



SENCo's Annual Report to Governors



Name of School: Pinner Park Junior School

SENCo: Mr. D. English

Date of report: July 2018

SEN Governor: Mr. S. Keely

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

- The quality of SEND provision in the school over the past 12 months is good.
- Pinner Park Junior School was judged to be "good" by Ofsted in February 2017. In November 2017, a one day review by a representative from the Inclusion Quality Mark led to the school achieving "**Flagship Status**" for its commitment to inclusion.
- The Inclusion Leader has been in post since September 2016 and has achieved the national accredited NASENCO qualification – Spring 2017.
- SEND Provision continues to be provided in line with policies and practices which comply with the 2014 Code of Practice, and expectations following the development assessment without levels and the new primary national curriculum.
- Attainment for SEN pupils at the end of Key Stage 2 was slightly below national average for in 2018. A greater proportion of SEN pupils achieved or exceeded national expectations in Maths in 2018 compared to 2018.
- Attainment for SEN pupils nationally is below that of their non-SEN peers. SEN pupils at Pinner Park Junior School make good progress from their end of Key Stage 1 starting points.

SEND Profile for past 12 months

A central register is kept of pupils with additional needs. These are either deemed to be 'SEN Support' or 'SEN Monitoring'. SEN support children have an Education, Health and Care (EHC) Plan or been at 'School Action Plus' under the previous Code of Practice. Those children previously at 'School Action' are now recorded as 'SEN Monitoring' and are now supported by the class teacher within the class setting.

- 71 pupils on the SEN Register
- 2 pupils with EHC plans
- 52 pupils are at SEN Support (including the 2 EHC Plan pupils)
- 19 pupils are at SEN Monitoring

There are no significant changes in numbers from 2016-2017, taking in to account that the school is now fully expanded and there are now four classes in each year group. This represents 14.7% of the school population (480 pupils) on the SEN data-base.

10.8% of the school population is at the stage of SEN Support.

1% of the school population has a Statement of Special Educational Need or have EHC plans. These percentages are slightly reduced from last year. By the end of the Summer Term 2017 all Statements were transferred to EHC Plans following successful Transfer Reviews carried out and submitted to the SEN Assessment and Review Service (SENARS).

Of the 2 pupils with EHC Plans, 1 has a diagnosis of Autistic Spectrum Disorder (ASD) and 1 has a diagnosis of Speech, Language and Communication difficulties.

There are also children with diagnoses of ADHD, ASD and SpLD (Specific Learning Difficulties – Dyslexia and Dyscalculia) within the SEN Support Group, but who do not meet the criteria for EHC plans. These pupils are supported within the school's own resources.

Progress & Achievement of SEND pupils in past 12 months

At Pinner Park Junior School on-going "teacher assessment" is carried out using the Classroom Monitor system and there is regular moderation activity amongst teachers and with schools in the local cluster to validate teachers' judgements.

Outcomes for KS1-KS2 SEND Y6 pupils at:

SEN Support Pupils and EHC Plan Pupils (17 pupils)

- In **Maths** 50% (6 pupils) achieved or exceeded national expectations.
- 80% made or exceeded the expected progress from Key Stage 1.

- In **Reading** 33% (4 pupils) achieved or exceeded national expectations.
- 60% made or exceeded the expected progress from Key Stage 1.

- In **Spelling and Grammar** 42% (5 pupils) achieved national expectations.

- In **Writing** 33% (4 pupils) achieved national expectations.
- 73% made or exceeded the expected progress from Key Stage 1.

Arrangements for Identification & Assessment of SEND pupils

- SEND pupils are identified at the start of the year through liaison with Infant School (in the case of the Year 3 pupils) and close monitoring of existing SEND pupils throughout the year for all other year groups.
- Where a new learning issue is identified mid-year, this is discussed in half-termly pupil progress meetings, where under-achievement is identified and strategies discussed to address gaps in learning. The Inclusion Leader attends all pupil progress meetings and strategies are implemented within the classroom for initial concerns as the first response in a graduated response model. (Wave 1 intervention)
- This is then reviewed and classroom support and monitoring will either continue or teachers will discuss needs with the Inclusion Leader and document strategies tried and outcomes for consideration of further assessment as the next step in the graduated response. An SEN Support Plan (SSP) is written for children at SEN support or the next step in the graduated response and these are reviewed termly. A termly meeting is held with parents to discuss reviewed SSPs. (Wave 2 intervention)
- Where a child is new to the school and there are concerns which are expressed, the previous school will be contacted to ascertain if there are identified special needs. If there are, strategies will be put in place to support the child. If no identification has been made, then procedures in the graduated response will be followed as outlined above.
- This is in accordance with the SEND Code of Practice 2014, with a greater emphasis on intervention by the Class Teacher in the first instance, Year group teams now take greater responsibility for interventions and their responsibility is embedded in the paperwork for pupil progress meetings, which is based on the 'assess, plan, do, review' model advocated in the 2014 SEND Code of Practice.
- If a child needs further specialist support, a referral to external agencies (e.g. Educational Psychology, Speech and Language Therapy, Occupational Therapy, Support Teachers for ASD, Child and Adolescent Mental Health Services) may be made. (Wave 3 intervention)

Update on Equalities & Accessibility arrangements

- SSP monitoring and Pupil Progress Meetings show that 'SEN Support' pupils are often making above expected progress. It is important to retain measures of progress for SEND pupils as they are likely to be working below national expectations for their age group due to their additional needs.
- Accessibility arrangements have not changed significantly during the past year, following several phases of significant building works over a number of years where adaptation were made to increase accessibility.
- The new building is now part of the accessibility plan.
- Access arrangements and provision are outlined in our SEND Information Report, available on our website.

Update on SEND Provision Arrangements (Curriculum and interventions)

- The curriculum is constantly reviewed and updated to ensure it is engaging to all learners. Curriculum changes have been made in line with the new Primary Curriculum introduced in 2014 and the inclusion of SEN pupils has been monitored through observations by the Inclusion Leader, specifically looking at inclusive strategies in use in the classroom, particularly during whole class sessions.

Wave 1 interventions are part of Quality First Teaching and include differentiated tasks and explanations. In the Spring Term 2017, Read, Write Inc. Spelling was rolled out across all year groups for pupils of all abilities. The structured and repetitive nature of this programme has been especially beneficial to many pupils with additional needs. Reciprocal Reading has been introduced in every year group following CPD for class teachers, delivered by our Educational Psychologist. Target group for a pilot of Reciprocal Reading were identified and the impact of this will be evaluated at the end of the year. An on-going focus for 2017-18 has been the use of concrete, pictorial and abstract representations in Maths and developing the use of a range of visual representations – there has been an emphasis on the use of the “bar model” which children of all abilities can use to record and demonstrate their understanding of a range of mathematical concepts. The continued development of ‘deeper learning’, particularly in Maths has also been a focus. Wave 1 strategies are monitored through Pupil Progress Meetings and the inclusive strategies observations and show that teachers and learning assistants are skilled in using a range of strategies to include and motivate children in lessons. Differentiation and support is also monitored through performance management observations. “Teaching & Learning coaches” have provided support for teachers new to the profession or new to the UK in modelling a broad range of strategies and best practice.

Wave 2 interventions are targeted at under-achieving groups and include:

- Smart Reading, (which encompasses building phonic skills, decoding of texts, and comprehension skills) Available to all Year Groups.
- Targeted interventions for literacy and Maths skills, which address specific needs identified by the teachers. Available to all Year Groups.
- Speech and Language interventions in Y3 and Y4 for targeted children, delivered by a specially trained teacher liaising with the Speech and Language Therapist.
- Pre-teaching – all year groups.
- Trained Learning Mentors to overcome barriers to social inclusion.
- Use of appropriate resources e.g. visual timetables, social stories, work stations for children with Autism .
- Dynamo Maths, an online program tackling basic concepts in Maths. – mainly Y3 and 4.
- English as an Additional Language (EAL) support provided by an EAL HLTA (Higher Level Teaching Assistant) to all year groups and a Y6 able EAL group targeting reading comprehension skills.
- First Class @ Number programme for groups of Year 3 and Year 4 pupils to consolidate basic number skills in Maths.
- Reciprocal Reading focus groups delivered in the form of “Book Clubs” for targeted pupils.

Wave 3 interventions are individual and include:

- Rapid Reading – mainly focused in Y3 and Y4 – a comprehensive ‘catch-up’ scheme, where children are heard reading regularly and discuss their understanding of the texts
- Support programmes for Dyslexic pupils delivered by a specialist teacher.
- ‘Wave 3’ Maths programme for targeted pupils needing support in the acquisition of basic Maths skills.
- Precision Teaching for discreet literacy and numeracy skills. Available to all year groups.

SEND Budget allocation for past 12 months

This will be addressed in the Finance Committee.

Provision Mapping provides an accurate record of the support that has been provided to individuals and groups of pupils and this information can be used to identify the cost of different forms of support provided.

SEND Staffing Resources

- The Assistant Headteacher, Inclusion is the SENCO and is employed full-time to oversee the leadership of SEND, EAL, Able, Gifted and Talented pupils and acts as line manager to the learning support staff. He also assists the Headteacher in her role as designated Child Protection teacher. Since January 2018 he has been in shared role of Acting Deputy Headteacher during the substantive Deputy Headteacher's maternity leave.
- There are 16 Learning Assistants of whom 3 are full-time and 13 part-time.
- In the Summer Term 2017 the Headteacher, Inclusion Leader and Learning Assistant Team carried out a review of the support provided and future resourcing factors. As a result of this review, deployment of Learning Assistants moved towards a more Year Group team approach rather than attaching one Learning Assistant to each class. This change has been monitored and evaluated throughout 2017-2018 and the impact has been largely positive.
- At the time of writing, none of the Learning Assistant team are expected to leave at the end of the Summer Term 2018.
- Two new learning assistants were appointed in the Autumn Term 2017. Following a successful induction programme they have now joined year group Learning Assistant teams and are providing in-class support and delivering a range of intervention programmes.
- There is 1 full-time and 1 part-time Learning Mentor.
- 1 EAL trained Learning Assistant (0.3 FTE)
- 1 support teacher covers PPA time, Y6 interventions and Speech and Language interventions and English as an Additional Language (EAL) interventions. This teacher went on maternity leave Spring 2018 and the appointment of a 0.4 FTE teacher was made to continue the support for EAL pupils.
- Other interventions are also led by teaching staff where there is capacity in their timetables.
- 1 specialist teacher for children with Dyslexia is employed 0.2 FTE.
- We are supported by external professionals; Educational Psychologist, Speech and Language Therapist, Advisory Teachers for ASD, Teacher for Hearing Impaired children.

Complaints relating to SEND in past 12 months

There have been no significant complaints relating to SEND in the past 12 months. Details of how parents / carers can contact the school if they have any comments or complaints can be found on the school website.

SEND School CPD arrangements in past 12 months

- The Inclusion Leader has completed a programme of study which has led to nationally recognised SENCO accreditation. This should have been completed Spring 2018.
- 3 senior leaders attended initial Read, Write Inc. Spelling training delivered at the "Ruth Miskin Training Centre". They then delivered training to the rest of the staff so the programme could be fully rolled out – January 2018.
- Whole staff CPD related to identifying and supporting anxiety in children was delivered as part of our partnership with the Catholic Children's Society – Summer 2018.
- Following the introduction of Reciprocal Reading in 2016-2017, follow-up sessions have been used to review and evaluate progress and to ensure new colleagues are confident with the approach.
- Regular opportunities have been taken to monitor and review the changes made to Learning Assistant deployment following CPD sessions in Summer 2017.
- INSET day time has also been allocated to provide professional development for Teaching Assistants about using effective feedback and supporting pupils to become increasingly independent as learners.
- Learning Assistants have completed the Dyslexia strand of the "Inclusion Development Programme" (e-learning resources provided by the Department for Education).
- Termly twilight sessions have addressed reviewing and writing of SEN Support Plans.
- Epi-pen training has been delivered to all staff and specific medical training to support 2 new pupils with significant medical needs has been delivered by medical professionals.
- Learning Assistants receive weekly (20 mins.) CPD on SEND issues from Inclusion Leader.
- Learning Assistants have yearly appraisals with a shared target.
- Observations are undertaken by the Inclusion Leader with a focus on access to learning in the classroom.

SEND Parent Partnership activities in past 12 months

- The School Information Report and SEN policy are reviewed annually and published on the website.
- There is a comprehensive Parent's Booklet which is up-dated annually and made available to Year 2 parents on their transition information evening.
- The Inclusion Leader is available to discuss SSPs at SEND/Learning Consultations, together with the class teacher.
- Parents / carers of pupils supported by SEN Support Plans have an opportunity to meet with the class teacher and SENCO each time the plan is reviewed and updated. Pupils are also included in these meetings.
- Joint SENCO appointments have been offered to Y2 parents of SEND children to answer any transition questions.
- Annual Review meetings for all EHC Plan pupils have been held and submitted to SENARS. The Inclusion Leader has been invited to, and attended the Annual Reviews for Year 2 pupils who will be transitioning to Pinner Park Junior School in Autumn 2018.
- A number of individual meetings have been undertaken with parents to discuss support for pupils and this generally seems to be parents' preference due to the individual needs of the child.
- Parent Workshops have been run throughout the year by the Learning Mentor and some sessions linked to particular areas of the curriculum have been delivered by members of the teaching staff.
- The programme of "Family Learning", set up in collaboration with Harrow College, has seen modules in Maths and Literacy being delivered on a rotating programme and has also seen the introduction to a healthy eating module.

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

- There have been no significant changes in levels of support from external agencies. Our attached Educational Psychologist has changed twice throughout 2017-2018.
- Our attached Speech & Language Therapist has provided support for a Learning Assistant who has taken on an increasing amount of Speech & Language support – especially for Year 3 pupils.
- We have been supported during the year by Mrs Jane Bevan-Cotton, advisory teacher for children with ASD, who has given advice for one of our ASD children as they prepare to transfer to secondary school.
- Termly SENCO forums continue to be an invaluable networking opportunity to work with other schools.

Other new initiatives in past 12 months to improve quality of SEND provision

- The focus this academic year has been to sustain the good practice that has been developed with our provision-mapping and supporting Quality First Teaching in the classroom as the first phase of our graduated response.
- To support this, the format for the recording of discussions in Pupil Progress Meetings has been changed; class SEND observations have focused on classroom strategies and a consistent record of the interventions delivered to groups of pupils developed.
- Interventions have become increasingly bespoke, with teachers identifying gaps in learning and short targeted interventions put in place to address these needs. Teachers and Year Group Leaders have taken greater responsibility for interventions and progress made as a result of interventions. The format for recording which children are accessing which interventions has been standardised and this provides clarity for provision-mapping.
- **Read, Write Inc. Spelling** was rolled out across all year group in January 2018. This followed whole school self-evaluation and Ofsted lines of enquiry about how children transfer their learning of spelling across their writing. The structured and repetitive nature of this programme has proved to be particularly beneficial to many pupils with additional needs.
- **Reciprocal Reading** has continued to be a focus following its introduction in Spring 2017. Target groups of pupils have been identified in each class and the impact of the programme for those pupils will be evaluated towards the end of the Summer Term 2018.

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

- Good progress has been made with the organisation of meeting regularly with parents / carers of pupils with SEN Support Plans. Opportunities to meet have been provided at a range of flexible times. There is on-going work to do with this process to ensure even more effective systems are in place to ensure attendance at meetings.
- Developing increasingly robust and effective systems for class teachers to refer concerns about potential additional needs to the inclusion leader which include a package of initial, simple diagnostic tools that can inform professional dialogue.
- The transference of skills from interventions to the classroom will continue to be a priority. This will also result in a re-appraisal of how adults work together in the classroom to promote independent learning for our SEND pupils.