

SEN Provision Annual Evaluation Report 2017/18

The SENCO is Mrs Elizabeth Pateman senco@thurnham-infant.kent.sch.uk

The SEN Governor is Mrs Becky M^cKintosh bmckintosh@thurnham-infant.kent.sch.uk

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

SEN Register July 18 2017/2018

Year Group	SEN Support Without HNF	SEN support With HNF	EHCP Without HNF	EHCP With HNF
Year R	0	1	0	0
Year 1	3	0	0	1
Year 2	10	1	0	0
TOTAL	Total SEN support:14 (5.1%of roll)		EHCP: 1(0.3% of roll)	
Total SEN	15 (5% of school roll)			

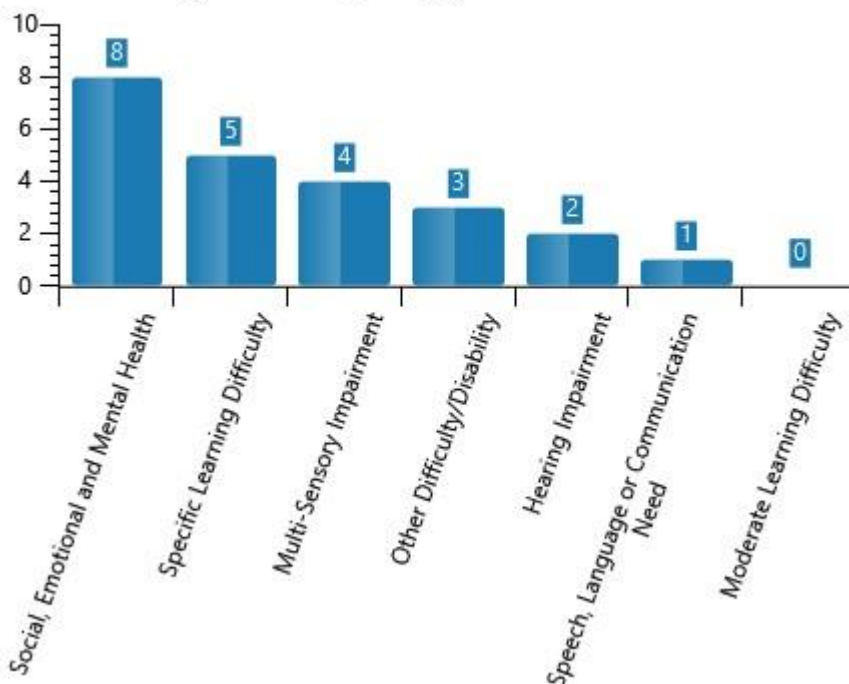
School role July 2018: 272

SEN Need type				
	Communication And Interaction	Cognition And Learning	Social Emotional And Mental Health	Sensory
Year R	0	0	1	0
Year 1	2	1	2	1
Year 2	2	4	5	3
TOTAL	4	5	8	4

Children can have more than one need type

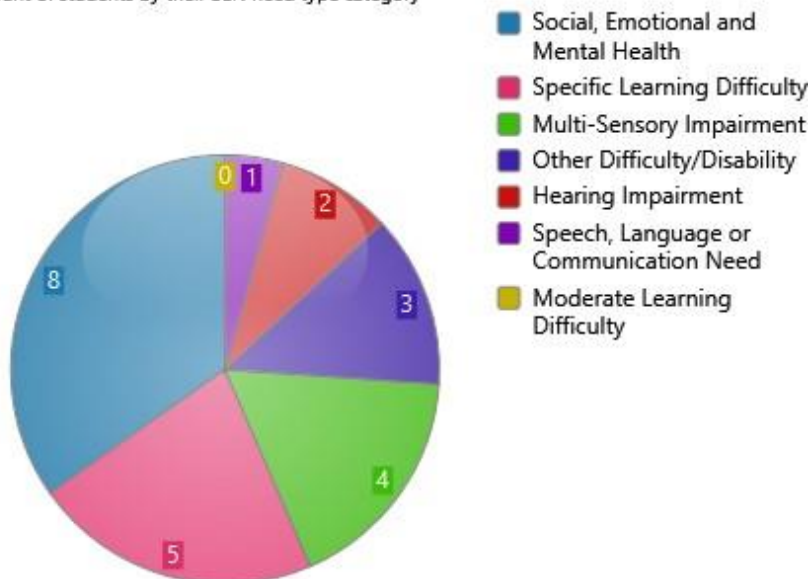
Students by SEN Need Type Category

A count of students by their SEN need type category



Students by SEN Need Type Category

A count of students by their SEN need type category



The National average for incidence of SSEN/EHCP is 1.4% for primary. At Thurnham CE Infant School this is currently 15 pupils (5% 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
15 (5% of roll)	7(3% of roll)	1 (0.37% of roll)

Figures from Ofsted Dashboard November 2018

Will be added in November 2018

Funding

This funding (see below) 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 2017/18 there were 3 pupils receiving additional funding from the local authority equalling £24,516.42 in total. – This has been reduced by due to the reduction of funding – the school has been making up a significant shortfall.

Factor 2	Deprivation FSM	8.0	£359.10	£2,873
	Deprivation IDACI Band 1 (Notional SEN Factor)	6.0	£414.73	£2,488
	Deprivation IDACI Band 2 (Notional SEN Factor)	0.0	£435.47	£0
	Deprivation IDACI Band 3 (Notional SEN Factor)	1.0	£468.13	£468
	Deprivation IDACI Band 4 (Notional SEN Factor)	1.0	£514.94	£515
	Deprivation IDACI Band 5 (Notional SEN Factor)	0.0	£566.44	£0
	Deprivation IDACI Band 6 (Notional SEN Factor)	0.0	£708.05	£0
	Total Deprivation Funding			£6,344
Factor 3	Looked After Children (Notional SEN Factor)	0.0	£525.42	£0
Factor 4	English as an additional language (Notional SEN Factor)	25.5	£884.94	£22,524
Factor 6	Low cost, high incidence SEN (Notional SEN Factor)	50.9	£729.11	£37,116
Factor 7	Lump Sum (Partial Notional SEN Factor) - Primary £6,235, Secondary £5,580			£120,000

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Pupil Outcomes

Phonics Screener 2017 - added November 2018

Phonics Screener – Obtained the Benchmark

	2014		2015		2016		2017		2018		
SENS	3	33%	4	50%	1	0%	2	33%	2	100%	
SENS with HNF	-		-		-		0	0%	0		
SEND with HNF	-		-		-		1	100%	0		
SEN with EHCP	0		0		2	50%	-		1	100%	
All pupils									88	96%	
Non SEN	92	87	85%	83	92%	83	92%	82	96%	88	96%

100% of SENS and SEN with EHCP reached the benchmark this year

	2016	2017	2018
Pupils meeting benchmark	92%	92%	96% 88 pupils

Attainment and Progress 2017-18 SENS pupils – compared to non SENS

Year R

		GLD Achieved	
		Yes	No
Year Group	90	82%	18%
Girls	43	84%	16%
Boys	47	81%	19%
SEN Status (E/K/S/P)	1	0%	100%
Non SEN	89	83%	17%
PP	3	67%	33%
Non PP & Non SEN	87	83%	17%
Mobile	1	100%	0%
Non Mobile	89	82%	18%
EAL	5	60%	40%
High Needs Funding	1	0%	100%
Summer Born	33	85%	15%
Vulnerable	17	59%	41%

Attainment	EY: Reading					EY: Writing				EY: Numbers				EY: Shape, Space & Measure						
	1	2	3	EX	P+	1	2	3	EX	P+	1	2	3	EX	P+	1	2	3	EXP	+
Year Group	9	14	61	24	86%	17%	62	21	83%	17	64	19	83%	10%	73%	17%	90%			
SEN Status (E/K/S/P)	1	100	0	0	0%	100	0	0	0%	100	0	0	0%	100	0%	0%	0%	0%		
Non SEN	8	13	62	25	87%	16%	63	21	84%	16	65	19	84%	9%	74%	17	91%			

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Year 1

Expected in RWM Combined					
	Count	Yes	No	Yes	No
Year 1	92	78	14	85%	15%
Girls	42	37	5	88%	12%
Boys	50	41	9	82%	18%
SEN Status (E/K/S/P)	3	1	2	33%	67%
Non SEN Status	89	77	12	87%	13%
Pupil Premium	1	1	0	100%	0%
Non PP & Non SEN	88	76	12	86%	14%
Mobile	3	2	1	67%	33%
Non Mobile	89	76	13	85%	15%
EAL	4	4	0	100%	0%
High Needs Funding	1	0	1	0%	100%
Summer Born	29	22	7	76%	24%
More Able	10	10	0	100%	0%
Vulnerable	25	15	10	60%	40%

Reading									
	Count	Below WTS	Expected EXS	Exceeded GDS	EXS and GDS	Below WTS	Expected EXS	Exceeded GDS	EXS and GDS
Year 1	92	6	68	18	86	7%	74%	20%	93%
SEN Status	3	0	2	1	3	0%	67%	33%	100%
Non SEN Status	89	6	66	17	83	7%	74%	19%	93%
High Needs Funding	1	0	1	0	1	0%	100%	0%	100%

100% of SENS and SEN with EHCP were Expected + and made Expected + plus Progress in Reading

Writing									
	Count	Below WTS	Expected EXS	Exceeded GDS	EXS and GDS	Below WTS	Expected EXS	Exceeded GDS	EXS and GDS
Year 1	92	12	74	6	80	13%	80%	7%	87%
SEN Status	3	2	1	0	1	67%	33%	0%	33%
Non SEN Status	89	10	73	6	79	11%	82%	7%	89%
High Needs Funding	1	1	0	0	0	100%	0%	0%	0%

Maths									
Attainment	Count	Below WTS	Expected EXS	Exceeded GDS	EXS and GDS	Below WTS	Expected EXS	Exceeded GDS	EXS and GDS
Year 1	92	8	72	12	84	9%	78%	13%	91%
SEN Status	3	2	0	1	1	67%	0%	33%	33%
Non SEN Status	89	6	72	11	83	7%	81%	12%	93%
High Needs Funding	1	1	0	0	0	100%	0%	0%	0%

Year 2

Reading Writing Maths Expected + Combined					
	Count	Yes	No	Yes	No
Year 2	90	75	15	83%	17%
Girls	39	36	3	92%	8%

Boys	51	39	12	76%	24%
SEN Status (E/K/S/P)	11	2	9	18%	82%
Non SEN Status	79	73	6	92%	11%
Pupil Premium	3	3	0	100%	0%
Non PP & Non SEN	76	70	6	92%	12%
Mobile	2	2	0	100%	750%
Non Mobile	88	73	15	83%	17%
EAL	3	2	1	67%	33%
High Needs Funding	2	1	1	50%	50%
Summer Born	32	25	7	78%	25%
More Able	17	17	0	100%	88%
Vulnerable	17	15	2	88%	76%

Reading									
Attainment	Count	Below WTS	Expected EXS	Exceeded GSD	EXS and GDS	Below WTS	Expected EXS	Exceeded GSD	EXS and GDS
Year 2	90	9	43	38	81	10%	48%	42%	90%
SEN Status (E/K/S/P)	11	6	5	0	5	55%	45%	0%	45%
Non SEN Status	79	3	38	38	76	4%	48%	48%	96%
High Needs Funding	2	1	1	0	1	50%	50%	0%	50%

Writing												
	Not met			Met								
	Count	Below PoS	Emerging WTS	Expected EXS	Exceeding GDS	EXS and GDS	Below PoS	Emerging	Expected	Exceeding	Expected +	
Year 2	90	2	12	58	18	76	2%	14%	64%	20%	84%	
SEN Status (E/K/S/P)	11	2	7	2	0	2	18%	64%	18%	0%	18%	
Non SEN Status	79	0	5	56	18	74	0%	6%	71%	23%	94%	
High Needs Funding	2	0	1	1	0	1	0%	50%	50%	0%	50%	

Maths											
	Not met					Met					
	Count	Below PoS	Emerging	Expected	Exceeding	Expected +	Below PoS	Emerging	Expected	Exceeding	Expected +
Year 2	90	2	6	57	25	82	2%	7%	63%	28%	91%
SEN Status (E/K/S/P)	11	2	3	6	0	6	18%	27%	55%	0%	55%
Non SEN Status	79	0	3	51	25	76	0%	4%	65%	32%	96%
High Needs Funding	2	0	1	1	0	1	0%	50%	50%	0%	50%

'Ofsted Dashboard' data added November 2018 – with National Comparisons

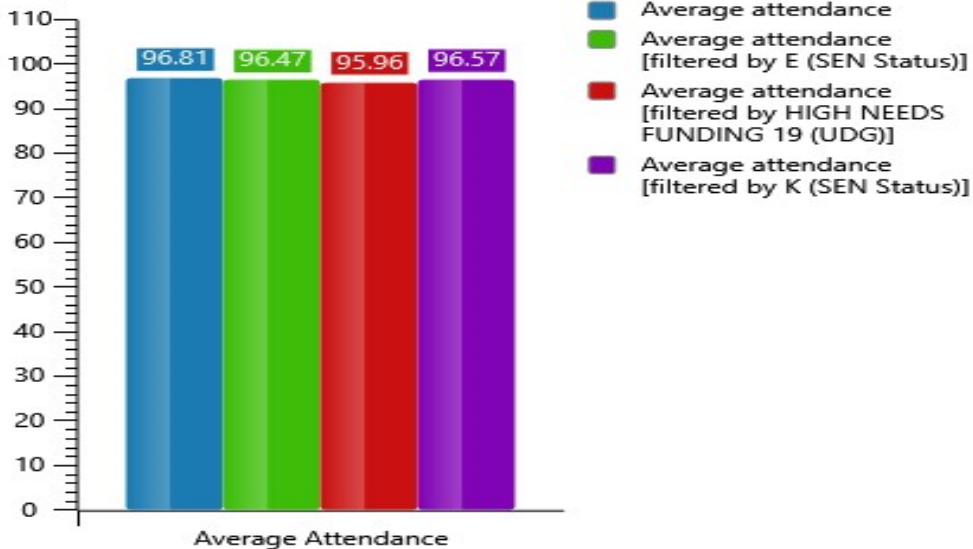
	SEN Support (K)	K + HNF	EHCP (E)	E + HNF	HNF non SEN
Number of students	13	2	0	1	1
Attendance	96.7%	96%	-	96%	96%
Outcomes (% on track)	85%	56%	-	50%	50%
Parental satisfaction	100%	100%	-	100%	100%
Pupil satisfaction	100%	100%	-	100%	100%
Outside agency targets (% on track)	75%	75%	-	90%	0-100%

Attendance

SEN K, A or P	96.7
E or S	100.0
All	97.4
No SEN	98.1
EAL	98.1
Year	
R	98.0
1	98.1

Whole school attendance

Average whole school attendance



All Above	98.0
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Blue = Whole School

Green =E =EHCP

Dashboard

Red = HNF

Purple = K = SENS

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 updated Equality Action Plan 2017-18 on school website – 2018/19 added in September 2018

Review of Interventions run at Thurnham C.E. Infant School during 2017-18

Language Link

Language Link Assessment Summary												
Pupils	Assessment Result								Total Pupils Assessed		Pupils Not Assessed	
	● Severe Difficulty		● Moderate Difficulty		● Borderline		● Expected Range		N ^o	%	N ^o	%
	N ^o	%	N ^o	%	N ^o	%	N ^o	%				
Total EAL	0	0%	0	0%	0	0%	5	55.6%	5	55.6%	4	44.4%
Total Non-EAL	1	1.3%	3	3.8%	1	1.3%	80	100%	85	106.3%	-5	-6.3%
Total All	1	1.1%	3	3.4%	1	1.1%	85	95.5%	90	101.1%	-1	-1.1%
In Class: SILVER	1	–	1	–	0	–	28	–	30	–	0	–
In Class: GOLD	0	–	1	–	0	–	29	–	30	–	-1	–
In Class: RAINBOW	0	–	1	–	1	–	28	–	30	–	0	–

Table shows the number and percentage of pupils identified in the selected year within the school at different levels.

Boxall Profile

Initial assessments in Terms 1 and 2

Year	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag
Year 2	16	7	6	11	6	9	15	20	6	7	1	6	0	0	2	0	1	3	4	0	6	4
Year 2	11	4	7	8	5	7	9	12	4	3	7	4	2	5	0	3	8	6	2	4	10	9
Year 1	15	9	10	10	5	9	10	10	5	4	0	5	2	7	1	2	7	4	1	5	9	8
Year 2	16	12	12	15	7	10	14	15	8	8	7	6	3	5	0	7	6	5	5	2	4	9
Year 2	10	7	7	14	6	7	7	7	4	2	7	6	5	9	4	5	9	9	9	4	10	10
Year 1	18	10	11	16	7	11	13	14	7	6	2	3	0	1	1	2	2	1	1	1	2	6
Year 2	20	12	12	20	8	12	16	20	8	8	0	0	0	0	0	0	0	0	0	0	0	0
Reception (FS2)	11	7	10	14	6	12	6	12	5	3	9	5	9	13	8	9	13	13	13	6	8	10
Year 2	9	6	4	8	4	8	5	7	3	3	8	8	7	12	6	6	10	9	10	4	10	10
Year 2	13	4	3	10	6	4	10	16	5	8	8	6	1	3	0	6	2	2	0	0	9	7
Year 2	11	7	6	10	6	7	9	11	5	5	9	8	3	8	2	11	12	9	11	2	10	10
Year 1	12	6	10	13	6	6	5	6	2	4	4	2	3	13	2	2	11	8	16	7	9	9
	12	10	8	12	10	10	9	12	8	9	11	11	11	12	10	11	12	12	9	9		

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Final assessment in term 6

Year	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag
Year 1	19	11	10	16	7	12	13	17	6	6	1	2	1	5	0	4	3	3	8	7	2	7
Year 1	18	10	11	16	6	12	14	15	6	6	2	2	0	0	0	2	2	3	1	0	3	4
Year 1	20	10	11	14	7	10	14	15	5	6	1	3	2	5	0	5	6	3	3	2	5	8
Year 2	18	9	9	14	8	11	12	15	8	7	2	2	1	1	0	2	2	4	1	0	4	6
Year 2	18	12	12	19	8	11	13	17	8	7	2	0	3	2	7	3	5	2	6	3	1	9
Year 2	20	11	11	16	5	11	16	18	7	7	5	6	1	3	7	4	6	5	3	1	1	9
Year 2	14	8	9	16	8	10	8	10	7	6	5	6	10	14	5	5	10	11	11	6	6	10
Year 2	12	9	6	10	6	9	12	12	7	7	9	3	1	0	1	9	2	1	0	0	8	6
Year 2	12	8	8	16	7	8	10	14	6	5	9	10	12	12	5	13	10	7	14	6	7	10
Year 2	20	12	11	19	8	12	15	20	8	7	1	2	0	1	0	2	1	1	0	0	0	2
Year 2	16	9	11	14	6	11	14	18	7	7	1	0	0	0	0	0	2	2	1	2	4	3
Year 2	18	11	10	15	7	12	16	20	7	7	0	1	0	0	0	0	0	0	1	0	1	0
Reception (FS2)	14	10	10	17	7	10	8	14	7	4	4	6	4	9	4	5	12	7	7	6	5	10
	7	6	4	7	4	6	6	11	1	7	9	6	10	10	7	11	12	11	7	8		

There are far more Greens – the scores on the right have improved

Review of Interventions offered in school – 2017/2018

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 2018-19 (Continue/drop/ Re-train TA/ Select pupils more accurately).
Language Link	Work through the individual Programmes	100% progress all improved score	25	Continue to screen all of Year R on entry Continue to work with children in to Year 1
Speech Link	Work through the individual Programmes	All improved and clearer to understand	15	Continue to screen Year R on entry. Work on Individual Programmes
Clever Fingers	Fine motor development	Firmer pencil grip and more control	40	Whole class and 1:4 sessions – remind staff of the 5 areas
Early Handwriting Toolkit	Fine motor development	Helping with pencil control	9	Continue as makes an impact- 1:1 intervention
Write from the start	Fine motor development	Working as an early morning intervention.	30	Continue as makes an impact- small group intervention
Lego Therapy	Social interaction	Better social interaction	12	Some additional staff training
Phonics Support/RWI	1:1 /1:2- daily programme	Enabled children to achieve phonics threshold.	35	Continue with support next year as worked well
I can Read/ Toe by Toe	1:1 reading support- daily programme	An at home intervention	19	When followed regularly positive impact. Utilised a range of adults to do this
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	Sentence structure	Children's writing	18	More whole staff training- each class has

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Semantics	and word order	improved		a pack so will be whole class next year
Start Listening	1:2 /1:4 Programme to develop listening skills	Improved listening skills	14	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	25	A time/adult intensive –used other adults and grandparents
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 concepts	Better numeral recognition. May need to run alongside another intervention or be done at home.	4	When followed regularly positive impact.
5 Point Scale	Self-regulation and de-escalation	Helped children to self- regulate.	5	Useful for classroom strategies Worked really well to help regulate the children who used it – they will continue with it
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	12	Mrs O'B did as intervention in PPA slots. Needs to be developed so it moves into the situation the child is struggling with. Will move into playtimes
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	11	Mrs Poulton ran daily sessions. These have really helped regulate children ready for class Other TAs have now been trained and are running their own groups
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.	27	All classes run BEAM – all children in Year R are assessed. A well established intervention
EAL Support	Class and individual based	Mrs Skinner ran sessions – all children had an increased vocabulary and understanding	4	Continue but find a measure for the start and end – a deeper level of word work and vocabulary. Colourful Semantics helped New book purchased
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	19	Training given to all staff – for it to become embedded all staff to use the principles in their classrooms /playground. Will train a second practitioner next year
Talking and Drawing	A 1:1 therapy session	EP ran the sessions	4	Children now regulated – able to maintain anxiety in class Second adult trained so been able to work with more pupils
Extension Maths	Small group	Year 2 teachers ran sessions	30	Children able to be further challenged and extended
Extension English	Small group	Year 2 teachers ran sessions	24	Children able to be further challenged and extended

New Interventions

Describe new interventions you are employing in the next year;

New Thrive Practitioner

Train new TA and LSAs

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

SEN Courses / Training attended		
Candidate	Course Name	Date
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 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
LP	Youth Mental Health First Aid	11/10/2017
L P	Youth Mental Health First Aid	12/10/2017
AC	De-Escalation Techniques	21/11/2017
ML	De-Escalation Techniques	21/11/2017
C O'B	De-Escalation Techniques	21/11/2017
BT	Dyslexia Awareness	12/10/17
SB	Managing Childhood Anxiety	18/01/18
AC	Managing Childhood Anxiety	18/01/18
CP	Attachment and Trauma	11/01/18
CC	Sensory Regulation and Support	07/02/18
LP	STLS Annual Conference- Managing Anxiety and Stress	22/02/18
Whole Staff	Attachment update training	18/01/18
N M ^c	Once upon a story	21/03/18

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CC	Once upon a story	21/03/18
CP	Dandelion Time	12 and 26/03/18
LA	Attachment and Trauma	17/04/18