

SEN Provision Annual Evaluation Report 2015/16

This report has been compiled before the publication of 2016 RAISE on line. It provides the evaluation of the SEN information report (3a).It will be amended with the new Raise in October 2016.

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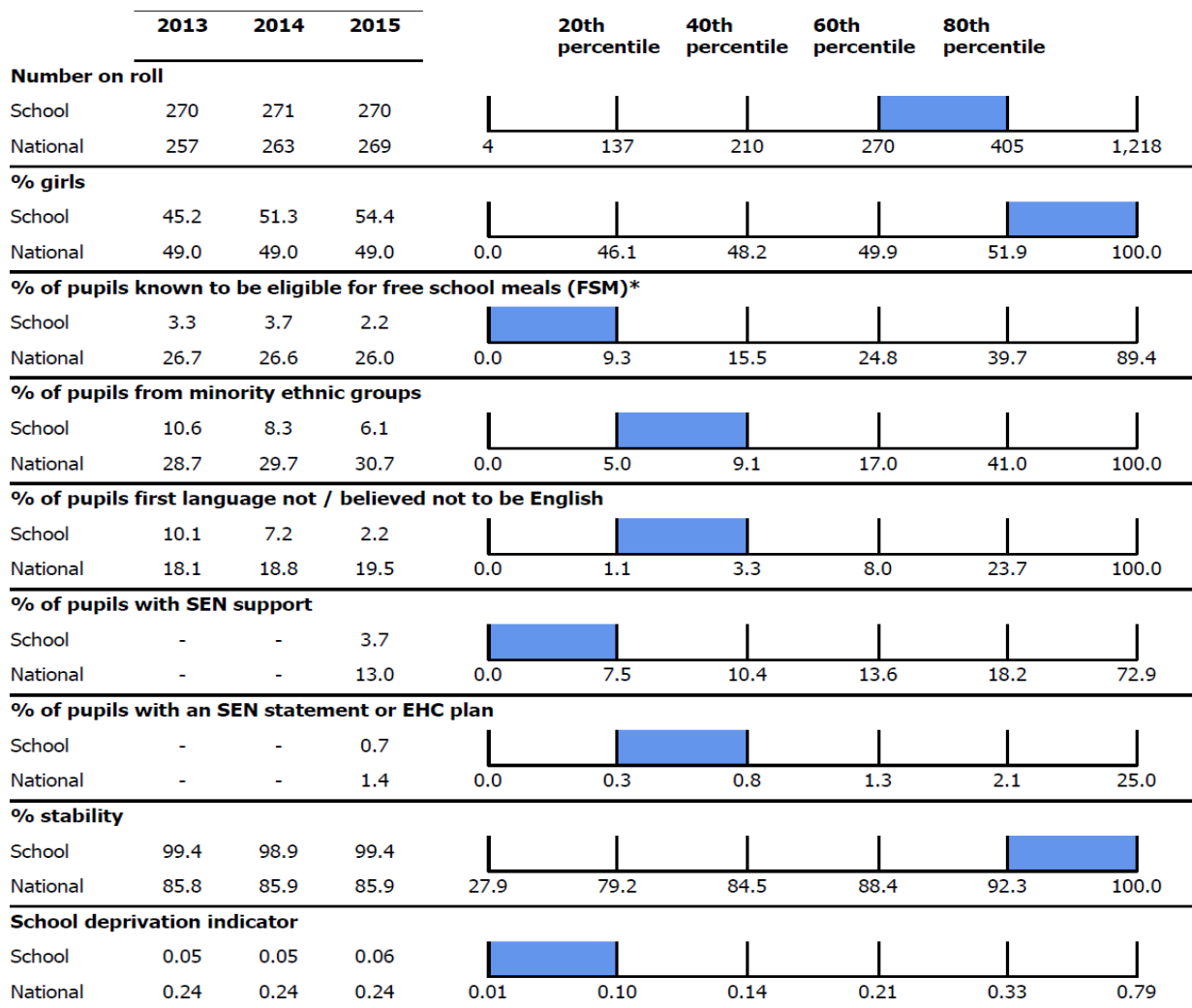
The most recent SEN Governor visit to the school was on data, interventions and progress.

SEN Register taken from January 2016 Census

Year Group	SEN Support Without HNF	SEN support With HNF	SSEN/ EHCP Without HNF	SSEN/EHCP With HNF
Year R	0	0	0	0
Year 1	1	0	0	2
Year 2	1	2	0	0
TOTAL	Total SEN support: 3(1%of roll)		Total SSEN/EHCP: 2(1% of roll)	
Total SEN	7 (3 % of school roll)			

SEN Need type				
Year R	Communication And Interaction	Cognition And Learning	Social Emotional And Mental Health	PD, Sensory and Medical
Year 1	2	1	0	0
Year 2	0	2	1	0
TOTAL	3	3	1	0
Total	3(43% of total SEN)	3(43% of total SEN)	1(14% of total SEN)	0(0% of total SEN)

Figures from Raise on Line 2015



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 13.0% for Primary, of the school population. At Thurnham CE Infant School we are below this average at 3%.

Main SEN	SEN support			Statements/EHC plan		
	2013	2014	2015	2013	2014	2015
Specific Learning Difficulty	-	-	2	0	0	0
Moderate Learning Difficulty	-	-	1	0	0	0
Severe Learning Difficulty	-	-	0	0	0	0
Profound & Multiple Learning Difficulty	-	-	0	0	0	0
Social, Emotional and Mental Health	-	-	3	0	0	0
Speech, Language and Communication Needs	-	-	2	0	0	0
Hearing Impairment	-	-	1	0	0	0
Visual Impairment	-	-	0	0	0	0
Multi-Sensory Impairment	-	-	1	0	0	1
Physical Disability	-	-	0	0	0	0
Autistic Spectrum Disorder	-	-	0	1	0	1
SEN support but no Specialist Assessment of type of need	-	-	0	-	-	0
Other Difficulty/Disability	-	-	0	0	0	0
School total	-	-	10	1	-	2
Percentage of school roll	-	-	3.7	0.4	0.0	0.7

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	89	42.7 / 57.3	-	-	-	3.4	0
1	91	46.2 / 53.8	4.4	7.7	2.2	4.4	0
2	90	47.8 / 52.2	1.1	4.4	2.2	5.6	0

This will be updated when Raise 2016 is published.

SEN Register at Thurnham CE Infant School as at July 2016

Year Group	SEN Support Without HNF	SEN support With HNF	SSEN with EHCP Without HNF	SSEN with EHCP With HNF	HNF without SEN
Year R	7	0	0	0	1
Year 1	1	0	0	2	0
Year 2	3	1	0	1	0
TOTAL	Total SEN support: 12(% of roll)		Total SSEN with EHCP: 3(1% of roll)		1 (0.4% of roll)
Total SEN	15(6% of school roll)				1(0.4%)

SEN Need type				
	Communication And Interaction	Cognition And Learning	Social Emotional And Mental Health	PD, Sensory and Medical
Year R	3	3	1	1 (Not SENS)
Year 1	2	1	0	0
Year 2	0	2	2	1
TOTAL	5	6	3	2
Total	5(33% of total SEN)	6(40% of total SEN)	3(20% of total SEN)	2(17% of total SEN)

The National average for incidence of SSEN/EHCP is 1.4% for primary. At Thurnham CE Infant School this is currently 15 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.

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

Percentage SEN	Percentage of Disadvantaged (PP)	Percentage in both
15 (16% of roll)	10 (4 % of roll)	1 (0.37% of roll)

Funding

The school's 2015/2016 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.

Currently there are 5 pupils receiving additional funding from the local authority equalling £58,971.84 in total.

Pupil Outcomes

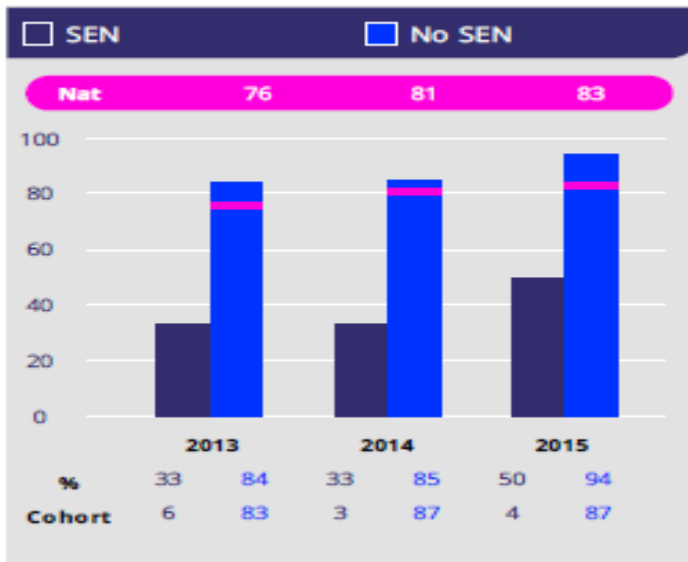
The RAISE online report for 2014/15 shows the progress pupils.

Phonics Screener Year 1 2015

Table 3.1.4: Year 1 Phonics Screening Check (Y1.PPC)

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

	Cohort	Number A/D*	Phonics Screening Check Number achieving expected standard	% School	% National
All Pupils	91	0	84	92	77
Gender					
Male	42	0	39	93	73
Female	49	0	45	92	81
Free School Meals*					
FSM	4	0	3	75	66
Non FSM	87	0	81	93	80
Children Looked After					
CLA	0	0	0	0	55
Not CLA	91	0	84	92	77
Disadvantaged pupils					
Disadvantaged pupils	4	0	3	75	66
Other pupils	87	0	81	93	80
English as a First Language					
English or believed to be English	89	0	82	92	77
Other than English or believed to be other than English	2	0	2	100	76
Unclassified	0	0	0	0	40
Special Educational Needs					
No SEN	87	0	82	94	83
SEN support	4	0	2	50	42
SEN with statement or EHC plan	0	0	0	0	18



Phonics Screener – Obtained the Benchmark

	2013	2014	2015	2016
SENS	6 33%	3 33%	4 50%	1 0 %
SEN with EHCP	0	0	0	2 50 %
Non SEN	83 84%	87 85%	83 92%	83 92%

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 2015-16 SENS pupils

% SEN/non SEN	Reading	Writing	Maths	
On track for Expected or better progress from their starting point			Number	SSM
Year R	7			

Year 1	Not including HNF	1	1	100%	1	100%	1	100%
Year 2	Not including HNF	3	3	100%	3	100%	3	100%

Progress of current 2015-16 SEN pupils in receipt of High Needs Funding

% HNF pupils making Expected Progress		Reading		Writing		Maths	
						Number	SSM
Year R	1	1	100%	1	100%		
Year 1	2	2	100%	1	50%	2	100%
Year 2	2	0	0%	0	0%	0	0%

Attainment of current 2015-16 SENS pupils

% SEN/non SEN		Reading		Writing		Maths	
Made 'Expected' at the end of the year						Number	SSM
Year R	83	79	95%	76	92%	79	95%
	7 SENS	1	14%	1	14%	4	57%
Year 1	87		95%		85%		93%
	1 SENS	0	0%	0	0%	0	0%
Year 2	85	80	94%	76	84%	81	95%
	5 SENS	2	GDS 40%	2	EXS 40%	2	EXS 40%
% HNF pupils Made 'Expected' at the end of the year		Reading		Writing		Maths	
						Number	SSM
Year R	1	1	100%	1	100%	1	100%
Year 1	2	2	100%	1	50%	2	100%
Year 2	2	0	0%	0	0%	0	0%

The pupils with HNF in Year 2 are both on P Scales – they have made steps of progress within these.

Thurnham Church of England Infant School (3081)

Subject	Cohort	A	D/U	BLW	PKF	WTS / HNM	EXS	GDS	%<EXS	%>=EXS	%GDS
Reading	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%
Writing	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%
Maths	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%
Science	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%	-
RWM*	90	-	-	-	-	-	-	-	6.7%	86.7%	17.8%

● A = Absent | ● D/U Disappeared | ● 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 with SEN

	% sessions missed due to overall absence	
	School	
No SEN	97%	255
SEN Support	97%	10
SEN with EHCP	93.1%	3

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

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 or 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 2015-16

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 2016-17 (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	Improved ability to	4	Works but a very time

	Programme to develop listening skills	remember instructions		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 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.	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	All children had improved core	32	All classes run BEAM – all children in Year R are

	intervention run from a structured programme.	stability. Needs to run regularly for an impact.		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			2	
Extension Maths			22	
Extension English			6	

New Interventions

Describe new interventions you are employing in the next year;

We have trained staff to use 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	More Able Children in Maths KS1	05/03/2014
VB	Dyslexia Course	02/04/2014
KP	Dyslexia Course	02/04/2014
SB	Dyslexia Course	02/04/2014
TJ	Attachment	01/05/2014
LM	ADHD	04/06/2014
SR	ADHD	04/06/2014
LA	ADHD	04/06/2014
TJ	Dyslexia Course	10/06/2014
GL	Dyslexia Course	10/06/2014
LS	Dyslexia Course	10/06/2014
LP	The Autism Show	13/06/2014
LP	SEN code of Practice Seminar	20/06/2014

LP	Communicate in Print	25/06/2014
VB	Communicate in Print	25/06/2014
GL	Communicate in Print	25/06/2014
TJ	Dyscalculia Training	24/09/2014
GL	Dyscalculia Training	24/09/2014
LA	Sensory Circuits	29/09/2014
NM ^c	Sensory Circuits	29/09/2014
LP	SEN code of Practice Seminar	22/10/2014
LP	AEN Meeting	08/10/2014
NM ^c	Communicate in Print	05/11/2014
NS	Communicate in Print	05/11/2014
NM ^c	Communicate in Print	03/12/2014
NS	Communicate in Print	03/12/2014
SB	Understanding Attachment	15/01/2015
HS	Understanding Attachment	15/01/2015
SB	Thrive	22/01/2015
SB	Thrive	23/01/2015
SB	Thrive	05/03/2015
SB	Thrive	06/03/2015
LP	Nurture course	03/03/2015
GL	Nurture course	03/03/2015
KP	Nurture course	03/03/2015
SR	Nurture course	03/03/2015
GS	ASD	10/03/2015
NE	ASD	10/03/2015
GS	ASD	24/03/2015
NE	ASD	24/03/2015
NM ^c	Boxall Awareness	26/03/2015
TJ	Boxall Awareness	26/03/2015
SB	Thrive	17/04/2015
LP	AEN Update Meeting	06/05/2015
SB	Thrive	22/05/2015
SB	Thrive	11/06/2015
SB	Thrive	12/06/2015
GL	EY Social, Emotional & Mental Wellbeing	08/07/2015
SB	Thrive	09/07/2015
SB	Thrive	10/07/2015
SB	Thrive	11/07/2015
LP	Get Ready for LIFT	14/07/2015
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 ^C	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 ^C	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 ^C	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 ^C	Lego Therapy	22/06/2016
GS	PORIC	30/06/2016
CO'B	PORIC	30/06/2016