



SENCo's Annual Report to Governors: Based on April 2014 Draft SEN CoP

2017-2018

Name of School: Kenmore Park Infant & Nursery School

Inclusion Manager: J Snowden

Date of report: January 2019

Overall judgment regarding the quality of the SEND provision in the school for the past 12 months: (i.e. is quality outstanding, good, requires improvement?)

Taking into account;

- **Outcomes of SEND pupils**

From a low base, the large majority of children make good progress.

Of the 2 out of 3 children in Y2 who made less-than-expected progress and who were designated as 'SEN Support,' children (i.e. were in receipt of school-based interventions as well as support from outside agencies) the school successfully obtained an Education, Health and Care Plan

- **Quality of Teaching & Learning for SEND pupils**

Evidence demonstrates that the interventions facilitated by the school do have a positive impact on learning outcomes. Whole-class teaching is carefully differentiated – and this continues to be an area of focus for the school.

- **Standard of behavior of SEND pupils**

Behaviour incidences remain low. One child with severe ASD initially found settling into the learning environment very challenging. Through the use of visual supports and working closely with the parents, the frequency of his tantrums has diminished greatly.

Quality of Leadership & Management of SEND provision

The school gained the Inclusion Quality Mark in June 2015 and was considered a 'Centre of Excellence' for the 3rd year in 2016-17. This year we have been received Flagship status.

I therefore adjudge that the school's SEND provision to be good – however, through our on-going self-evaluation processes we are aware there will always be areas identified for us to develop and more so with challenging times ahead financially.

Ofsted:

The school received its first short inspection visit from Ofsted on the 15th May 2018 since its last inspection in July 2014. The following comments were contained in the report and have obvious connections with the school's provision for children including those with SEND:

- *The previous inspection report identified the need for teachers to match pupils' abilities to their learning needs. This has been addressed effectively through your investment in a programme focusing on learning behaviours. Staff are providing more individualised support for pupils, and in turn pupils are taking greater responsibility for their own learning.*
- *You have worked closely with all staff and the local schools' alliance to improve the quality of phonics teaching. This work has been successful, leading to above national standards in the phonics screening check at the end of Year 1 in 2017.*
- *Teaching assistants are skilful in their questioning and use resources effectively to develop pupils' vocabulary and understanding of texts.*
- *The learning environment provides pupils with many useful aids, such as the display of key vocabulary and reading targets, to help them improve their reading. Pupils read with fluency and accuracy. They use their phonic knowledge and their 'reading toolkit' well to read unfamiliar or unknown words.*
- *The information demonstrates that pupils who joined the school in key stage 1 from low starting points are making good gains towards meeting the standard expected for their age.*
- *Children enter the Reception Year with knowledge, understanding and skills that are typically below those for children of their age. Your detailed and accurate analysis of children's learning shows that children are currently making strong progress in all areas of learning.*
- *The new outdoor learning environment is being used well to provide learning opportunities across all*

areas of learning.

- As a result of your initiatives, the whole-school level of attendance is currently higher than in previous years and closer to the national figure. Additionally, the rate of persistent absence is also in line with national figures. You rightly appreciate that attendance needs to be a constant focus for the school.

SEND Profile (SEND register etc.) for past 12 months

Provide statistical information e.g.

	Number in receipt of EHC Plan	Number on SEN register 'SEN Support'	Number being Monitored /in receipt of Internal Intervention	Number of children who were in receipt of SALT	(Main) Area of Need (Chn on 'SEN Support/EHCP)			
					Communication & Interaction	Sensory &/or Physical Needs	Cognition & Learning	Social, Emotional & Mental health
Nursery		1		1	1			
Reception	1	7		6	7		1	
Y1	1	6		6	6	1		
Y2	1	8		7	7			
Total	3	22	26	20	20	1	1	

Number of children designated as 'SEN Support' (previously designated as School Action + or in receipt of a statement) and including children with an Education Health and Care Plan =25

Communication and Interaction remains a significant area of need. The number of children requiring Speech and Language Therapist input is consistently around the 20 learners mark although this changes as children move on and off the Therapist's caseload.

Stakeholders should be made aware that as a service the Speech and Language Therapy (SALT) Team in Harrow continues to experience greater-than-ever levels of demand. Consequently, children whose level of need – identified in their initial SALT assessment – suggest they require X number of sessions per term - may not receiving their full entitlement. Our attached Speech and Language Therapist provides an excellent service and works in creative ways with school staff members to ensure that, as far as possible, the children receive as close to their full entitlement of sessions.

Children who join the school in Reception have their sessions protected as do the children who are on the Autism pathway.

It is also worth noting that the threshold for receiving SALT has been reviewed over the last 4 years. The implications of this are that only those children whose needs are more severe (i.e. require frequent, specialist input) qualify for SALT. Children who are designated during assessment as 'targeted' (meaning with some targeted support from a SALT and follow-up support from school staff the children's needs are likely to be adequately met) do not meet the current, high threshold for Speech and Language Therapy.

Occupational Therapy

Letter received 20/02/18 – stating 'Due to staff shortages, we will only be able to offer review sessions this half term.' This is the first notification of support from OT the school has received this year (3 children on the caseload)

Challenges

Amongst many challenges one significant one worthy of highlighting in 2017-18 was the number of children in Reception with either high SEND needs or facing very challenging home circumstances which have contributed to them being placed on Child Protection Plans. In Reception, 5 children were in receipt of a child protection plan whilst at the same time preparation was underway for 3 statutory assessments. The school worked closely with Children's Services to ensure children were safe and that their educational needs were being met. Education, Health and Care Plans were requested for 3 children and all were successful – though 2 required the parents to decide to take Brent Local Authority

to tribunal after the initial requests had been rejected. The school supported the parents' efforts in this. It does suggest, anecdotally, that it is becoming increasingly hard to obtain an Education Health and Care plan for the children with most severe needs.

Progress of Children on the SEN register in receipt of support from external agencies (Speech and Language Therapy, Children's Sensory Team, etc.)

The school uses its own **tracking system**. **Expected progress is judged to be 3 points/year**. Therefore a child moving from a reading, writing or maths score of 16-19 would be judged to have made expected progress. Anything above this can be deemed good/outstanding.

Y2

Child	Reading score at start of year	Writing score at start of year	Maths score at start of year	Reading score at end	Writing score at end	Maths score at end	R progress	W progress	M progress	Comments	
Children in receipt of EHCP	16	16	16	19	19	19	3	3	3	Obtained Education, Health and Care Plan	
Total progress since Reception							5	6	5		
Children in receipt of SALT	17	18	18	19	20	20	2	2	2	Severely disordered language made it difficult for her to adequately express herself leading to low progress in reading.	
	Total progress since Reception							5	6	6	
	17	17	18	22	21	21	4	4	4	Significantly positive progress. Significant family issues. On school's vulnerable children's list. Several years on CP plans.	
	Total progress since Reception							10	8	8	
	20	19	19	22	22	22	2	3	3	Good progress overall. Discharged from SALT at end of year due to good progress.	
	Total progress since Reception							7	7	7	
	18	18	18	21	21	21	3	3	3	It was felt they would need an EHCP in Reception. Made v good progress.	
	Total progress since Reception							8	7	7	
12	12	10	15	14	15	3	2	5	*reassessed at start of Y2. Very limited retention. Known to EP. Received an EHCP at end of summer term.		
Total progress since Reception							4	2	2*		
18	18	18	21	20	20	3	2	2	Parents did not feel able to explore other potential barriers to learning.		
Total progress since Reception							6	5	5		

		16	15	18	18	19	21	2	4	3	
<i>Total progress since Reception</i>								10	9	13	
		13		14	15		17	3	3	3	
<i>Total progress since Reception</i>								No data	No data	No data	
Summary:											
<ul style="list-style-type: none"> Overall, a very positive picture with the majority of children making good or better progress. 2/3 children who made less-than-expected progress since Reception received an Education Health & Care Plan by the end of the year. 											
Y1											
	<i>Child</i>	<i>Reading score at start of year</i>	<i>Writing score at start of year</i>	<i>Maths score at start of year</i>	<i>Reading score at end</i>	<i>Writing score at end</i>	<i>Maths score at end</i>	<i>R progress</i>	<i>W progress</i>	<i>M progress</i>	<i>Comments</i>
<i>Children in receipt of EHCP</i>		12	12	12	16	16	16	4	4	4	Received diagnosis of ASD
<i>Children in receipt of SALT</i>		13	12	14	17	16	17	4	4	3	
		15	13	15	19	18	18	4	5	3	Received diagnosis of ASD
		13	13	14	17	17	17	4	4	3	
		13	13	13	18	17	18	5	4	5	Suspected that he would need an EHCP when in Reception. Made good progress.
		15	13	13	17	17	17	2	4	4	Expressive language difficulties make expressing opinions hard making it challenging re reading progress
<i>Children with Hearing Impairment</i>		13	13	13	19	18	17	6	5	4	
Summary: A positive picture.											
In reading, 6/7 children made better-than-expected progress. 1/7 made less-than-expected progress.											
In writing, 7/7 made better-than-expected progress.											
In maths, 4/7 made better-than-expected progress. 3/7 made expected progress.											

Reception									
Progress of Children on the SEN register in receipt of support from external agencies (Speech and Language Therapy, Children's Sensory Team, ASD advisory teacher, etc.)									
The school uses its own tracking system. Expected progress is judged to be 3 points/year for children whose on entry data is in line with age related expectations. Anything above this can be deemed good/outstanding.									
Maths									
Name	Numbers baseline	Numbers Spring 2	MATHS Numbers School Assessment	Progress in Numbers	Shape Space & Meas~ HC Rec Baseline~ 1	SSM Spring 2	SSM School Assessment	Progress in Shape Space and Measure	Comments
	8-20s	40-60e	1	10+	16-26s	30-50s	1	6+	On school's vulnerable list. Long-term involvement from Children's Services
	8-20e	22-36e	1	6+	8-20e	22-36d	1	7+	Request for EHCP was turned down. This was taken to tribunal by parents, who were supported to do this by the school.
	30-50d	40-60e	2	2+	30-50e	40-60e	2	3+	Diagnosed with ASD. School in the process of preparing an EHCP.
	30-50e	40-60e	1	3+	30-50e	40-60e	1	3+	SALT – receptive and expressive language difficulties
	22-36d	22-36d	1	0	22-36s	22-36s	1	0	On school's vulnerable list. Long-term involvement from Children's Service. EHCP request is prepared.
	8-20e	40-60e	2	12+	8-20e	30-50s	1	11+	
	22-36d	30-50d	1	3+	30-50e	30-50d	1	1+	EP involvement requested. EHCP request will be prepared.
	16-26d	16-26s	1	1+	16-26d	16-26s	1	1+	Suffers from rare genetic condition. EHCP requested. Will require Special School place.

Numbers									
3/8(37.5%) made good or better progress 2/8 (75%) made expected progress 3/8(37.5%) made less than expected progress					3/8(37.5%) made good or better progress 2/8 (75%) made expected progress 3/8(37.5%) made less than expected progress				
Outcomes: Attainment in Maths									
Numbers									
2/8 (25%)met age-related expectations 6/8 (75%) did not meet age-related expectation					1/8 (12.5%)met age-related expectations in SSM 7/8 (87.5%)did not meet age-related expectation 1 child left the cohort before submitting end of year data				
Literacy									
Reading				Writing				Comments	
	8-20s	40-60e	1	10+	22-36e	40-60e	1	6+	On school's vulnerable list. Long-term involvement from Children's Services
	8-20d	16-26d	1	3+	8-20e	8-20s	1	2+	Request for EHCP was turned down. This was taken to tribunal by parents, who were supported to do this by the school. EHCP was subsequently approved.
	40-60e	40-60s	3	2+	22-36d	30-50d	3	3+	Diagnosed with ASD. School in the process of preparing an EHCP.
	22-36e	30-50d	1	4+	22-36d	30-50s	1	4+	SALT – receptive and expressive language difficulties
	22-36s	30-50e	1	1+	30-50e	30-50s	1	2+	On school's vulnerable list. Long-term involvement from Children's Service. EHCP request is prepared.
	8-20e	30-50s	1	11+	30-50e	40-60d	1	4+	
	22-36s	30-50d	1	2+	22-36d	30-50d	1	3+	EP involvement requested. EHCP request will be prepared.
	16-26s	22-36e	1	1+	16-26d	16-26s	1	1+	Suffers from rare genetic condition. EHCP requested. Will require Special School place.
Reading					Writing				
3/8 (37.5%) made good or better progress 1/8 (12.5%)1 made expected progress 4/8 (50%) made less than expected progress					3/8 (37.5%) made good or better progress 2 (25%) made expected progress 3 (37.5%) made less than expected progress				
Outcomes: Attainment in Literacy									
Reading					Writing				
1/8 (12.5%) exceeded age related expectations 8/9 (88%) did not meet age-related expectation					1/8 (12.5%) exceeded age related expectations 8/9 (88%) did not meet age-related expectation				
Physical Development									
Movement & Handling					Health & Selfcare				
	30-50e	40-60d	2	4+	30-50e	40-60d	2	4+	On school's vulnerable list. Long-term involvement from Children's Services
	22-36s	40-60d	1	5+	22-36e	16-26d	1	-1	Request for EHCP was turned down. This was taken to tribunal by

													parents, who were supported to do this by the school.
		30-50d	1			40-60e	2						Diagnosed with ASD. School in the process of preparing an EHCP.
	22-36s	40-60e	2	4+	30-50e	40-60e	2			3+			
	22-36s	30-50e	1	1+	30-50e	30-50d	1						On school's vulnerable list. Long-term involvement from Children's Service. EHCP request is prepared.
	22-36d	30-50e	1	2+	22-36e	30-50d	1			4+			
	30-50e	40-60d	2	4+	30-50s	40-60s	2				3+		EP involvement requested. EHCP request will be prepared.
	16-26d	22-36s	1	4+	16-26d	22-36e	1				2+		Suffers from rare genetic condition. EHCP requested. Will require Special School place.
<i>Moving & Handling</i>						<i>Health & Self-care</i>							
5/8 (62.5%) made good or better progress 2/8 (25%) made less-than-expected progress One child had no baseline data on entry						2/8 (25%) made good or better progress 2/8 (25%) made expected progress 3/8(37.5%) made less than expected progress One child had no baseline data on entry							
<i>Moving & Handling</i>						<i>Health & Self-care</i>							
3/8 (37.5%)met age-related expectations in numbers 5/8 (62.5%) did not meet age-related expectation						4/8 (50%)met age-related expectations in SSM 4/8 (50%)did not meet age-related expectation							
PSE													
	<i>Making relationships Baseline</i>	<i>Making relationship Spring 2</i>	<i>School assessment</i>	<i>Progress in Making relationships</i>	<i>Self-confidence & Self-awareness Baseline</i>	<i>Self-confidence & Self-awareness Spr 2</i>	<i>School assessment</i>	<i>Progress in SCSA</i>	<i>Managing Feelings & Behaviour Baseline</i>	<i>Managing Feelings & Behaviour Spring 2</i>	<i>Managing Feelings & Behaviour School Assessment</i>	<i>Progress in Managing Feelings & Behaviour</i>	
	22-36s	40-60s	2	6+	30-50e	40-60d	1	4+	22-36s	40-60s	1	6+	
	16-26s	30-50d	1	4+	22-36d	30-50d	1	3+	16-26e	30-50d	1	6+	

	22-36s	30-50e	2	1+	22-36d	30-50d	2	3+	16-26d	30-50e	1	5+
	22-36s	40-60e	2	4+	22-36s	30-50e	1	1+	30-50d	30-50s	2	4+
	22-36s	22-36d	1	-1	30-50e	30-50d	1	1+	16-26s	22-36d	1	2+
	8-20e	22-36s	1	8+	22-36d	22-36s	1	1+	8-20e	16-26e	1	3+
	30-50e	40-60d	2	4+	30-50d	40-60d	2	3+	30-50e	40-60d	2	4+
	16-26d	30-50e	1	5+	22-36d	30-50e	1	4+	16-26d	22-36s	1	4+
<i>Making Relationships</i>				<i>Self-Confidence & Self-Awareness</i>				<i>Managing Feelings and Behaviour</i>				
6/8 (75%) made good or better progress 2/8 (25%) made less than expected progress				2/8 (25%) made good or better progress 3/8 (37.5%) made expected progress 3/8 (37.5%) made less than expected progress				6/8 (75%) made good or better progress 1/8 (12.5%) made expected progress 1/8 (12.5%) made less than expected progress				
<i>Making Relationships</i>				<i>Self-Confidence & Self-Awareness</i>				<i>Managing Feelings and Behaviour</i>				
4/8 (50%) met age-related expectations 4/8 (50%) did not meet age-related expectation				2/8 (25%) met age-related expectations in SCSA 6/8 (75%) did not meet age-related expectation				2/8 (25%) met age-related expectations in SCSA 6/8 (75%) did not meet age-related expectation				
Conclusions												
<ul style="list-style-type: none"> There was huge variation in the results. The cohort comprises of some children who are facing significant difficulties – some without a diagnosis regarding the contributing factor for the additional needs and some with atypical presentations of SEND. Some of the areas in which a large number of children made less-than-expected progress tended to be areas in which their areas of need result in challenges. The high number of children with ASD in the cohort accounted for some of this: ‘...recent studies have highlighted that movement difficulties are very common in children on the autistic spectrum, and importantly, poor motor skills are associated with; greater difficulties with social communication.’ http://www.skillsforaction.com/autism-spectrum-disorders 												
<ul style="list-style-type: none"> Nursery 												
<p>Progress of Children on the SEN register in receipt of support from external agencies (Speech and Language Therapy, Children’s Sensory Team, ASD advisory teacher, etc.)</p> <p>The school uses its own tracking system. Expected progress is judged to be 3 points/year. Anything above this can be deemed good/outstanding.</p>												
<i>Personal, Social & Emotional Development (PSE)</i>												
	<i>Making Relationships Nursery Baseline</i>	<i>Making Relationships Nursery Summer 2</i>	<i>Progress</i>	<i>Self Confidence and Self Awareness Nursery Baseline</i>	<i>Self Confidence and Self Awareness Nursery Summer 2</i>	<i>Progress</i>	<i>Managing Feelings and Behaviour Nursery Baseline</i>	<i>Managing Feelings and Behaviour</i>	<i>Progress</i>			
	16-26d	30-50d	6	16-26e	30-50d	7	16-26e	30-50e	6			

Outcomes in PSE: Progress									
Making Relationships			Self-Confidence & Self-Awareness				Managing Feelings & Behaviour		
1/1 made good or better progress			1/1 made good or better progress				1/1 made good or better progress		
Outcomes in PSE: Progress									
0/1 met age-related expectations			0/1 met age-related expectations				0/1 met age-related expectations		
Communication & Language (C&L)									
	Listening & Attention Nursery Baseline	Listening & Attention Nursery Summer 2	Progress	Understanding Nursery Baseline	Understanding Nursery Summer 2	Progress	Speaking Nursery Baseline	Speaking Nursery Summer 2	Progress
	16-26e	22-36d	4	16-26e	22-36e	3	16-26e	22-36e	3
Outcomes in Communication & Language: Progress									
Listening & Attention			Understanding				Speaking		
1/1 made good or better progress			1/1 made expected progress				1/1 made expected progress		
Outcomes in C&L: Attainment									
Listening & Attention			Understanding				Speaking		
0/2 met age-related expectations			0/2 met age-related expectations				0/2 met age-related expectations		
Physical Development (PD)									
	Moving and Handling Nursery Baseline	Moving and Handling Nursery Summer 2	Progress	Health and Self-care Nursery Baseline	Understanding Nursery Summer 2	Progress			
	22-36e	30-50e	3	22-36e	30-50d	4			
Outcomes in Physical Development: Progress									
Moving and Handling				Health and Self-care					
1/1 made expected progress				1/1 made good or better progress					
Outcomes in Physical Development: Attainment									
0/1 met age-related expectations				0/1 met age-related expectations					
<p>Conclusions – the school worked closely with the child’s parents. Although the child has made some good progress it still remains likely that the child will in the long term continue to require the submission of an Education, Health and Care Plan application.</p>									
Interventions									

FFT – Fischer Family Trust – Wave 3 Reading & Writing Intervention

Description:
FFT is a wave 3 programme taught 1:1. Children receive 4x20min sessions a week
Y2
Number of Children on Intervention: 17 children – split between 4 Teaching Assistants. Due to a change in one member of staff’s working hours – who reduced their working hours partway through the academic year for health reasons – the implications were that fewer children were able to have access to the FFT programme – 19 as opposed to 21 last year.

One child began the programme, but it was decided his level of learning made inclusion on the programme impossible. His basic skills in reading were insufficient and instead he received 1:1 daily support using precision teaching methods.

The intervention runs from October – June. The majority of children remain on the programme for the full year, though half-termly reviews are conducted to ensure the correct cohort are receiving the provision.

2 children left the school mid-year who had been engaged in the programme.

Outcomes - Progress (Reading & writing) 3 points would be expected progress according to the school's tracking system. Anything above would be good/outstanding progress

Y2							
Child	Reading score at start of year	Writing score at start of year	Reading score at end of year	Writing score at end of year	Progress in Reading	Progress in Writing	Comments
	17	18	19	20	2	2	In receipt of SALT
	18	18	22	22	4	4	
	17	17	22	21	5	4	In receipt of SALT. On school's vulnerable children list
	19	18	22	22	3	4	
	18	18	22	22	4	4	
	13	13	17	17	4	4	
	18	18	22	22	4	4	
	18	18	21	21	3	3	
	18	17	21	20	3	3	
	16	18	21	21	5	3	
	15	18	21	21	6	3	
	18	16	21	21	3	5	
	15	16	20	19	5	3	Entered school midyear. Made accelerated progress on programme.
	18	18	21	20	3	2	In receipt of SALT. On school's vulnerable children list. Parents refused other professional support
	16	15	18	19	2	4	Received intervention for only 12 weeks. Made increased accelerated progress whilst on programme.
	16	16	21	21	5	5	
	18	18	22	22	4	4	
	13	14	22	22	9	8	

Reading	Writing
16/18 (88.8%) made expected or better progress in reading	16/18 (88.8%) made expected or better progress in reading

Outcomes – at end of KS1

Reading	Writing
7/18 children (38.8%) met age-related expectations (as opposed to 8/19 children (42.1%) met age-related expectations in 16-17 & 4/15 or 26.6% in 15-16)	6/18 children (33.3%) met age-related expectations (as opposed to 14/19 children (73.6%) 16-17 & 3/15 or 20% in 15-16)

Y1

Number of Children on Intervention: 10– taught by one Teaching Assistant

Outcomes - Progress (Reading & writing) 3 points would be expected/good progress according to the school's tracking system. Anything above would be very good/outstanding progress

Child	Reading score at start of year	Writing score at start of year	Reading score at end of year	Writing score at end of year	Progress in Reading	Progress in Writing	Comments
	15	14	19	18	4	4	
	15	15	19	18	4	3	
	13	13	19	18	6	5	On school's vulnerable children list
	15	14	19	18	4	4	

	15	13	19	18	4	5	In receipt of SALT. Has subsequently received ASD diagnosis
	15	14	18	18	3	4	On school's vulnerable children list
	13	13	18	17	5	4	
	13	13	18	17	5	4	
	13	13	19	18	6	5	
	13	13	19	18	6	5	Hearing impairment

Reading	Writing
10/10 children (100%) made expected/good progress in reading	10/10 children (100%) made expected/good progress in writing

Reading	Writing
7/10 children met end-of-year age-related expectations	0/10 children met end-of-year age-related expectations

LCU - Literacy Catch Up – Wave 2 Reading & Writing Intervention

Description:

LCU is a wave 2 programme. It is facilitated in a similar way to the FFT programme but there are fewer sessions a week and the children are supported in small groups rather than 1:1

One child left the school while engaged in the programme

Outcomes - Progress (Reading & writing) 3 points would be expected/good progress according to the school's tracking system. Anything above would be very good/outstanding progress

Y2

Child	Reading score at start of year	Writing score at start of year	Reading score at end of year	Writing score at end of year	Progress in Reading	Progress in Writing	Comments
	18	18	21	22	3	4	On school's vulnerable chn's list
	18	18	20	20	2	2	
	18	18	22	21	4	3	
	18	18	19	20	1	2	On school's vulnerable chn's list
	18	18	20	21	2	3	On school's vulnerable chn's list
	18	18	20	20	2	2	On school's vulnerable chn's list
	18	17	21	21	3	4	
	18	18	21	21	3	3	On school's vulnerable chn's list
	18	18	19	19	1	1	On school's vulnerable chn's list
	18	18	22	22	4	4	

Outcomes - Progress (Reading)

5/10 (50%) children made expected/good progress compared to all (4/4) (100%) children last year.

Outcomes - Progress (Writing)

6/10 (60%) children made good or outstanding progress compared to (3/4)(75%) children last year.

Outcomes – results at end of KS1

Reading	Writing
2 children (20%) met age-related expectations in reading	2 children (20%) met age-related expectations in reading
8 children (80%) did not meet age-related expectations	8 children (80%) did not meet age-related expectations

Y1

Number of Children on Intervention: 4

(Outcomes - Progress (Reading))

Child	Reading score at start of year	Writing score at start of year	Reading score at end of year	Writing score at end of year	Progress in Reading	Progress in Writing	Comments
	13	13	18	18	5	5	
	13	13	17	17	4	4	
	15	15	18	18	3	3	
	15	13	19	18	4	5	

Outcomes - Progress (Reading)

4/4 (100%) of children made expected/good progress compared with 100% (8/8 last year)

Outcomes - Progress (Writing)

4/4 (100%) of children made expected/good progress compared with 100% (8/8 last year)

Reading	Writing
0/4 met end of year expectations in reading	0/4 children met end of year expectations in writing

MCU – Maths Catch-Up – Maths Wave 2 Intervention

Description:

MCU is a wave 2 intervention programme taught in small groups –usually between 2-4 children.

Y2

Number of Children on Intervention: 21– split between 3 Teaching Assistants

Child	Maths score at start of year	Maths score at end of year	Progress in Maths in year	Total Progress in Maths since EYFS	Comments
	16	19	3	6	
	17	19	2	6	
	18	21	3	8	
	18	22	4	7	
	19	22	3	8	
	17	19	2	4	
	18	22	4	7	
	18	20	2	5	
	16	21	5	7	
	17	20	3	6	
	Left midyear				
	19	22	3	9	
	18	21	3	7	
	18	21	3	7	
	17	20	3	5	
	18	20	2	6	

11/15 made good/expected progress compared to 21/21 children last year

4/15 made less-than expected progress compared to 0/21 last year

12/15 made expected/good levels of progress from EYFS

Outcomes – results at end of KS1

Maths Catch Up Y2

4/15 (27%) met age-related expectations at end of KS1 compared with 13/21 (62%) last year.

Y1

Child	Maths score at start of year	Maths score at end of year	Progress in Maths	Comments
	14	18	4	
	13	18	5	
	13	18	5	
	13	17	4	
	13	18	5	
	15	18	3	
	15	18	3	
	13	18	5	
	13	17	4	
	13	18	5	
	13	19	6	
	13	17	4	
	14	18	4	
	14	17	3	
	13	19	6	
	13	16	3	

All children made expected/good progress

Maths Catch Up Y1

2/16 met age-related expectations compared to 0/4 last year

Maths – Becoming 1st Class @ Number

Becoming 1st Class @ Number is a small group maths intervention. Children are taught in groups of 4. The aim is to build confidence and to fill in missing gaps in the children's knowledge and skills. The intervention was run by 1 Teaching Assistant.

Y1

Child	Maths score at start of year	Maths score at end of year	Progress in Maths	Comments
	13	16	3	Removed from Maths Catch Up due to limited progress and placed on 'Becoming 1 st Class @ Number'.
	14	17	3	Removed from Maths Catch Up due to limited progress and placed on 'Becoming 1 st Class @ Number'.

	14	17	4	Removed from Maths Catch Up due to limited progress and placed on 'Becoming 1 st Class @ Number'.
	14	17	3	Removed from Maths Catch Up due to limited progress and placed on 'Becoming 1 st Class @ Number'.
	4	16	12	
	10	17	7	
	13	16	3	
	10	16	6	

Outcomes – results at end of Y1

Maths – Becoming 1st Class @ Number

0/8met age-related expectations for the end of year 1 – though this was not expected

Arrangements for Identification & Assessment of SEND pupils

SEND children were identified via several methods. Firstly, children receiving support from outside agencies such as Speech and Language Therapy (SALT); Occupational Therapy (OT); Children’s and Adolescent Mental Health Service (CAMHS); Children’s Sensory Team (CST) and children requiring support from the Educational Psychologist (EP) were automatically included.

Children were identified mid-year through a graduated response. The children were identified by members of staff and meetings were held with parents regarding removing barriers to learning. Following a short monitoring period, children were either referred to other agencies, had their levels of support or intervention amended or staff continued to monitor progress over time.

Update on SEND Provision Arrangements (Curriculum and interventions)

Becoming 1st Class @ Number – speaking with staff member 23.4.18

What do you think about Beginning 1st Class at Number?

I like the way the focus is on reasoning and different ideas of quantities and models. Always giving a reason.

What are you noticing about the children’s progress – doesn’t focus much on writing the numbers. The topic wasn’t supposed to show them the numerals – but the staff member adapted the programme to include this.

One child was not comfortable with identifying numerals to 5 when the programme started but has made very good progress.

The emphasis on exposing children to different models of number operations and visual aids was noted as good and useful to the children.

Conclusion: for children with very low mathematic skills, the programme seems to support their progress well.

SEND Budget allocation for past 12 months

The school received £19,207 in total. The SEND expenditure was used to cover the cost of staff salaries, specialist equipment and resources to a total of £24,063.32. This is a reduction of just over £27K when compared to the previous year and is due to falling pupil numbers on the school roll and fewer children with entering the school with EHCPs or securing them during their time at the school.

Going forwards, the amount is likely to continue to diminish due to changes to funding to support SEND in schools by Harrow (previously, the first £12K was given to each school to cover the cost of the first two children requiring or working towards receiving an EHCPs). This money is now not being given to schools, from 2019/20.

The needs of several children in school has meant that staffing costs for the year (to provide 1:1 support) were significantly above what was budgeted for whilst the school also deployed other teaching support staff not specifically recruited to support specific SEND learners to work with such learners.

SEND Staffing Resources

- Staff illness and a lack of resources to cover programmes (which require staff running them to have received

- specialist training) will undoubtedly have impacted on results. This pressure is likely to continue.
- Given shortfalls in school budgets going forward, it may well be necessary to reduce the amount of money spent on staffing resources.

Complaints relating to SEND in past 12 months

*There have been **no complaints relating to SEND in the last 12 months.***

SEND School CPD arrangements in past 12 months

- Training regarding Neurodiversity (following Inclusion Manager receiving training on 12/10/17 by Patoss) this was cascaded to staff on 16/01/2018. Resources included an assessment tool which staff have used to identify possible areas of need of children.*
- Training was provided by the Children's Sensory Team on 25/05/17 on how to support children with glue ear in the classroom.*
- A request was made for the Advisory Teacher for Autistic Children, Jane Bevan-Cotton, to observe an ASD child who was having particular behavioural difficulties and who may have faced exclusion. Suggestions were put in place by the Class Teacher, TA and Inclusion Manager, resulting in improved outcomes regarding behaviour.*

SEND Parent Partnership activities in past 12 months

Seminar Lessons - half-termly parent seminar lessons are facilitated for parents in all year groups which support them in developing an understanding of how the curriculum is taught to their children within their current year group but also in the next year group, prior to transfer. Parent feedback has been positive and sessions are always well-attended.

Reading Club - the school hosts a Year 1 after-school reading club in which pupils are targeted who require support to improve their reading skills in order to meet age-appropriate expectations. Parents attend these after school sessions which last for 30 minutes once a week and are given gap tasks relating to the week's input. The school removes all barriers to maximize attendance, encouraging parents to bring along other siblings. This has had a positive outcome on the attainment of the pupils by the end of KS 1. The course has run for several years and parents have provided glowing feedback.

Closing the Gap Groups - targeted support for families whose children's attainment requires improvement.

Y2 families - 5 families attended. 8 families attended; one family left the school and 2 other families had limited attendance due to their children's health.

Outcomes: all children made progress in terms of common exception words, they learned to sight read over the course of the sessions – with, on average an increase of 24 words per child. All parents fed back that the course had been useful and all were able to list examples of new learning.

Y1 families – 11 families attended the course at the start. 5 families attended more than half of the sessions. Sibling illness was often an issue resulting in non-attendance.

Outcomes: All of the parents completing the course felt it had been useful and were effusive in their praise.

Literacy & Maths open weeks – seminar lessons for parents to come and observe the sessions in their child's class

Family Learning – run in partnership with Harrow College - the intergenerational course seeks to provide a high-quality learning programme for adults and families. The aim is to increase and widen participation in learning, promote the wider benefits of learning, enable people to develop skills, knowledge and confidence, and encourage a culture of life-long learning through progressing learners to further study.

ESOL – 10 parents of families in the schools did ESOL courses. 9/10 parents passed and so are eligible to attend further courses to improve their English through support from Stanmore College.

Impact of partnerships with external agencies and other schools to improve quality of SEND provision in past 12 months

Harrow School Counselling Partnership

HSCP is a 'wrap-around service' available to children, parents and staff. 2 counsellors see up to 4 children for 1:1 sessions once a week. In addition, the Counselling Services Manager meets with parents and staff and smaller groups of children who self-refer to the service.

Summary of intervention and impact:

Adhoc Meetings

Meeting with child and member of staff	Meeting with parent and child	Meeting with parent and member of staff	Staff meeting	Adhoc meeting with staff	Facilitate meeting with 2 or more members of staff	LAC/TAF /TAC/PEP Meetings	Observation	Classroom intervention	Group	Other	Total
18	1	5	1	21	1	0	3	12	0	5	67

Service to Staff

Number new staff referral received	Total number staff visits to service	Male	Female	Number unique staff members supported	Number staff receiving ongoing therapeutic support
9	50	0	9	9	4

Parents' Drop ins

Individual referrals							Couples / family referrals				
Number new parent referrals	Total number parent visits to service	Number unique parents supported	Number receiving ongoing therapeutic support	No. onward referrals to other agencies	Male	Female	Number new couple / family referrals	Total number couple / family visits to service	Number unique parents supported	Number receiving ongoing therapeutic support	No. onward referrals to other agencies
5	18	8	1	0	2	6	0	0	0	0	0

Lunchtime Drop in Service

Total number referrals to service	Total number child visits to service	Total number children still to be seen	Number children cancelled	No. unique pupils	No. making repeat visits	Average no. of repeat visits	% Children on roll	Male	Female	F	KS1	KS2	EAL	PP	None	SEN
168	168	0	0	62	30	4.5	19.9%	21	41	0	68	67	113	23	112	23

Impact on children’s progress and attainment:

Progress:

Name	Year Group	Progress in year prior to receiving therapy maths	Progress in year prior to receiving therapy reading	Progress in year prior to receiving therapy writing	Progress in 1 st year of receiving therapy maths	Progress in 1 st year of receiving therapy reading	Progress in 1 st year of receiving therapy writing
	2	Accelerated	Accelerated	Accelerated	Limited	Expected	Limited
	2	Accelerated	Accelerated	Accelerated	Accelerated	Accelerated	Expected
	2	Expected	Expected	Expected	Limited	Limited	Expected
	1	Accelerated	Accelerated	Accelerated	Limited	Expected	Limited

Impact on children’s progress and attainment:

Attainment:

Name	Year Group	Attainment in year prior to receiving therapy maths	Attainment in year prior to receiving therapy reading	Attainment in year prior to receiving therapy writing	Attainment in 1 st year of receiving therapy maths	Attainment in 1 st year of receiving therapy reading	Attainment in 1 st year of receiving therapy writing
	2	Below	Below	Below	At	At	At
	2	Well below	Well below	Well below	Well below	Well below	Well below
	2	Below	Below	Below	Below	Below	Below
	1	Well below	Well below	Well below	Well below	Below	Well below

Progress and attainment of the children receiving the intervention was disappointing. Numerous factors could have contributed: the children may have received interventions in the year prior to this support, meaning their progress was accelerated; the group is a small sample and may not be statistically significant.

The support the school has received from the service has been outstanding. The CSM has provided bilingual support for Arabic children in school and has happily given of her time to support translation between the school and families. This has e.g. led to the school gaining information that one child had been severely traumatized when in transit to the UK.

Support between KPINs and other settings:

- In February 2018, the school facilitated a visit from 2 teachers and 2 members of support staff from Park High School to model the teaching of phonics and guided reading. Knowledge gained from the session was applied within interventions facilitated at the High School. Evaluation forms received rated all input provided by the school as excellent (17) very good (12) or good (1). All attendees felt their personal skills or knowledge had been improved following attendance at the session. Teaching sessions observed were rated as very good (2) and excellent (2)
- We continue to work closely with external agencies including Speech and Language Therapy; Educational Psychology Service; Children’s Sensory Team; Occupational Therapy; Early Support, Home Start.

Priorities for improvement of the school’s SEN provision for the next 12 months

Key priorities for improvement for the next 12 months

- *Continue to identify children who can be supported to make progress in-line with age-related expectations (ARE)*



- *Continue to regularly track support and input to measure impact and collate evidence to support future requests for EHCP*
- *Review and develop an action plan following the school's third year with accreditation as a Centre of Excellence (Inclusion Quality Mark). Now a Flagship school*
- *Ensure all TAs leading interventions have a knowledge and understanding of how to track progress in-line with assessment without levels*
- *Continue to ensure that Phonics is taught accurately and well and that children achieve in-line with expectation in the PSC*
- *Investigate further Maths intervention programmes – although children made good progress in Maths Catch Up, the feeling is that the impact of this programme depends on heavily adapting it. We will explore possible other alternatives.*