

## SEND Report to Governors Academic year 2017-2018



In July 2018 there were 48 pupils on the SEN profile, 43 at SEN Support and 5 subject to Education Health Care plans (EHCp). Two of those with EHC Plans were issued in July 2018. SEN pupils were supported by the SENCo, extra TA support in class, targeted TA support in the afternoon, counsellors and a learning mentor. In the Summer term we arranged a weekly visit to Timbercroft Primary sensory room for two Year 2 pupils to have their sensory needs met. We successfully made applications to Kidbrooke Park for one of our pupils in year 6 but it was later decided for him to remain at our school with the support of a full time behaviour support TA and outreach from Waterside. One child returned from Alderwood Nuture unit and with support settled back into Greenslade. Once settled the TAC process ceased and he will be monitored under the termly review process and targets as necessary. An application was made to the Early Years inclusion team for a vulnerable pupil in Nursery to access the full 30 hours available during the Summer term. This successful application assisted the pupil's transition into our Reception class in September. A successful application was made for one of our Year 2 pupils to transfer to the DSP at Foxfield. Transition began in September 2018.

During 2017 /18 a large proportion of the SENCo time was used in writing EHC profiles for Statutory Assessment and co-ordinating multiple agencies to prepare the evidence required for a successful application. Four applications were made and all were accepted. One application was deferred as the pupil transferred to King's Park Special School and it was felt that the Secondary school needed to review the level of specialist support they could provide in house for this pupil. The SENCO also prepared, led and recorded TAC meetings for 4 pupils. Other priorities were the ongoing management and recording of medical needs and implementing a new target setting system and reviews with parents of children with SEND. During the Summer term the SENCo worked with each child on the SEND register to ensure that their voice was recorded. Each child made a one page profile to present to their new class teacher describing themselves including what support they would like to receive in school. The children really enjoyed this process and accessed the SENCo time during the Summer term to update their profiles.

## Categories of Need in 2017-2018

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Communication &amp; Interaction</b> (Speech, Social Comm, ASD, Aspergers)	5	1	4	5	5	5	4	3
<b>Cognition &amp; Learning</b> (Moderate Learning Difficulty, Specific Learning Difficulty, Profound & multiple learning difficulties. Dyslexia, Dyspraxia, Dyscalculia.					5	1	4	3
<b>Social, Emotional &amp; Mental Health</b> (ADHD, Attachment disorders, Eating disorder, anxiety, self harm, Mental Health)	1	1	1	1	3	2	2	7
<b>Sensory &amp; Physical</b> (Visual impaired, Hearing Impaired, Multi sensory impaired, Physically disability)	1	0	0	1	0	1	1	1

*Many of our pupils fall into multiple categories.*

Outcomes for pupils with SEND in 2017-2018.

% At or above Yr 1-yr 6

SEN	Total number of pupils with SEND	Number of SEND pupils who are Pupil premium.	Number of SEND pupils who are EAL.	Reading			Writing			Maths		
				All pupils	All SEN	NSEN	All pupils	All SEN	NSEN	All pupils	All SEN	NSEN
Year 1	5	1	1	78%	20%	80%	78%	20%	80%	82%	20%	96%
Year 2	5	2	0	83%	60%	86%	76%	60%	79%	79%	40%	88%
Year 3	8	5	4	70%	25%	86%	67%	13%	86%	77%	25%	96%
Year 4	5	3	1	83%	50%	92%	83%	20%	96%	90%	60%	96%
Year 5	7	1	1	69%	43%	79%	58%	14%	74%	65%	29%	79%
Year 6	12	5	3	83%	64%	94%	79%	55%	94%	79%	55%	94%

*Points progress for Yr 1 – 6*

SEN	Total number of pupils with SEND	Reading			Writing			Maths		
		All pupils	All SEN	NSEN	All pupils	All SEN	NSEN	All pupils	All SEN	NSEN
<b>Year 1</b> <b>(expect 4 since Autumn)</b>	5	3.3	2.0	3.5	3.2	1.8	3.4	3.4	2.3	3.6
<b>Year 2</b> <b>(expect 6)</b>	5	6.4	5.5	6.6	6.3	5.0	6.5	6.3	5.0	6.5
<b>Year 3</b> <b>(expect 6)</b>	8	5.7	4.7	6.0	5.7	4.1	6.2	5.9	5.3	6.0
<b>Year 4</b> <b>(expect 6)</b>	5	6.3	7.3	6.1	6.7	7.0	6.5	7.0	7.3	7.0
<b>Year 5</b> <b>(expect 6)</b>	7	6.3	6.3	6.3	6.3	6.3	6.3	6.9	7.3	6.7
<b>Year 6</b> <b>(expect 6)</b>	12	8.0	8.7	7.6	7.8	8.3	7.5	6.7	6.6	6.7

## Provision

### External Agencies

Greenwich Educational Psychology (EP) time has been used for EHC Plan requests and attending TAC meetings for our high profile children.

Speech and Language Therapy covered a caseload of 22 pupils. The SENCO worked in collaboration with the Speech therapist to reduce the caseload and follow the Universal and Targeted approach outlined by the Speech and Language service. The head of the SALT team Julia Longthorne, praised the work stating that the school is a good role model of best practice for other schools to follow. Staff are using the new 'Request for help' system well and this is saving time on paperwork and identifying the needs quickly. The therapist, Katie Felton has offered support to parents and provided activities for home. She met with teachers to discuss how to implement strategies to the whole class or specific groups of children. TAs worked across year group phases in Key Stage 1 when children's targets matched. This allowed fewer TAs to be working with one pupil at a time. This way of working allowed time to be directed for the high needs children that required individualised work to be carried when required. Due to high number of children entering our school with Speech disorders or social communication difficulties we will continue to purchase additional therapist time in 2018 / 19.

CAMHs outreach service offered support to two families. This involved meetings with the parent and the Senco to discuss concerns and strategies. One parent was offered a parenting course which they attended 2 out of the 6 sessions.

ASD Outreach continued to offer their service to support pupils with a diagnosis. They monitored a total of 9 pupils through the year and helped staff to set up and implement, sensory circuits, work stations, working for board. Jacquie Nolan, The outreach worker provided support and advice for our Yr 2 pupil who at times could be quite explosive and aggressive. The team also provided advice for pupils with social communication difficulties but without a diagnosis.

STEPs continued their involvement with the school. In 2017/18 we had 3 pupils assessed. 4 pupils followed individual literacy programmes.

Waterside Outreach have supported 1 pupil with SEMH difficulties this year.

One pupil returned from Alderwood Nurture Unit, with a successful transition back into the year one class.

## Interventions

Speech & Language groups e.g. Colourful semantics, ECAT, Speech sounds, language development.

Wordshark

Individualised Dyslexia programmes.

Funky Fingers/ handwriting groups

Family Fischer Trust

Pre teaching of vocabulary and Maths concepts.

Lego therapy

Social skills

Sensory circuit

Lunch club

Breakfast with the Learning Mentor.

Dynamo Maths

Waterside support

## Training

- Analysing and managing behaviour for children with Autism
- Behaviour management courses for NQTs
- Senco Network meetings
- Setting up a sensory programme for pupils with Autism
- Supporting pupils with Autism in the Foundation Stage
- Supporting pupils with Autism in mainstream primary schools.
- STEPS to success literacy support days
- Online Autism course
- EpiPen training
- Diabetes pump training
- AET standards for staff.
- Target setting for pupils with SEN

## Future Developments.

- Ensure we are GDPR compliant
- Review the medical procedures and systems in place.
- Monitor all interventions and their effectiveness.
- SENCo to run interventions for phonics.