



Oakhill Church School

SEND End of Year Report to Governors

2018-2019



SEND Profile for the last 12 months

The SEND department at Oakhill has changed dramatically over the course of the last 12 months. There have been three SENDCos in attendance at various times of the year, one of which was a SENDCo Consultant, employed in June 2018 by the Bath and Wells MAT to provide an audit of SEN provision in the school and support the SENDCo (Freya Bendleton) in developing her skills in SEN alongside her studies for the SENCO Award.

In November 2019, the SENDCo Consultant – Elaine Williams – become more involved in the day-to-day running of the SEN department within the school and spent time:

- raising the profile of SEND across the school
- developing good relationships with the parents of children with SEN
- providing good support for children on the SEN Register
- applying for funding for those children with more significant difficulties that require more support
- embedding structure into the SEN department – managing the Plan, Do, Review cycle across the school
- observing children in lessons
- liaising with outside agencies
- training staff in SEN structures, resources and ensuring that differentiation was being planned for every lesson
- creating a SEND infrastructure of folders that organise the paperwork involved for every children
- creating a 'Concerns' list
- analysing data from SPTO, Reading and Spelling ages, diagnostic assessments to ascertain the progress of SEN children

At the end of March, Joanne Fear was employed by Oakhill for two days a week to take over from Elaine Williams in the day-to-day running of the SEN department until the SENDCo in post was able to return to school later in the summer term. Mrs Fear had studied for the SENCO Award the previous year and was an experienced teacher from another school within the Trust – Churchfield Primary School, Highbridge – that wanted to develop her skills as a SENDCo further. She had worked with Mrs Williams previously at her own school when they were experiencing similar difficulties to those at Oakhill. Mrs Williams had written an extensive report on the SEND provision at Oakhill and there were clear targets that needed to be addressed in order for the school to move forward with strategies that could be employed to meet those targets.

Mrs Fear continued Mrs William's work on developing the SEN department within the school, especially in liaising with parents, who were concerned about the progress of their children as there had been little consistency in high quality teaching across Year 3, 4 and 5 and ensuring that adequate provision was in place to enable those children to make good or accelerated progress.

At the end of the summer term 2019, Mrs Fear had continued meeting the targets set by Mrs Williams and had completed:

- School SEN Policy – has been approved by governors and Phillip.
- School Accessibility Plan – approved and contributed to by Rob Bird
- SEN Information Report - legal requirement for the school website
- Whole school SEN provision – SEN difficulties, interventions from SEN Support Plans
- 2 x SEN Support Plans for those children on the SEN register and Concerns list
- Yr 6 Transition forms for SEN children – Norton Hill & Blue School
- Yr 6 Transition meeting with Blue School SENDCo for Year 6 pupils
- New SEN children – liaison with previous schools' SENDCo
- TAC Meetings
- SEN children observations – Swallows, Glow Worms, Raccoons classes.
- TA Intervention Audit – whole school
- Transition meeting with Norton Hill School for Year 6 pupils
- School Entry Planning meeting held at the home of the child with ASD coming into Reception Class in September
- Training with Teaching Assistants for new interventions: Rapid Maths and Rapid Phonics to bridge gaps in phonics knowledge and basic Maths skills across the school
- Review of progress for those children on SEND Register at the end of the term
- Electronic filing system

At the beginning of the Summer term 2018—19, there were 16 children on SEN Support, two of which were awaiting an EHCP following a formal assessment and one of which had been given an EHCP. There were 19 children on the SEN Concerns list. These are children that teachers had raised concerns about but needed more evidence of difficulty to ascertain whether additional support was needed and to move them on the SEND Register.

At the end of the Summer term 2018-19, there are now **17 children on the SEND Register**, which is just over 13% of the school population, which is slightly below the National average of 14%. **Three children have now been given an EHCP**, which provides additional funding for those children as their learning needs are greater and they require more support. There were 6 children in Year 6 who were on the SEN register and they have been removed as they have moved to their secondary placements, one child has moved to another school and 3 children have been taken off the Concerns List due to accelerated progress. There are an additional 8 children who have moved onto the SEN register, 5 of which were new to the school during the summer term.

Primary Need of those children on the SEN Register:

Primary Need	Number of Pupils	% of SEN Pupils	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Communication & Interaction	4	23.5%	1		1				2
Cognition & Learning	8	47%		1	2	2	1	3	
Social, Emotional & Mental Health difficulties	4	23.5%			1		2	1	
Sensory or Physical needs	1	6%							

Overall quality of provision for children with SEND at Oakhill

The provision for children with SEND has improved dramatically over the course of the year, with teachers receiving training on a graduated response with differentiated planning and resources applicable for improving the learning of those children with SEN in their classes:

- Visual timetables
- Personalised timetables
- Word mats
- Key words displayed in the classroom
- Pre and Post-teaching to embed learning of new concepts / topics
- Accelerated Reader program
- Theraputty exercises for children with fine motor difficulties
- Now and Next boards
- Motivators
- Memory games for children with slower processing skills

There are 10 interventions that are currently used within school:

- Rapid Maths – new programme for building basic skills in Maths – staff trained in June 2019
- Rapid Phonics – new programme for developing and embedding phonics – staff trained in June 2019
- Precision Teaching – used to target specific areas of difficulty in English and Maths
- ILI (Individualised Literacy Intervention)
- ELSA
- Nesy – phonics programme
- Learn 2 Move – Occupational Therapy exercises
- Socially Speaking – a programme to enhance children’s communication skills
- Tricky Word routine
- Play Therapy – externally sourced by ‘Brighter Futures’

Each Half term, teachers have met with the SENDCo to discuss the needs and provision for those children in their classes who are on the SEN Register or Concerns list and to review their previous targets as part of the APDR cycle that is becoming embedded in the school. An action Plan has been put into place for each of these children, copies have been sent home and parents asked to contribute to the plan. There have been a number of positive comments made by parents concerning the increase in provision for their child and better communication regarding SEN between school and parents.

There have been few observations of teachers during the course of the year and this is a priority for 2019-2020 to ensure that targets set are continually being developed and completed and that staff are embedding a graduated response into all their lessons. Observations of TAs is also a priority for the upcoming academic year to ensure that they feel supported and secure in their knowledge of the new interventions in which they have been trained during the summer term.

Impact of Interventions 2018-2019

It has been difficult to measure the impact of some of the interventions that have been carried out this term as there is not an embedded procedure for gathering entry data at the start of an intervention by which to measure its progress. However, there have been some measurable data in the following interventions:

Learn2Move – this is an Occupational Therapy structure of exercises designed to improve gross motor skills and co-ordination.

We have 1 pupil

currently undertaking this intervention 25mins 3 x week.

No. of exercises	Progress made in 3 months
21	33%

ILI – Individualised Literacy Intervention – designed to help with the language and structure of writing and reading through a multi-sensory approach. We had 4 pupils undertaking this intervention 30 mins 3 x week with a specialist ILI trained Teaching Assistant. The aim is to have a ratio gain of 2 or more. This shows accelerated progress. A ratio gain of 1 means that the children have made the same amount of progress in line with the same amount of time taken to do the intervention ie. 3 months progress during 3 months of intervention = ratio gain of 1; 6 months progress during 3 months of intervention = ratio gain of 2 etc.

Pupil	Reading – Ratio Gain	Spelling – Ratio gain
1	3-4	-1
2	4-5	3-4
3	1.4	-3
4	10+	3-4

Maths – Targeted Number Bonds and Multiplication Tables

A group of 4 pupils took part in this intervention, designed as a post and pre-teaching method to embed basic number skills. This ran once a week with a TA.

Pupil	Number bonds to 10 18 th January 2019	Number bonds to 10 28 th February 2019	4 x Table March 2019	4 x Table June 2019	8 x Table July 2019
1	2 known bonds	100% known	Unknown	100%	
2	4 known bonds	100% known	20% known	100%	100%
3	4 known bonds	100% known	Unknown	100%	100%
4	4 known bonds	100% known	50% known	100%	

ELSA – Emotional Literacy Support Assistant

This intervention is led by a specialist trained teaching assistant and pupils take part on a 1:1 basis as the content is highly sensitive and created for the individual depending on their emotional needs. The programme is designed to support children in developing their understanding of emotional literacy and be able to relate to emotions in a variety of scenarios in school and out, and the impact of emotions on ourselves and others.

The impact is measured by an initial and exit questionnaire of the children, but the wider impact is measured in their progress in attainment over the course of the year as shown in SPTO. There have been 8 pupils receiving individual intervention with the ELSA and this is measured by the points system as indicated on SPTO.

Good progress is shown as 3 points across the year; 1 or 2 points are below expected progress and 3 points+ is accelerated progress.

Pupil	Reading	Writing	Maths
1	1 point	3 points	2 points
2	1 point	2 points	3 points
3	1 point	3 points	2 points
4	3 points	5 points	5 points
5	1 point	2 points	2 points
6	1 point	2 points	3 points
7	3 points	3 points	3 points
8	2.5 points	3 points	2 points

Moving Forwards...

Over the next year, I would like the following actions to take place:

- An enhanced records system for each child within the filing system that is already in place
- Pre and Post – intervention impact measures become standard practice amongst all Teaching Assistants
- All staff are fully aware of the SEN needs of the children in their classes AND the recommendations and actions from each child's SEN Support Plan is in place fully and being monitored for impact
- All staff receive training in Autism and Communication – planned for November 2019 with Julie Hawketts from the Autism and Communication Service
- As a SENDCo, I understand the process for funding applications fully
- As a SENDCo, I have a good understanding of the process for referral for **every** service that the school might need throughout Somerset
- As a SENDCo, to develop my understanding of SEN in the Early Years – two days training for Early Years SENCOs planned for October 2019
- Parents at Oakhill feel that their child is well supported, have a good understanding of the provision that their child is receiving and feel confident that the school is providing the best possible provision for their child that they can.
- Observations of teachers and teaching assistants are planned in advance throughout the year to ensure high quality teaching throughout the school
- Our ELSA (Emotional Literacy Support Assistant) is supported by the new Educational Psychologist
- Provision maps for each class and for each Intervention will show clearly where the support is needed at a glance