many pupils therefore needs to be carefully considered when making intervention decisions next year. |
| 3 | Speech and Language programmes to be set by SALT service | Impact measured by children completing programs, being reassessed by therapist and signed off. This year 4 children have been supported and two signed off. | 2 medium  cost, good impact | There appears to be an increase in children entering school with speech and language difficulties. Training for accommodating appropriate speech and language within daily lessons to be researched. |
| 2 or 3 | Memory Programme | A new memory programme was purchased halfway through the summer term following advice from the ed. Psyche. Measure of progress will be shown in future ed.psyche assessments of memory. |  | Memory programme to continue for indentified children next year. |
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Actions and Priorities:

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| **Points listed last year that required action this year** | **Impact** |
| 1) **Intervention time management**: We have had a particularly difficult year regarding staff changes and staff sickness – this has impacted the regularity with which interventions take place. The success of any intervention relies on staff being able to carry out and complete the sessions on a regular basis. We need to consider how we can minimise the impact of staff issues on our ability to carry out interventions | Some interventions have taken much longer to complete than anticipated, meaning progress made has been reduced. Unless the timetabling of interventions can be protected, this problem will not resolve. This, of course, incurs extra cost. |
| 2) **Progress review meetings –** these are now established for children with SEN, but the regularity of the meetings needs to be improved. They can sometimes be a rushed procedure with staff, as they try to squeeze them in to certain times before the end of term. Also, some staff do not feel confident at holding them and liaison between SENCo and parent is sometimes stronger than class teacher and parent. | Offer of joint progress meetings has built up staff confidence. Inclusion of discussion of progress meetings in staff meetings provide opportunity to plan for them in a more timely manner. |
| 3) **One page profiles-** with the current change of staff, it is important to have quick access to the SEND children’s learning styles and helpful teaching strategies to ensure purposeful learning takes place. | All SEND children have helped to create a one page profile to be kept in class folders for new/ supply teachers to access. This has also been useful at the end of term for transition work. |
| 3) Funding: With the challenges that the new budget presents we are looking carefully at how we can continue to provide the interventions that we know provide good impact. One approach that we have been developing this term is to train the 1:1 teaching assistants in delivering some of these interventions. All TAs aim to encourage the children they work with to manage independent of their support where and when possible. If a child is being successful in doing this the TA can be released to work with other children for some small portions of the day. | Some staff have been trained to provide other interventions such as delivering the speech and language programmes or ELSA/ nurture group work. All staff have received training from the behaviour advisory service on the use of social stories to support emotional wellbeing and have been encouraged to use them as a tool to support children with any emotional issues that arise in their class. |
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**Achievements:**

All classrooms in our school are now adapted with blinds and hearing boards to support children with hearing impairments.

All TAs received training on creating and working with social stories.

Work has been done on creating more personalised learning programmes to further support children with SEND.

**Key Actions for the coming year:**

* To provide support in class to enable teachers to support all pupils in order for at least expected progress to be made in all areas.
* To continue to provide appropriate SEN interventions despite budget restrictions.
* To embed the ELSA provision and roll out ELSA related classroom strategies.
* To continue to build a repertoire of intervention resources to cover all aspects of need; lack of ed. Psyche provision means lack of diagnostic services.
* To continue to strengthen links with other local schools to monitor policy and good practice.