



SEN Information Report **Sept 2015 – July 2016**

SENCO: Marta Mazik

Contact: 01753 580 516

Email: marta@lhpa.co.uk

Dedicated SEN time: full time contract

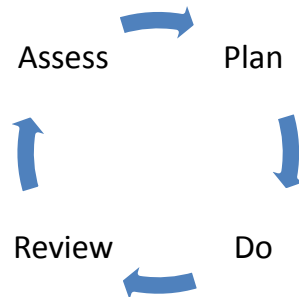
Local Offer Contribution:

<http://servicesguide.slough.gov.uk/kb5/slough/services/organisation.page?id=f75rO8rFwW4>

Whole School Approach

Quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

Assess:

On a daily basis, teachers informally assess pupils' progress implementing Assessment for Learning techniques. Three times a year pupils undertake standardised assessment in Reading and Mathematics. They also complete a Writing assessment that is standardised internally.

Plan:

Data obtained from assessments is used to decide on support that children require to enable them to reach their potential. Data provided by class teacher is analysed by the SENCO and forms the basis for choosing the most appropriate intervention programmes of targeted support.



Do:

The SENCO collates the list of children who underperformed in different aspects of the curriculum such as Reading, Writing and Mathematics. Depending on the results, pupils are allocated to interventions groups run by Learning Support Assistants and class teachers.

The SENCO has implemented a cycle of three interventions in the academic year 2015 - 2016. Parents are informed about the interventions that are put in place for their children in advance giving them time to raise any question.

In the 2015 – 16 academic year pupils took part in a variety of small group or individual interventions:

- Maths Intervention
- Reading Intervention
- 1:1 literacy sessions
- Rapid Writing Intervention
- Phonics Intervention
- Social skills groups: Mixed Feelings and PALS (Playing and Learning to Socialise)
- 1:1 art therapy/ 1:1 psychotherapy
- Sessions with Speech & Language Therapists
- Groups focused on developing motor skills

Review:

After the standardised assessment cycle SENCO analyses the impact of each intervention. The analysis shows how successful the interventions were and forms the basis of the action plan. Pupils who take part in interventions complete questionnaires focused on their learning and overall experience. The pupils' responses are also analysed. Data and its analysis are presented for the Governing Body.

2015 – 2016 Interventions

The 1st round of interventions started the week commencing 21st September 2015 and came to an end during the week commencing 9th November 2015. 161 pupils took part in a variety of interventions.

The 2nd round of interventions started the week commencing 18th January 2016 and ended the week commencing 14th March 2016. 256 pupils took part in a variety of interventions.

The 3rd round of interventions started week commencing 18th March 2016 and ended week commencing 4th July 2016. 348 pupils took part in a variety of interventions.



Attainment of pupils who accessed Interventions in 2015 – 2016

The report below outlines attainment that pupils taking part in Maths and Reading Interventions.

In order for a child to have good attainment they stay in the same standardised band. Pupils have good attainment if they remain in the same standardised band as the test difficulty increases every term.

For a child to have exceeding attainment it means they moved to the higher standardised band.

Intervention Round One Highlights

The 1st round of interventions started the week commencing 21st September 2015 and came to an end during the week commencing 9th November 2015. 161 pupils took part in a variety of interventions.

- Maths Intervention – 45 pupils, of which 43 were SEN pupils and 13 PP
- 1:1 Reading – 21 pupils, of which 17 were SEN pupils and 7 PP

Maths Intervention

The results analysis of Maths assessments showed that 15 KS1 and 30 KS2 pupils achieved a score below 90 in a standardised assessment in June 2015; therefore they were chosen to take part in Maths Group Intervention sessions.

The overall results:

- 33% - 15/45 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the June 2015 result
- 67% - 30/45 pupils have expected attainment (remained in the same standardised band) in comparison with the June 2015 result

SEN pupils' results

- 67% - 29/43 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the June 2015 result
- 33% - 14/43 pupils have expected attainment (remained in the same standardised band) in comparison with the June 2015 result

PP results

- 69% - 9/13 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the June 2015 result
- 31% - 4/13 pupils have expected attainment (remained in the same standardised band) in comparison with the June 2015 result



Results of children who are on the SEN register and PP

- 69% - 9/13 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the June 2015 result
- 31% - 4/13 pupils have expected attainment (remained in the same standardised band) in comparison with the June 2015 result

1:1 Reading Intervention

Pupils who achieved between 70 and 85 in a standardised assessment in June 2015 were withdrawn for 1:1 reading sessions.

The overall results:

- 76% - 16/21 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the June 2015 result
- 24% - 5/21 pupils have expected attainment (remained in the same standardised band) in comparison with the June 2015 result

SEN pupils' results

- 76% - 13/17 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the June 2015 result
- 24% - 4/17 pupils have expected attainment (remained in the same standardised band) in comparison with the June 2015 result

PP results

- 71% - 5/7 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the June 2015 result
- 29% - 2/7 pupils have expected attainment (remained in the same standardised band) in comparison with the June 2015 result

Results of children who are on the SEN register and PP

- 71% - 5/7 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the June 2015 result
- 29% - 2/7 pupils have expected attainment (remained in the same standardised band) in comparison with the June 2015 result

Interventions Round Two Highlights

The 2nd round of interventions started the week commencing 18th January 2016 and ended the week commencing 14th March 2016. 256 pupils took part in a variety of interventions:

- Maths Intervention – 93 pupils, of which 8 were SEN pupils and 9 were PP
- Reading Comprehension – 54 pupils, of which 12 were SEN and 14 were PP



Maths Intervention

The results analysis of Maths assessments showed that 25 KS1 and 43 KS2 pupils achieved a score between 85 and 113 in a standardised assessment in November 2015; therefore they were chosen to take part in Maths Group Intervention sessions. In addition 25 Gifted & Talented pupils who scored 130+ in a standardised assessment in November 2015 took part in intervention sessions.

The overall results:

- 2% - 2/91 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the November 2015 result
- 93% - 85/91 pupils have expected attainment (remained in the same standardised band) in comparison with the November 2015 result

SEN pupils' results

- 100% - 8/8 pupils have expected attainment (remained in the same standardised band) in comparison with the November 2015 result

PP results

- 100% - 9/9 pupils have expected attainment (remained in the same standardised band) in comparison with the November 2015 result

Results of children who are on the SEN register and PP

- 100% - 3/3 pupils have expected attainment (remained in the same standardised band) in comparison with the November 2015 result

Reading Intervention

The results analysis of Reading assessments showed that 13 KS1 and 33 KS2 pupils achieved a score below 115 in a standardised assessment in November 2015; therefore they were chosen to take part in Reading Group Intervention sessions. In addition 8 Gifted & Talented pupils who scored 130+ in a standardised assessment in November 2015 took part in intervention sessions.

The overall results:

- 2% - 1/54 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the November 2015 result
- 98% - 53/54 pupils have expected attainment (remained in the same standardised band) in comparison with the November 2015 result



SEN pupils' results

- 100% - 12/12 pupils have expected attainment (remained in the same standardised band) in comparison with the November 2015 result

PP results

- 100% - 14/14 pupils have expected attainment (remained in the same standardised band) in comparison with the November 2015 result

Results of children who are on the SEN register and PP

- 100% - 1/1 pupils have expected attainment (remained in the same standardised band) in comparison with the November 2015 result

Interventions Round Three Highlights

The 3rd round of interventions started the week beginning 18th March 2016 and ended on Friday 8th July 2016.

348 pupils took part in a variety of interventions:

- Maths Intervention – 85 pupils (of which 7 pupils had no attainment data – 3 left and 4 were absent), of which 29 were SEN pupils and 19 were PP
- Reading Comprehension – 154 pupils (of which 6 pupils had no attainment data – 3 left and 3 were absent), of which 26 were SEN and 21 were PP

Maths Intervention

The results analysis of Maths assessments showed that intervention groups for the Summer term need to be focused on pupils who made emerging progress in March 2016; therefore this group of pupils was chosen to take part in Maths Group Intervention sessions. The detailed plan was drawn at SLT meeting and implemented by SENCO.

The overall results:

- 23% - 18/78 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the March 2016 result
- 72% - 56/78 pupils have expected attainment (remained in the same standardised band) in comparison with the March 2016 result

SEN pupils' results

- 24% - 6/25 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the March 2016 result
- 64% - 16/25 pupils have expected attainment (remained in the same standardised band) in comparison with the March 2015 result



PP results

- 39% - 7/18 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the March 2016 result
- 50% - 9/18 pupils have expected attainment (remained in the same standardised band) in comparison with the March 2016 result

Results of children who are on the SEN register and PP

- 33% - 2/6 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the March 2016 result
- 33% - 2/6 pupils have expected attainment (remained in the same standardised band) in comparison with the March 2016 result

Reading Intervention

The results analysis of Reading assessments showed that intervention groups for the Summer term need to be focused on pupils who made emerging progress in March 2016; therefore this group of pupils was chosen to take part in Reading Group Intervention sessions. The detailed plan was drawn at SLT meeting and implemented by SENCO.

The overall results:

- 22% - 32/148 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the March 2016 result
- 73% - 108/148 pupils have expected attainment (remained in the same standardised band) in comparison with the March 2016 result

SEN pupils' results

- 24% - 6/25 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the March 2016 result
- 64% - 16/25 pupils have expected attainment (remained in the same standardised band) in comparison with the March 2016 result

PP results

- 32% - 6/19 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the March 2016 result
- 58% - 11/19 pupils have expected attainment (remained in the same standardised band) in comparison with the March 2016 result



Results of children who are on the SEN register and PP

- 33% - 2/6 pupils have exceeding attainment (moved to the higher standardised band) in comparison with the March 2016 result
- 33% - 2/6 pupils have expected attainment (remained in the same standardised band) in comparison with the March 2016 result

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

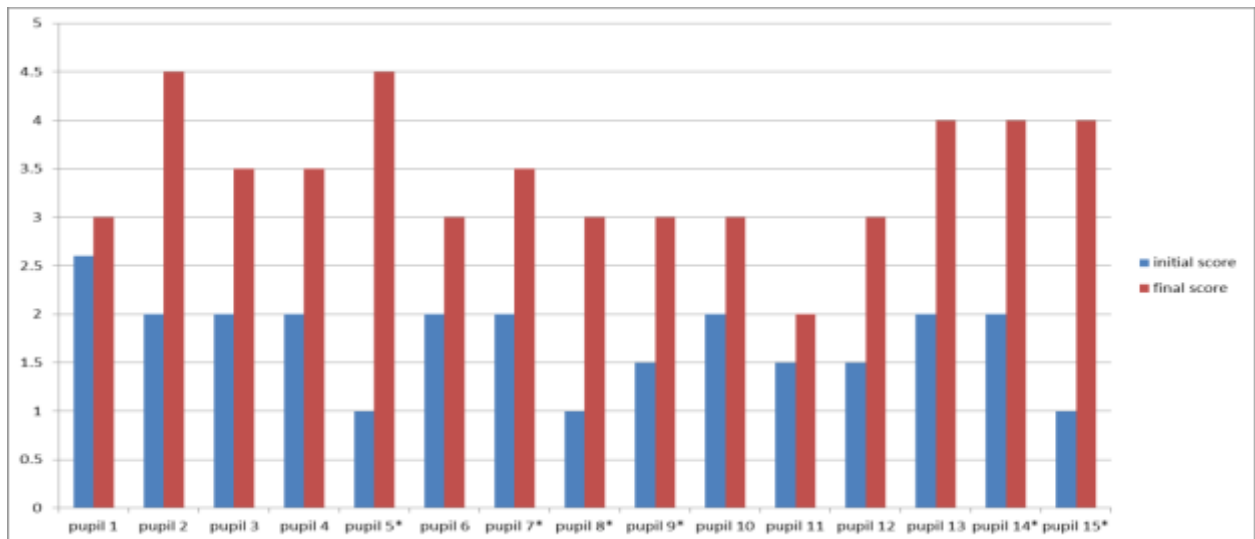
Class teachers are asked to raise any concerns regarding their pupils. SENCO observes pupils and following parental consent refers them to Speech & Language Therapy Service. The recommendations included in a therapist report are implemented by a class teacher when appropriate. Some children with greater needs are withdrawn to work with a Speech & Language Therapists on fortnight cycle. In between sessions with a therapist a trained Learning Support Assistant works with small groups of children focusing on their speech sound production difficulties or communication and attention needs.

SENCO commissioned independent Speech & Language therapists (Therapy Thread) in January 2015 to support pupils via 1:1 or group sessions. The sessions take place fortnightly with therapists. To maximise impact a trained LSA duplicates the sessions twice a week. The impact of this intervention was measured by comparing progress that children made against their personalised targets. In order to compile this information a class teacher and an LSA delivering sessions were asked to rate out of 5 if pupils achieved their individual targets. The target sheets were completed at the start of the intervention.

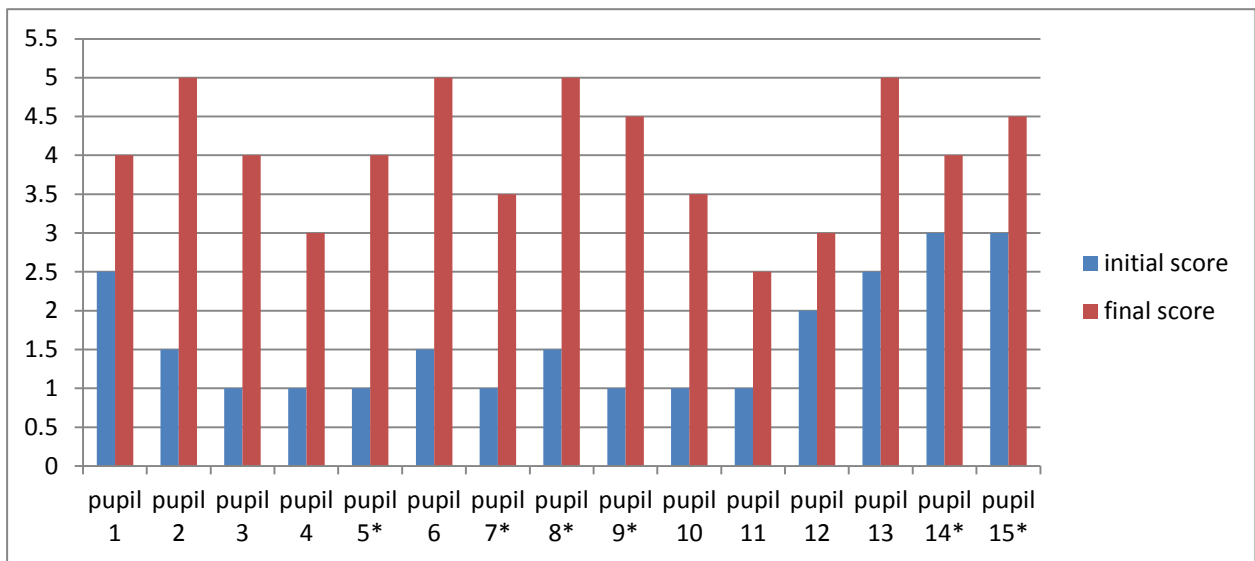
The graphs below shows progress made by individual pupils against their targets from September 2015 – July 2016. Pupils made better progress during 1:1 or small group sessions run by LSA (2.5 points of progress) in comparison to progress observed by teachers in class. In order to ensure better progress of pupils skills obtained in 1:1 or small group sessions need to be transferred to classroom.



Progress made in speech & language therapy sessions September 2015 – July 2016 (Class Teacher rating)



Progress made in speech & language therapy sessions September 2015 – July 2016 (LSA rating)



Rating taken at the beginning of September 2015 before speech & language therapy began and again in July 2016 at completion of a block.

1 = target not achieved, 3 = partly achieved and 5 = achieved. On average pupils made 2.5 points of progress.

Pupils marked with an asterisk accessed therapy for one term.



2. Cognition and learning

Pupils are identified as having learning difficulties if they have scored 80 or below in Maths or/ and Reading standardised assessment. After assessment data analysis SENCO arranges the next round of interventions. If a pupil makes adequate progress then they are removed from the registers. If they do not then their name will remain on it until they do. The SEN register is a working document which is monitored regularly and revised as necessary.

3. Social, emotional and mental health

Pupils with social, emotional and mental health issues are identified through a discussion between a class teacher and SENCO and observations by an Educational Psychologist.

Pupils with SEMH needs access Social Skills Groups that focus on building the following skills: effective communication, non-verbal communication, being part of a group, expressing your feelings, caring about yourself and others, problem solving, listening: a two way street, standing up for yourself and managing conflicts. The children, who take part in Social Skills Groups, are referred by class teachers. To be able to identify pupils' needs and match them with an appropriate programme, pupils and class teachers complete a standardised questionnaire designed by GL Assessment (Emotional Literacy). SENCO groups children accordingly to their emotional needs. The sessions are delivered by teachers and Learning Support Assistants. The effectiveness of the sessions is evaluated by comparison of Emotional Literacy initial questionnaire with the questionnaire completed at the end of the sessions. In addition pupils complete a questionnaire designed by SENCO that gathers information on how pupils felt about the programme.

Children with more complex needs can access 1:1 support from a psychotherapist, an art therapist and an Educational Psychologist who work with the school.

4. Sensory and/or physical needs

Information about pupils' medical conditions is available on school intranet system (Laser). Every class teacher can access this information instantly. Strategies are put in place to support pupils with physical needs.

(Reference: SEN Policy 29.10.2014)

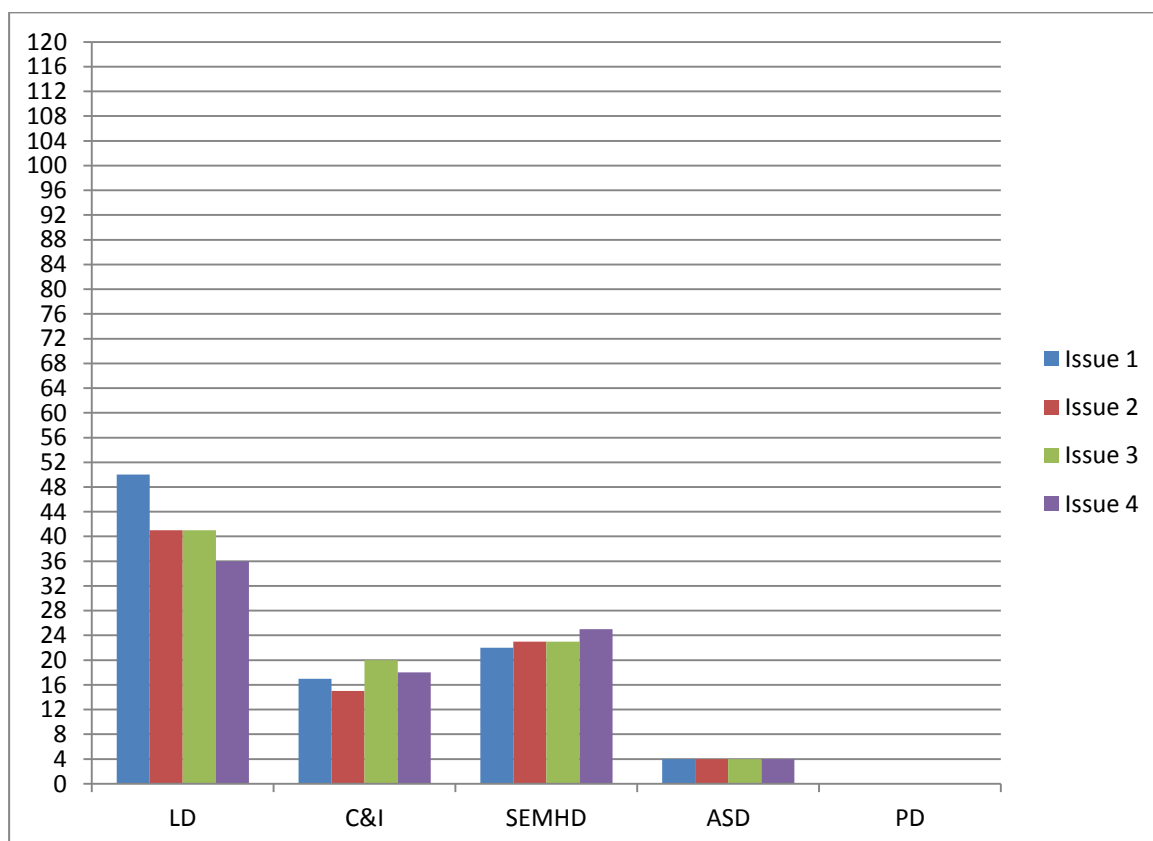
We have internal processes for monitoring quality of provision and assessment of need. These include: weekly reports on interventions submitted by facilitators, LSAs running interventions are observed by SENCO and appropriate training is put in place.



Changes in the SEND register in 2015 – 2016

Number of pupils on the SEND register in the academic year 2015 – 2016

- Issue 1 (09.09.2015) – 93 pupils
- Issue 2 (16.12.2015 – post November 2015 assessments) – 83 pupils
- Issue 3 (14.04.2016 – post March 2016 assessments) – 88 pupils
- Issue 4 (12.07.2016 – post July 2016 assessments) – 83 pupils



The key

| | |
|-------|--|
| LD | Learning Difficulty |
| C&I | Communication & Interaction |
| SEMHD | Social, emotional and mental health difficulties |
| ASD | Autistic Spectrum Disorder |
| PD | Physical Disabilities |



Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

| Action/Event | Who's involved | Frequency |
|------------------|---|-----------------|
| Coffee mornings | Parents | Every fortnight |
| Parents evenings | Parents, class teachers, SENCO, Head of Lower School and Head of Upper School | Twice a year |
| Laser system | Parents, pupils and LHPA staff | As required |
| 1:1 meeting | Parents, pupils and LHPA staff | As required |

Staff development

Mainstream schools have duties to use best endeavours to make the provision required to meet the SEN of children and young people. All schools must publish details of what SEN provision is available through the information report and co-operate with the local authority in drawing up and reviewing the Local Offer. LHPA Local Offer is available on: <http://servicesguide.slough.gov.uk/kb5/slough/services/organisation.page?id=f75rO8rFwW4>

Schools also have duties to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them (p. 58 of SEN Code of Practice 2014). SENCO introduced an intervention cycle that responds to pupils' assessments results. Pupils who are struggling with learning and emotions are withdrawn to take part in a number of tailored interventions.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Learning Support Assistants are deployed to support in class learning in the morning during literacy and numeracy sessions. Senior LSAs might be asked to deliver small group teaching. In the afternoon thirteen Learning Support Assistants are timetabled to deliver intervention sessions. The afternoon section of Learning Support Assistants timetables changed three times in the last academic year as they were involved in three rounds of interventions.

Children who have a Statement of Special Educational Needs are supported by 1:1 Learning Support Assistants and are withdrawn for targeted interventions when appropriate.



School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated internally.

We closely monitor children and young people's destination data. We meet with nurseries and secondary schools to enable a smooth transition. We also hold a meeting with parents whose children join reception in the next academic year to share important information about the way that school operates.

Complaints

Our complaints procedure is available upon request.

Langley Hall Primary Academy is a Free School operating from two sites: the Upper School in Station Road, Langley for years 3-6 and the Lower School in St Mary's Road, Langley for Reception classes and years 1-2. All classes for September 2015 are full. We maintain a waiting list for pupils wishing to join if any vacancies arise.

The maximum number of pupils for the whole school in 2015-16 is 728, of which 416 are in Upper School and 312 in Lower School. There are 4 classes of entry with 104 children per year group. The number of children in each class is set at 26, with permission of the Department for Education, because space is severely restricted. Our School's founder has more than 30 years of educational experience and has a firm belief that 26 is the optimal class size for achieving good educational results. Parents have always accepted places at the School on the basis that classes are restricted to 26 pupils, mostly because of building constraints but also on educational grounds. The Upper School site is small, permitting only a relatively small playground area and extremely limited parking and dropping off facilities. There are slightly better traffic facilities at the Lower School site. The Upper School Hall is too small to accommodate all the Upper School children at one time. There is no room for any additional classes at either site.

The Trustees, Governors and Senior Leadership Team of the School are of the firm opinion that putting additional pupils into the classrooms would be detrimental to the health and safety of all pupils and difficult to manage due to lack of space. The Secretary of State for Education approved the School on the basis of 26 children per class and our funding agreement was set up accordingly.

Challenges in 2015 - 2016



2015 -16 priorities listed below are a result of consultation with all stakeholders.

| | |
|--|---|
| Priority 1 | Effectiveness of Leadership & Management |
| To use the skills and expertise of the Senior Leadership Team, governing body and whole school community to pro-actively promote excellence in all aspects of the schools activities ensuring that the distributed leadership team takes full responsibility in their areas of development in a co-ordinated manner. | |

The desirable outcome was:

- All teaching will be good or outstanding because leaders and governors create an environment in which everyone can excel. Expectations for everyone will be high and the school will be effective in identifying and meeting needs.

| | |
|--|---|
| Priority 2 | Quality of Teaching, Learning & Assessment |
| To further develop a consistency of approach in high quality teaching and learning ensuring that <u>all</u> children make progress against the identified six measures: Numeracy, Literacy and Reading, IPC, Social, Moral, Spiritual and Cultural, Art, Music, Dance and Drama and Sport. | |

The desirable outcome was:

- Lessons will be well planned; homework will be consistent and challenging. Teachers will be determined that all children will make progress and the Head of School will regularly observe teaching and give effective feedback.

| | |
|--|--|
| Priority 3 | Personal Development, Behaviour & Welfare |
| To ensure that all staff are consistently implementing the behaviour policy making pupils welfare paramount. | |

The desirable outcome was:



- Children will be self-motivated, confident and respectful. Children will display behaviours that enable them to learn and work hard. Children are encouraged through SMSC to be good citizens both in school and in the community.

| Priority 4 | Outcomes for Pupils |
|--|---------------------|
| Throughout each year group and across the curriculum including maths and literacy, <u>each</u> teacher will ensure that all pupils make progress developing an improved knowledge and understanding regardless of their starting point or circumstances. | |

The desirable outcome was:

- Children will make good progress in all subjects and be well prepared for their next school and for life.

| Priority 5 | Effectiveness of Early Years |
|--|------------------------------|
| The Early Years department to continue to develop and embed good practice and ensure children make progress following the implementation of baseline assessment. | |

The desirable outcome was:

- The reception year will give children a firm foundation for learning and staff will provide exceptional organisation of the curriculum which is rich, varied and imaginative. The baseline tests will be used effectively to inform learning for each individual child.

To obtain a copy of the School Development Plan please contact school on: info@lhpa.co.uk.

SEN related challenge in 2015 – 2016 was an implementation of new Code of Practice. SENCO compiled a new SEN register that is reviewed regularly. The referral system was put in place that allows teachers raise any concerns regarding pupils' achievement and/ or emotional wellbeing. The cycle of intervention was set up that aims to support pupils who achieved below age expected standards. To ensure quality assurance Learning Support Assistances are observed by SENCO and further to an individual feedback, appropriate support was put in place.



Further development

Our strategic plans for developing and enhancing SEN provision in our school in 2015 – 2016 included:

1. further targeted training for Learning Support Assistants that would enable them to be even more effective when delivering interventions

Learning Support Assistants accessed in house training focused on: effective questioning, AFL techniques and supporting pupils with SEN needs. Learning Support Assistants were formally observed by SENCO in October 2015, in February 2016 and in June 2016. The positive impact of the training was visible during the intervention observations.

2. continue involvement from outside agencies: Educational Psychologist, Therapy Thread (private Speech & Language Therapists), Slough Speech & Language Therapist and ASD outreach

SENCO has established good working relationship with the external agencies and the support they provide will carry on in the next academic year.

SEN priorities for 2016 – 2017

1. Pupils' parents will be regularly consulted on planning and reviewing SEND provision.
2. Ongoing CPD for teaching and Learning Support team focused on differentiated quality first teaching as the first response to meet the needs of pupils with SEND.
3. The school will develop alternative ways of measuring progress, specifically for pupils with SEND.

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy
- Teaching & Learning Policy

Legislative Acts taken into account when compiling this report include:

- SEND code of practice: 0 to 25 years (1st May 2015)
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

The report was presented to Mrs Sally Eaton (Education Director) on 18th July 2016 and approved on 19th July 2016.