

St. Hild's Church of England School

Report to Governors on SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

Academic Year 2017-2018

The report focuses on pupil progress alongside monitoring and evaluation of the Special Educational Needs policy of St. Hild's Church of England School.

1. Update on the school's implementation of the SEND system

*** How St. Hild's Church of England School supports pupils in the SEN support category, (a combination of the previously school action/school action plus categories).**

The legal definition of SEN is that a child has SEN if:

- they are progressing at a significantly slower rate than the majority of children their age, and
- require provision that is additional to or different from the services usually provided in the school

At St. Hild's Church of England School, we strive to achieve successful outcomes for children by fully implementing the SEND Code of Practice 2015. The graduated response model of SEN support for individual pupil needs is evident in our planning and daily practice. We distinguish between the two levels of support on our SEND registers by using (K1) and (K2).

(K1) replacing (SA) – demonstrates that we are supporting children with alternative learning resources or teaching strategies to facilitate progress.

(K2) replacing (SAP) – this is as above with additional input from external agencies e.g. Speech and Language team, CAMHS or Educational Psychology team to facilitate progress.

At St. Hild's Church of England School, education, health and care (EHC) plans are in place for children who need more support than is available through SEN support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. At St. Hild's Church of England School, 6 children had an EHC plan. An EHC plan in Hartlepool Local Authority (LA) is known as a 'ONE Plan'.

Access Plans which detail individual needs for pupils who access SEN support including those with EHC plans are reviewed termly with the parent/carer and child, SENDCo, and all professionals involved.

The review gives the opportunity for the parent/carer and child to be involved in discussion about progress in relation to targets, review of support and intervention, and opportunities outside of the classroom to support with learning.

| Previously: | Now: |
|------------------------|------------------|
| School Action (A) | SEN Support (K1) |
| School Action Plus (P) | SEN Support (K2) |
| Statement (S) | EHC plan (E) |

*** St. Hild's Church of England School Statistics: Special Educational Needs 2017/2018**

| | Yr.7 | % of Yr.7 | Yr.8 | % of Yr.8 | Yr.9 | % of Yr.9 | Yr.10 | % of Yr.10 | Yr.11 | % of Yr.11 |
|--------------------|------|-----------|------|-----------|------|-----------|-------|------------|-------|------------|
| SEN Support - K | 29 | 20.4 | 35 | 26.5 | 29 | 22.0 | 27 | 20.3 | 19 | 15.4 |
| EHC Plan - E | 1 | 0.7 | 1 | 0.7 | 1 | 0.7 | 1 | 0.7 | 2 | 1.6 |
| Total | 30 | 21.1 | 36 | 27.2 | 30 | 22.7 | 28 | 21.0 | 21 | 17.0 |
| Total in Yr. Group | 142 | | 132 | | 132 | | 133 | | 123 | |

| | School Total | % of School | | DfE SEN Statistics January 2018 | % of Total Pupil Population |
|-----------------------------|--------------|-------------|--|---------------------------------|-----------------------------|
| SEN Support - K | 139 | 21.0 | | SEN Support - K | 11.7 |
| EHC Plan - E | 6 | 0.9 | | EHC Plan - E | 2.9 |
| Total | 145 | 21.9 | | Total | 14.6 |
| Total of all pupils on roll | 662 | | | | |

During the summer term, June 2018, the overview of special educational needs in school showed that the percentage of pupils at St. Hild's Church of England School supported at SEN support was 21.0% (a decrease from the previous year of 22.3%) and with an EHC Plan 0.9% (an increase from the previous year of 0.7%) giving a total with special educational needs of 21.9% (a decrease from the previous year of 23%). Using the published DfE SEN statistics of January 2018, the national percentage was 14.6% (an increase from the previous year of 14.4%). The decrease in SEN support is reflected in the work of the SEND team working closely with school staff, external agencies and parents/carers to ensure pupils are given access to SEN support when needed and the underachievement of pupils is rigorously challenged by all tiers of management to secure better outcomes for children. Pupils making good progress are moved to the monitoring stage of the SEND register and those identified with an identified SEND need are moved on to the SEND register.

*** How St. Hild's Church of England School implements the graduated approach**

St. Hild's Church of England School have developed an informative approach, accessible by all teaching and support staff for the referral of a pupil with indicative additional needs. Once a potential SEND need is identified, four types of action are employed as part of a graduated response model to ensure effective support is put in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress.

The four actions are:

1. **Assess:** the class teacher and SENDCo will clearly analyse a pupil's needs before identifying a pupil as needing SEND support.
2. **Plan:** parents/carers will be notified wherever it is decided that a pupil is to be provided with SEND support.
3. **Do:** the subject teacher will remain responsible for working with the pupil. Where the interventions involve group or 1:1 teaching away from the main subject teacher, he/she should retain responsibility for the pupil.
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date.

Request for Statutory Assessment

If a pupil is experiencing significant difficulties, a request for statutory assessment can be made which is usually requested by the school, but can also be requested by a parent/carer or external agency to the LA. An Education, Health and Care Plan (EHC) will only be implemented if the panel who consider this referral is satisfied that the school has taken every step possible to support the pupil but is unable to provide the level of support needed alone.

An EHC plan will normally be provided in situations where, after statutory assessment, the LA considers that the child's needs are such that additional provision is required to that which the school is able to offer. The EHC plan will include details of targets set for the pupil.

*** Information about statutory assessments for EHC plans that have been submitted by St. Hild's Church of England School to the local authority**

During the last academic year 2017-2018, St. Hild's Church of England School put forward to the LA SEND Panel, two individual requests for statutory assessment. Both requests for statutory assessment were declined. The first declined request for statutory assessment was reviewed by the school and the information was submitted to an alternative provision. Although this was declined the school continues to work with the parent and child to secure appropriate educational provision.

The second declined request for statutory assessment upon the child leaving school was resubmitted by an external agency with additional information and was successful in achieving statutory assessment for the child. Another request for statutory assessment for a child was made by an external agency and was successful in achieving statutory assessment for the child.

*** Timescales for the transfer of statements to EHC plans at St. Hild's Church of England School**

In partnership working with the LA SEND team, 6 children with additional special educational needs at St. Hild's Church of England School have an EHC plan in place.

*** Reports from meetings at St. Hild's Church of England School between the SENDCo and the SEND governor**

During 2017-2018 the SENDCo and SEND governor continued to meet in school to discuss all aspects of SEND provision. Meetings were productive and discussions focused on SEND finance and achieving best value with the resources available at our disposal including the resources for pupils with EHC plans and the support they receive with the additional financial support provided by the LA and the deployment of SLSAs – Specialist Learning Support Assistants to support pupils with additional needs.

2. Identifying pupils with SEND

*** How the school identifies children with SEND**

The SEND referral system for early identification of potential additional needs of pupils is now well established in school. Referrals are made by classroom teachers and support staff at teaching and learning level where an additional need may be evident and for the sharing of good practice and progress of pupils already identified as having additional needs. The referral process challenges staff to identify what strategies they have implemented at classroom level to overcome potential barriers to learning before additional support is required from the SEND team. Following referral a SEND response follows up with outcomes and actions to be implemented for the pupil.

*** What happens once a pupil has been identified**

As previously documented, once a potential SEND need is identified, four types of action are employed as part of the graduated response model to ensure effective support is put in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress.

The four actions are:

1. **Assess:** the class teacher and SENDCo will clearly analyse a pupil's needs before identifying a pupil as needing SEND support.
2. **Plan:** parents/carers will be notified wherever it is decided that a pupil is to be provided with SEND support.
3. **Do:** the subject teacher will remain responsible for working with the pupil. Where the interventions involve group or 1:1 teaching away from the main subject teacher, they retain responsibility for the pupil.
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date.

3. Progress made by pupils with SEND

This is a general overview and pupils are not named.

The GCSE results for SEND for the academic year 2017-2018 are below. Boys and Girls continue to perform similarly compared on their Progress 8 (P8) score, but both being well below the school P8 score. Pupil Premium data shows that Girls performed better than Boys, but again both were well below the school P8 score. Non-Pupil Premium Boys performed well in the context that their P8 score was closer to the school P8 score.

| Yr.11 2017-2018 Examination Data July 2018 | Number of pupils at the end of KS4 | Progress 8 score Data from Exams July 2018 | Attainment 8 score Data from Exams July 2018 | Grade 5 or above in English and maths GCSEs July 2018 | Grade 4 or above in English and maths GCSEs July 2018 | Achieving EBacc at grade 5/C or above July 2018 |
|---|--|--|---|---|---|--|
| Hartlepool (2018) | | -0.48 | 42.0 | 37.4 | | |
| England - state-funded secondary school (2018) | | -0.02 | 46.4 | 43.0 | | |
| Yr.11 | 122 | -0.659 | 41.33 | 32 | 54.1 | 8.2% Standard 4.9% Strong |
| Yr.11 non SEND | 101 | -0.437 | 46.06 | 38.6 | 65.3 | 9.9% Standard 5.9% Strong |
| SEND | 21 | -1.719 | 18.60 | 0 | 0 | 0 |
| Boys | 14 | -1.729 | 18.54 | 0 | 0 | 0 |
| Pupil Premium | 8 | -2.092 | 15.79 | 0 | 0 | 0 |
| Non Pupil Premium | 6 | -0.978 | 24.83 | 0 | 0 | 0 |
| Girls | 7 | -1.699 | 18.71 | 0 | 0 | 0 |
| Pupil Premium | 5 | -1.680 | 17 | 0 | 0 | 0 |
| Non Pupil Premium | 2 | -1.747 | 23 | 0 | 0 | 0 |

* How St. Hild's uses interventions to impact on the progress of pupils with SEND.

IDL – Indirect Dyslexia Learning, Reading and Spelling Programme, Intervention

St. Hild's Church of England School continues to use IDL as our specialist reading and spelling programme for pupils with the specific learning difficulty of dyslexia. Since IDL was introduced in March 2017, 144 pupils have accessed IDL with 49 completing for assessment as of December 2018. The average improved reading age for this group of pupils is 1 year 0 months (an increase from 10 months – July 2017) and the average improved spelling age is 10 months (an increase from 7 months – July 2017).

4. SEND funding

* How the school's SEND funding is allocated and spent

The school receives a notional funding for SEND. At the start of January 2018, the SEND team was restructured with 8 SLSAs employed to provide support in the classroom for pupils with additional needs. This was reduced from 9 from the previous year with 2 SLSAs taking up teaching positions and 1 teacher becoming an SLSA within school. This group of school staff are paid for from the notional SEND funding and Pupil Premium funding.

Each SLSA has a SEND specialism linked to the four broad areas of need from the SEND Code of Practice 2015.

The four areas of need are:

- * Communication and Interaction
- * Cognition and Learning
- * Social, Emotional and Mental Health Difficulties
- * Sensory and/or Physical Needs

The SLSAs and their SEND specialism continue to be linked to curriculum areas which best suit each individual job role. For example the SLSA for Cognition and Learning, Specific Learning Difficulties: Dyscalculia – difficulties with numeracy, is linked to the curriculum area of Maths and Computing.

SLSAs may be required to work in an additional curriculum area or SEND specialism other than their own. Through tailored and personalised access to high quality Continuing Professional Development (CPD) SLSAs are becoming more advanced in their SEND specialism and curriculum area. SLSAs support pupils with SEND needs in specific curriculum areas to improve levels of progress. Part of the SLSA job role is to provide cover for lessons when required.

The school receives additional funding for those pupils with EHC plans. This additional funding allows for increased levels of classroom support when required, taking in to careful consideration the promotion of independent learning for pupils.

*** Who is responsible for this**

SENDCo liaises with the Local Authority SEND team regarding EHC plan funding and the school bursar regarding the notional funding for SEND.

5. Staff development

*** The staff development that has been offered on SEND**

During the last academic year 2017-2018 the SEND team undertook whole school CPD as coordinated by the whole school training programme and more specifically to the role of the SLSA, a range of courses across the SEND range of needs including:

| |
|--|
| Access Arrangements for pupils during assessment |
| First Aid competence |
| ELSA – Emotional Literacy Support Assistant |
| Living Mindfully |
| Deaf Awareness Championing |
| Church cluster: Teaching and Learning moderation |

6 of the 8 SLSAs are now trained as Emotional Literacy Support Assistants (ELSA), following CPD on offer from Hartlepool Educational Psychology Service. The remaining 2 SLSAs will undertake training during 2019.

This CPD was designed to build capacity of school staff to support the emotional needs of pupils within their own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

The CPD included training from Educational Psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills. ELSAs are trained to plan and deliver programmes to support pupils who are experiencing social, emotional and behavioural difficulties. ELSA's are supported with clinical supervision by the Educational Psychology Service.

The CPD covers 10 modules:

- Emotional Literacy and Raising Emotional Awareness
- Self Esteem
- Communication Skills and Working with Children
- Anger Management
- Social Skills Training
- Introduction to Autism
- Use of Puppets
- Friendship Skills
- Therapeutic Stories

6. Work with external agencies

*** The range of external support services that work in partnership with St. Hild's Church of England School**

Hartlepool Children & Adult Services Department

Hartlepool Information, Advice and Support Services

Hartlepool Educational Psychology Service

Tees, Esk & Wear Valley CAMHS - Child and Adolescent Mental Health Services

Middlesbrough Hearing Impaired/Visually Impaired Service

Hartlepool Speech and Language Service

Hartlepool School Nurse Service

Family Support Hub - first contact for pupil and family support services

Hartlepool Child in Care Services

Hartlepool Occupational Therapy Service

Hartlepool Physiotherapy Service

Harbour – family support services