

# SEN Provision Annual Evaluation Report 2016/17

This report has been compiled before the publication of 2017 RAISE on line. It provides the evaluation of the SEN information report (3a).It will be amended with the new Raise in October 2017.

The SENCO is Mrs Elizabeth Pateman [senco@thurnham-infant.kent.sch.uk](mailto:senco@thurnham-infant.kent.sch.uk)

The SEN Governor is Mrs Becky M<sup>c</sup>Kintosh [bmckintosh@thurnham-infant.kent.sch.uk](mailto:bmckintosh@thurnham-infant.kent.sch.uk)

The most recent SEN Governor visit to the school was on data, interventions and progress.

## SEN Register July 17 2016/2017

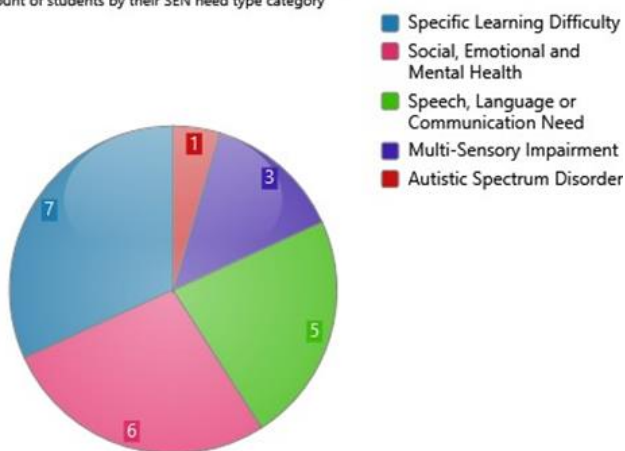
Year Group	SEN Support Without HNF	SEN support With HNF	EHCP Without HNF	EHCP With HNF
Year R	2	0	0	1
Year 1	6	1	0	0
Year 2	4	0	0	2
TOTAL	Total SEN support:13 (5%of roll)		EHCP: 3(1% of roll)	
Total SEN	16 ( 6% of school roll)			

School role July 2017: 274

SEN Need type				
	Communication And Interaction	Cognition And Learning	Social Emotional And Mental Health	PD, Sensory and Medical
Year R	0	0	3	0
Year 1	0	2	4	1
Year 2	2	3	1	0
TOTAL	2	5	8	1
5	12% of total SEN	31% of total SEN	50% of total SEN	6% of total SEN

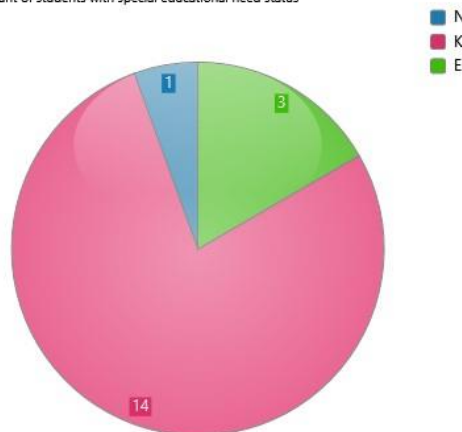
### Students by SEN Need Type Category

A count of students by their SEN need type category



### Student by SEN Status

A count of students with special educational need status



The National average for incidence of SSEN/EHCP is 1.4% for primary. At Thurnham CE Infant School this is currently 17 pupils (6% of the school role). We do have other children about whom we are concerned but they are not necessarily SENS – they are on our Vulnerable Register. Pupil Premium information is available in a separate report on our Website.

Children have been added since the Census date in October and January

There is not a high correlation between SEN and Disadvantaged children.

Percentage SEN	Percentage of Disadvantaged (PP)	Percentage in both
16 ( 6% of roll)	7( 3% of roll)	1 ( 0.37% of roll)

Figures from Raise on Line 2016-17 - will be added when data released

This shows some key indicators for the school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2014	2015	2016	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	271	270	271				
National	263	269	275	4	140	212	278
<b>% girls</b>							
School	51.3	54.4	50.9				
National	49.0	49.0	49.0	0.0	46.2	48.2	49.9
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	3.7	2.2	3.7				
National	26.6	26.0	25.2	0.0	9.0	15.2	23.9
<b>% of pupils from minority ethnic groups</b>							
School	8.3	6.1	14.4				
National	29.7	30.7	31.6	0.0	5.3	9.8	18.0
<b>% of pupils first language not / believed not to be English</b>							
School	7.2	2.2	9.4				
National	18.8	19.5	20.1	0.0	1.2	3.6	8.6
<b>% of pupils with SEN support</b>							
School	-	3.7	1.5				
National	-	13.0	12.1	0.0	6.8	9.7	12.6
<b>% of pupils with an SEN statement or EHC plan</b>							
School	-	0.7	0.7				
National	-	1.4	1.3	0.0	0.3	0.8	1.2
<b>% stability</b>							
School	98.9	99.4	99.4				
National	85.9	85.9	85.7	27.6	79.0	84.4	88.3
<b>School deprivation indicator</b>							
School	0.05	0.06	0.07				
National	0.24	0.24	0.21	0.02	0.09	0.14	0.20

The National Averages are taken from the most recent RAISEon line table 1:1:1

The national average for incidence of SEN support students is 12.1% for Primary, of the school population. At Thurnham CE Infant School we are below this average at 1.3%.

Will be updated when data released

## Basic characteristics by year group 2016

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	90	56.7 / 43.3	-	-	-	0.0	-
1	90	44.4 / 55.6	3.3	21.3	14.4	3.3	-
2	91	46.2 / 53.8	4.4	7.7	4.4	3.3	-

This will be updated when Raise 2017 is published.

### Funding

The school's 2016/2017 SEN Notional Budget was £49,533. This money contributes towards providing a Teaching Assistant in each of our 9 classes. Individual support and small group support is provided where needed.

In the School Year 2016/17 there were 5 pupils receiving additional funding from the local authority equalling £58,971.84 in total. – this has now been reduced due to the reduction of top up funding

### Pupil Outcomes

The RAISE online report for 2016/17 shows the progress pupils.

Phonics Screener Year 1 2017 – will be added when data released

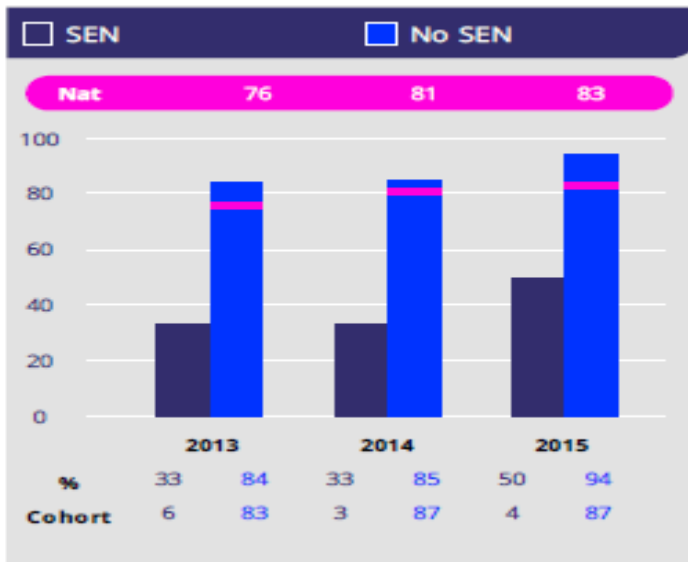
## Year 1 phonics percentages attaining expected standard 2016

This report shows the percentage of pupils meeting the expected standard and the average mark attained in the year one phonics screening check for each pupil group alongside the national value for the same pupil group.

	Phonics Screening Check				Average mark		
	Cohort	Number A/D*	Number achieving expected standard	% School	% National	School	National
<b>All Pupils</b>	90	0	83	92	81	36	34
<b>Gender</b>							
Male	40	0	35	88	77	36	33
Female	50	0	48	96	84	37	35
<b>Free School Meals*</b>							
FSM	3	0	2	67	70	35	31
Non FSM	87	0	81	93	83	36	35
<b>Children Looked After</b>							
CLA	0	0	0	0	61	-	30
Not CLA	90	0	83	92	81	36	34
<b>Disadvantaged pupils</b>							
Disadvantaged pupils	3	0	2	67	70	35	31
Other pupils	87	0	81	93	83	36	35
<b>English as a First Language</b>							
English or believed to be English	77	0	71	92	81	36	34
Other than English or believed to be other than English	13	0	12	92	80	37	34
Unclassified	0	0	0	0	41	-	25
<b>Special Educational Needs</b>							
No SEN	87	0	82	94	86	37	35
SEN support	1	0	0	0	46	28	25
SEN with statement or EHC plan	2	0	1	50	18	32	19
<b>Ethnicity Group</b>							
<b>White</b>							
British	70	0	64	91	81	36	34
Irish	1	0	1	100	81	35	34
Traveller of Irish Heritage	0	0	0	0	41	-	24
Gypsy/Roma	0	0	0	0	37	-	23
Any Other White Background	5	0	5	100	78	36	33
<b>Mixed</b>							
White and Black Caribbean	2	0	2	100	78	38	33
White and Black African	1	0	1	100	82	40	34
White and Asian	5	0	5	100	85	39	35
Any other Mixed Background	2	0	1	50	83	34	35
<b>Asian or Asian British</b>							
Indian	2	0	2	100	89	38	36
Pakistani	0	0	0	0	81	-	34
Bangladeshi	0	0	0	0	82	-	34
Any other Asian Background	0	0	0	0	85	-	35
<b>Black or Black British</b>							
Black Caribbean	0	0	0	0	79	-	33
Black African	1	0	1	100	84	40	35
Any Other Black Background	0	0	0	0	80	-	34
<b>Chinese</b>	0	0	0	0	88	-	36
<b>Any Other Ethnic Group</b>	0	0	0	0	79	-	34
Unclassified - Refused	1	0	1	100	81	39	34
Unclassified - Information Not Obtained	0	0	0	0	47	-	27
<b>Term Of Birth</b>							
Autumn	37	0	35	95	86	36	35
Spring	26	0	23	88	81	36	34
Summer	27	0	25	93	75	37	33

\* A in total marks indicates that a pupil was absent for the test

\* D in total marks indicates that a pupil did not take the test



### Phonics Screener – Obtained the Benchmark

	2014	2015	2016	2017
SENS	6 33%	4 50%	1 0%	2 33%
SENS with HNF	1 -	-	-	0 0%
SEND with HNF	1 -	-	-	1 100%
SEN with EHCP	0 -	0 -	2 50%	-
Non SEN	91 87 85%	83 92%	83 92%	82 96%

### Phonics Trends - All Pupils and FSM Ever Pupils Attainment (figures with no decimal places are DfE published)

	2015						2016 - provisional					
	School		Kent		National		School		Kent		National	
	All	FSM	All	FSM	All	FSM	All	FSM	All	FSM	All	FSM
% 32+ - Year 1	92.3	75.0	78	63	77	65	92.2	66.7	81.6	69.6	80.6	N/A
Number of Year 2 Retakes	15						7					
% 32+ - Year 2	93.3		67.0	56.5	66.0	N/A	71.4	0.0	65.2	58.8	66.7	N/A

\*IMD = Index of Multiple Deprivation (based on pupils' home postcodes)

### Progress of 2016-17 SENS pupils

% SEN/non SEN On track for Expected or better progress from their starting point		Reading	Writing	Maths	
				Number	SSM
Year R	Not including HNF	2 100%	100%	100%	100%

Year 1	Not including HNF	6	3	50%	3	50%	4	67%
Year 2	Not including HNF	4	4	100%	4	100%	4	100%

Progress of 2016-17 SEN and SEND pupils in receipt of **High Needs Funding**

% HNF pupils making Expected Progress		Reading		Writing		Maths		
						Number	SSM	
Year R	1	100%		100%		100%	100%	
Year 1	2	100%		100%		100%		
Year 2	with EHCP	2	1	50%	1	50%	1	50%

One of the EHCP children was on P Scales – they made lots of progress but not measurable on SIMS

Attainment of 2016-17 SENS pupils

% SEN/non SEN Made 'Expected' at the end of the year		Reading		Writing		Maths			
						Number	SSM		
Year R	87	77	89%	75	86%	78	90%	80	92%
	2 SENS	100%		100%		100%		100%	
Year 1	84	83	99 %	83	99%	82	98%		
	7 SENS	4	57 %	2	29%	5	71%		
Year 2	85	84	99 %	79	93%	84	99 %		
	4 SENS	1	25%	1	25%	1	25%		
% HNF pupils Made 'Expected' at the end of the year		Reading		Writing		Maths			
						Number	SSM		
Year R	1	1	100%	1	100%	1	100%	0	
Year 1	2	1	50%	1	50%	2	100%		
Year 2	2	1	50%	1	50%	1	50%		

Year R		GLD Achieved	
		Yes	No
Year Group	91	80%	20%
Girls	43	84%	16%
Boys	48	77%	23%
SEN EHCP	1	0	100%
SENS	2	50%	50%
Pupil Premium	1	100%	0%
EAL	4	100%	0%

				GLD RWM			
Year 1		Yes	No			Yes	No
Year 1	92	83	9	Year 1	92	90%	10%
Girls	40	37	3	Girls	40	93%	8%
Boys	52	46	6	Boys	52	88%	12%
SENS	7	2	5	SENS	7	40%	60%
Pupil Premium	3	3	0	Pupil Premium	3	100%	0%
Non Pupil Premium	89			Non Pupil Premium	89		
EAL	7	5	2	EAL	7	71%	29%

Year 2		GLD RWM		Year 2		GLD RWM	
		Yes	No			Yes	No
Year 2	91	79	12	Year 2	91	87%	13%
Girls	50	46	4	Girls	50	92%	8%
Boys	41	33	8	Boys	41	80%	20%
SEN with EHCP	2	1	1	SEN with EHCP	2	50%	50%
SEN Status	6	1	5	SEN Status	6	17%	83%
Pupil Premium	3	2	1	Pupil Premium	3	67%	33%
Non Pupil Premium	88	78	10	Non Pupil Premium	88	89%	11%
EAL	9	7	2	EAL	9	78%	22%

	SEN Support (K)	K + HNF	EHCP (E)	E + HNF	HNF non SEN
Number of students	12	1	0	3	1
Attendance	97.5%	-	0	97.5%	
Outcomes (% on track)					
Parental	100%	100%	0	100%	100%



satisfaction					
Pupil satisfaction	100%	100%		100%	100%
Outside agency targets (% on track)	75%	75%	0	90%	0-100%

#### Thurnham Church of England Infant School (3081)

Subject	Cohort	A	D / U	BLW	PKF	WTS / HNM	EXS	GDS	%<EXS	%>=EXS	%GDS
<b>Reading</b>	90	0	0	2	1	5	42	40	8.9%	91.1%	44.4%
All SEN pupils	3	0	0	2	0	0	0	1	66.7%	33.3%	33.3%
No identified SEN	87	0	0	0	1	5	42	39	6.9%	93.1%	44.8%
<b>Writing</b>	90	0	0	2	0	10	59	19	13.3%	86.7%	21.1%
All SEN pupils	3	0	0	2	0	0	1	0	66.7%	33.3%	0.0%
No identified SEN	87	0	0	0	0	10	58	19	11.5%	88.5%	21.8%
<b>Maths</b>	90	0	0	2	0	5	54	29	7.8%	92.2%	32.2%
All SEN pupils	3	0	0	2	0	0	1	0	66.7%	33.3%	0.0%
No identified SEN	87	0	0	0	0	5	53	29	5.7%	94.3%	33.3%
<b>Science</b>	90	0	0	-	-	8	82	-	8.9%	91.1%	-
All SEN pupils	3	0	0	-	-	2	1	-	66.7%	33.3%	-
No identified SEN	87	0	0	-	-	6	81	-	6.9%	93.1%	-
<b>RWM*</b>	90	-	-	-	-	-	-	-	6.7%	86.7%	17.8%

● A = Absent | ● D/U Disapplied | ● BLW = Below the standard of the pre-key stage | ● PKF = Pre-key stage foundations for the expected standard | ● HNM = Has not met the expected standard  
 ● WTS = Working towards the expected standard | ● EXS = Working at the expected standard | ● GDS = Working at greater depth at the expected standard

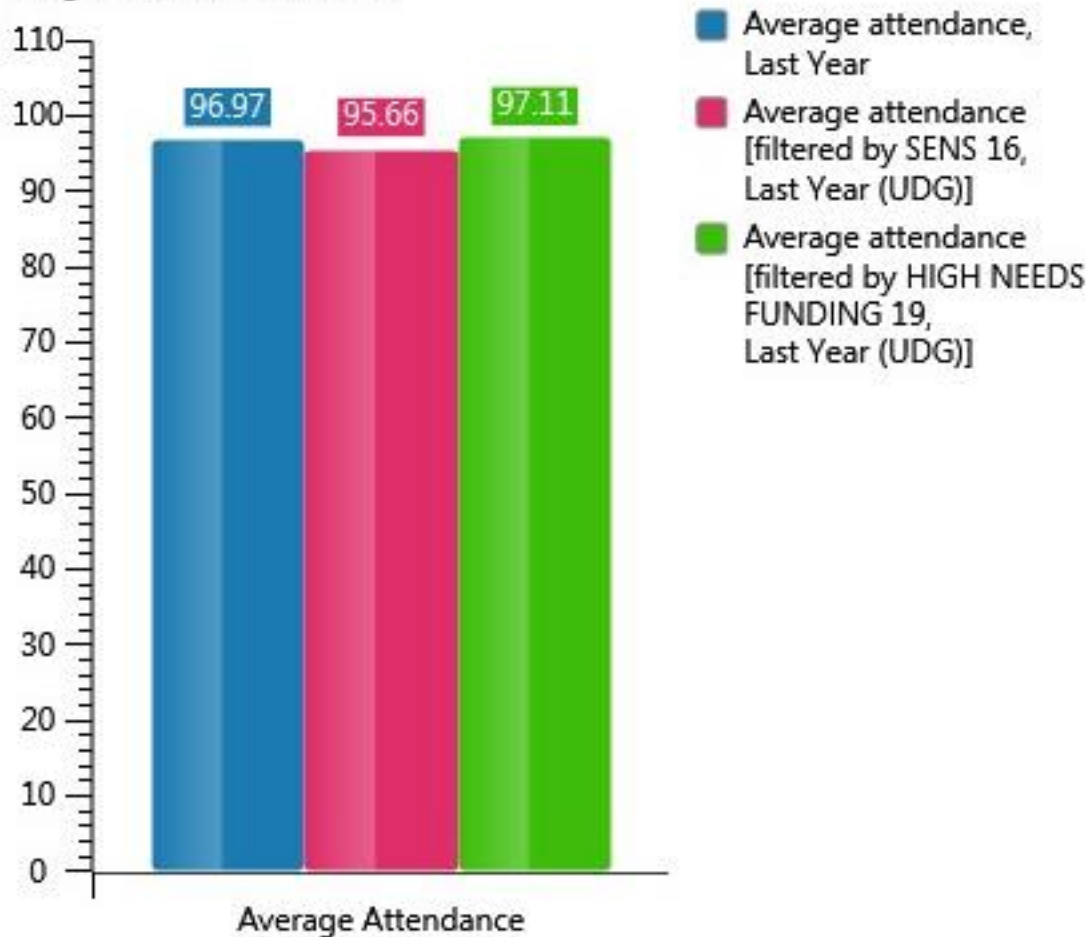
\* Multi-subject indicators: Pupils working below expected standard (%<EXS), at or above expected standard (%>=EXS), or above expected standard (%GDS) in all respective subjects.

Emerging National based on 636118 pupils in 16218 schools from 152 LAs

There are 5 SENS pupils in Year 2 – it did not pick up the two added in the May Census 2016

#### Attendance of pupils 2016-17

Average whole school attendance



**Attendance and Exclusion**

Attendance	School			Kent			National		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
% Unauthorised Absence	0.0	0.2	0.1	0.7	0.7	0.9	0.7	0.7	0.9
% Authorised Absence	4.1	2.5	2.6	3.9	3.1	3.2	3.9	3.1	3.1
% of Persistent Absence Pupils 15%+	1.1	0.5	0.0	3.1	2.3	2.5	3.0	2.1	2.1

Exclusions	2013/14	2014/15	2015/16
	Number of Permanent Exclusions		
Number of Fixed Term Exclusions			

Will be updated with new figures

Satisfaction of parents of pupils with SEN

100% of parents/carers who report that they are satisfied with the SEN arrangements made by the school for their child at their Review of their SEN Support Plan/ EHCP Review.

100% of parents of pupils with SEN are confident that the school is meeting their child’s needs well, that they are happy and making progress.

Accessibility Planning

The improvements that have been made during the past year to the accessibility of the buildings, the curriculum or information provided in line with the accessibility planning.

See the Accessibility plan on the school website

### Equality Objective

See Equality Action Plan 2016-17 on school website

### Review of Interventions run at Thurnham C.E. Infant School during 2016-17

Intervention and number of pupils who accessed this intervention this year.	Focus	Impact % making progress/achieving targets.	No of pupils Using these interventions	Implications for 2017-18 (Continue/drop/ Re-train TA/ Select pupils more accurately).
Language Link	Work through the individual Programmes	100% progress all improved score	8	Continue to screen all of Year R on entry
Speech Link	Work through the individual Programmes	All improved and clearer to understand	14	Continue to screen Year R on entry. Work on Individual Programmes
Clever Fingers	Fine motor development	Firmer pencil grip and more control	52	Whole class and 1:4 sessions – review and refresh resources
Handwriting without tears	Fine motor development	Helping with pencil control	1	Continue as makes an impact- 1:1 intervention
Write from the start	Fine motor development	Working as an early morning intervention.	9	Continue as makes an impact- small group intervention
Lego Therapy	Social interaction	Better social interaction	9	Check have a range of models
Phonics Support/RWI	1:1 /1:2- daily programme	Enabled children to achieve phonics threshold.	17	Continue with support next year as worked well
I can Read/ Toe by Toe	1:1 reading support- daily programme	An at home intervention	9	When followed regularly positive impact.
Auditory memory	1:2 /1:1 Programme to develop listening skills	Improved ability to remember instructions	4	Works but a very time intensive intervention that needs to be done regularly.
Colourful Semantics	Sentence structure and word order	Children's writing improved	18	More whole staff training
Start Listening	1:2 /1:4 Programme to develop listening skills	Improved listening skills	20	Continue as children better at following instructions. Mrs O'B did as intervention
Daily word Checks	1:1 sight vocab	An increase in number of HFW read.	10	Very time intense but helped develop a sight vocabulary.
Individual Reading	1:1 confidence in reading	Increased in no. of children making Expected	19	A time/adult intensive – could parents/ grandparents help?
Maths Support	1:4/1:1 support in closing the gap- addressing mis-concepts.	Increased in no. of children making Expected	20	A worthwhile intervention – child need led. Group membership is fluid
Plus One	1:1 number	Better numeral	4	When followed regularly positive

	concepts	recognition. May need to run alongside another intervention or be done at home.		impact.
5 Point Scale	Self-regulation and de-escalation	Helped children to self-regulate.	1	Useful for classroom strategies
Wave 3 maths	1:4/1:1 support in closing the gap-addressing mis-concepts. Structured programme.	A very detailed intervention that follows small steps when followed as a programme. Concepts were addressed	6	Will continue recommended as an intervention to help address gaps in concepts. Needs to be followed carefully with learning checked at beginning and end
SULP/Social Programme	Lots of classes run social interaction programmes and these vary.	When child led a great way to help children cope with social challenges and situations	15	Mrs O'B did as intervention in PPA slots. Needs to be developed so it moves into the situation the child is struggling with
Sensory Circuits	1:1/1:4 Daily Programme – some OT prescribed.	All made huge impact. All want Ball squash so need to look at equipment	7	Mrs Poulton ran daily sessions. These have really helped regulate children ready for class
BEAM	A small group Gross motor intervention run from a structured programme.	All children had improved core stability. Needs to run regularly for an impact.	32	All classes run BEAM – all children in Year R are assessed. Mrs P will do this next year.
EAL Support	Class and individual based	Mrs Skinner ran sessions – all children had an increased vocabulary and understanding	6	Continue but find a measure for the start and end – a deeper level of word work and vocabulary. Colourful Semantics helped
Thrive	A 1:1 well being programme – generated after a screener and personalised programme.	Mrs B ran some 1:1 Thrive- great impact on well being	6	Training given to all staff – for it to become embedded all staff to use the principles in their classrooms /playground.
Talking and Drawing	A 1:1 therapy session	EP ran the sessions	2	Children now regulated – able to maintain anxiety in class
Extension Maths	Small group	Year 2 teachers ran sessions	22	Children able to be further challenged and extended
Extension English	Small group	Year 2 teachers ran sessions	18	Children able to be further challenged and extended

### New Interventions

#### **Describe new interventions you are employing in the next year;**

We have trained staff to use Drawing and Talking/Poric/Language for Thinking/Colourful Semantics. We will be using these in 1:1 and small group intervention sessions.

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

SEN Courses / Training attended		
Candidate	Course Name	Date
LP	Emotional Health & Wellbeing	22/09/2015
SB	Speech Day Workshop	24/09/2015
LP	Making Memories	30/09/2015
KF	ASD Awareness Training	06/10/2015
RE	ASD Awareness Training	06/10/2015
CP	Social, Emotional and Mental Health	07/10/2015
NE	Sensory Circuit Training	13/10/2015
LP	Making Memories	14/10/2015
KF	ASD Awareness Training	20/10/2015
RE	ASD Awareness Training	20/10/2015
GL	Understanding Attachment	04/11/2015
NM <sup>C</sup>	De-escalation Techniques	11/11/2015
LP	What does Outstanding SEN provision look like	08/02/2016
LP	Foundation to Drawing & Talking therapy	09/02/2016
CP	Five Point Angry Scale	01/03/2016
TJ	Five Point Angry Scale	01/03/2016
NM <sup>C</sup>	Cued Articulation	25/02/2016
BT	Dyscalculia Training	02/03/2016
JR	Dyscalculia Training	02/03/2016
JR	Phonics and the Reading Process	22/03/2016
BT	Phonics and the Reading Process	22/03/2016
JP	Phonics and the Reading Process	22/03/2016
SD	Primary ASD Awareness Training	19/04/2016
CY	Primary ASD Awareness Training	19/04/2016
SD	Primary ASD Awareness Training	03/05/2016
CY	Primary ASD Awareness Training	03/05/2016
GS	Colourful Semantics	04/05/2016
LP	Colourful Semantics	04/05/2016
CO'B	Colourful Semantics	04/05/2016
NE	PORIC	11/05/2016
AC	PORIC	11/05/2016
AC	Active Listening	11/05/2016
C O'B	Developing Verbal Reasoning	11/05/2016
CO'B	Active Listening	11/05/2016
BT	Cued Articulation	17/05/2016
GL	Lego Therapy	08/06/2016
NM <sup>C</sup>	Lego Therapy	08/06/2016
SB	Thrive- Talking with Parents and Carers	13/06/2016
CP	Colourful Semantics	13/06/2016
BT	Colourful Semantics	13/06/2015
AC	Colourful Semantics	13/06/2014
NE	Colourful Semantics	13/06/2013
BT	Narrative	13/06/2015

GL	Lego Therapy	22/06/2016
NM <sup>C</sup>	Lego Therapy	22/06/2016
GS	PORIC	30/06/2016
CO'B	PORIC	30/06/2016
SB	Thrive- Talking with Parents and Carers	13/06/2016
CP	Colourful Semantics	13/06/2016
B T	Colourful Semantics	13/06/2015
AC	Colourful Semantics	13/06/2014
NE	Colourful Semantics	13/06/2013
B T	Narrative	13/06/2015
L A	Dyscalculia	15/06/2016
G L	Lego Therapy	22/06/2016
NM	Lego Therapy	22/06/2016
GS	PORIC	30/06/2016
CO'B	PORIC	30/06/2016
LP	TES Sen Conference	07/09/2016
L P	TES Sen Conference	08/09/2016
L A	Dyscalculia	08/11/2016
A C	Sensory Circuit Training	10/11/2016
JP	Sensory Circuit Training	10/11/2016
CP	Wellbeing Toolkit	15/11/2016
B T	Working with Reluctant Speakers	18/11/2016
L A	Working with Reluctant Speakers	18/11/2016
G L	Narrative	21/11/2016
L A	Narrative	21/11/2016
TJ	Dyslexia Awareness	23/11/2016
J P	Dyslexia Awareness	23/11/2016
GS	Sensory Processing Difficulties	07/12/2016
S D	Sensory Processing Difficulties	07/12/2016
N McK	Bounce Back from Divorce	19/01/2017
L P	STLS Annual Conference	23/02/2017
CC	Phonics for Beginners	08/03/2017
T J	Phonics for Beginners	08/03/2017
A C	Phonics for Beginners	08/03/2017
L A	Working with Reluctant Speakers	18/11/2016
G L	Narrative	21/11/2016
L A	Narrative	21/11/2016
T J	Dyslexia Awareness	23/11/2016
J P	Dyslexia Awareness	23/11/2016
G S	Sensory Processing Difficulties	07/12/2016
S D	Sensory Processing Difficulties	07/12/2016
N McK	Bounce Back from Divorce	19/01/2017
L P	STLS Annual Conference	23/02/2017
C C	Phonics for Beginners	08/03/2017
T J	Phonics for Beginners	08/03/2017
A C	Phonics for Beginners	08/03/2017

L P	Dyscalculia	20/04/2017
C P	How to Write a Social Story	26/04/2017
GL	Drawing & Talking course	03/05/2017
SB	Thrive Powerplay	15/05/2017
C P	How to Write a Social Story	10/05/2017
J P	De-Escalation Techniques	25/05/2017
C P	Well Being toolkit 2	04/07/2017
LP	Well Being toolkit 2	04/07/2017
LP	Youth Mental Health First Aid	11/10/2017
L P	Youth Mental Health First Aid	12/10/2017