

SEND Annual Report 2016/2017

As part of their statutory duties, governing bodies are required to publish information and report on the school's policy on special educational needs. Seva School's Special Educational Needs Co-ordinators (SENCOs) are: Mrs Gail Chamberlain (Primary) and Mrs Kirenveer Athwal (Secondary). The named Governor for Special Educational Needs and Disabilities (SEND) is: Mr Amarjit Basra.

Number of Pupils with SEND

In the academic year of 2016/17, there were 28 pupils identified as having SEN, which is approximately 6.7% of pupils on roll. Those who were on 'High Needs' accounted for 1.2% of all pupils. The number of students on the SEND register has grown. There were 11 pupils (3.9%) on roll in 2015/16. There were 28 pupils (6.7%) on the SEND register in 2016/17.

These are made up of:

- 23 pupils receiving provision through SEN support
- 5 pupils receiving provision through Education and Health Care Plan (EHCP) or a statement of SEND
- We have also continued to monitor a number of pupils with initial concerns to ensure early intervention is taking place to support their progress.

Pupils with SEND in different year groups are as follows:

Pupils with SEND in different year groups			
Year Group	Statements/EHCP	Code K (previously known School Action/School Action +	Total
Reception	0	1	1
Year 1	0	2	2
Year 2	0	1	1
Year 3	1	3	4
Year 4	0	0	0
Year 5	0	5	5
Year 6	0	0	0
Year 7	2	8	10
Year 8	2	3	5
TOTAL	5	23	28

New SEND Strand Type Trend

New SEND Strand Type Trend					
Year Group	Cognitive & Learning	SEMH	Communication & Interaction	Sensory Physical	Total
Reception	0	1	0	0	1
Year 1	1	1	0	0	2
Year 2	0	0	1	0	1
Year 3	2	0	2	0	4
Year 4	0	0	0	0	0
Year 5	2	0	3	0	5
Year 6	0	0	0	0	0
Year 7	5	1	2	2	10
Year 8	2	1	2	0	5
TOTAL	12	4	10	2	28

Attendance of pupils with SEND

The attendance of the pupils with SEND is better than national average. There has been no exclusion of pupils with SEND either for a fixed term or on a permanent basis during the year 2016-17. The number of school sessions missed by pupils with Statements/Education Health Care Plans and Code K is below the national average.

Attendance of Pupils with SEND				
05/09/2016-21/07/2017	% of sessions missed due to Overall Absence		% Persistent absentees-absent for 10% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
All pupils	4.2	5.0	8.8	12.4
No SEN	4.1	4.6	8.2	10.8
SEN Support	6.6	7.3	20.0	21.2
SEN with Statement or EHC Plan	6.7	7.1	0.0	20.5

Progress of Pupils with SEND

All pupils who are currently on SEND register have an Individual Education Plan in place and receive both different and additional support to meet their individual targets. Parents were informed at the beginning of the school year by a letter if their child was on the SEND register. Parents were provided with copies of these individual education plans and were also invited to attend progress meetings. EHCP pupils' parents are met termly, whilst SEND K code pupils' parents are met on an annual basis, where they are able to contribute to their child's targets. The SEND staff are available to address any concerns regarding students' needs and wellbeing. Progress towards students' outcomes specified in their EHCP and their targets are continually monitored by the subject teachers and the SENDCo to ensure they are making appropriate levels of progress.

All teachers have access to a SEND folder on the shared staff area where all relevant information is kept. In addition, all staff are informed on regular basis regarding SEND needs of individual pupils. All interventions, meetings and tests are recorded, monitored and evaluated by SENDCo and teachers regularly. These are reviewed on a half termly basis by the SENDCo. All staff have access to all key SEND information, including IEPs, reports and relevant medical information through our management information system (Arbor). The data regarding the progress made by all primary pupils including those with SEND is recorded and tracked on 'Target Tracker'. Secondary students' data including those with SEND is recorded and tracked on a separate database.

Data and results from classroom assessments are also analysed termly by the Senior Leadership Team during line management meetings with Middle Leaders and Phase Coordinators. Access arrangements for public examinations at Key Stage 1 were put in place to provide equal access to the examination materials and those students who were eligible were provided 25% extra time. All pupils with special needs and disabilities are making equally good progress at Key Stage 1 in comparison with the national average.

Pupils' attainment in comparison with all pupils locally and nationally at all Key Stages is given below.

Attainment in Phonics Year 1: 2016-17

Phonics Year 1 Attainment by Pupil Group								
Breakdown	Cohort	Number absent /didn't take the test	Number not achieving the expected standard	Number achieving expected standard	School %	National Benchmark	Average Mark	
							School	National Benchmark
All Pupils	50	3	8	39	78	81	34	34
SEN with Statement or EHCP	0	0	0	0	N/A	81	N/A	34
SEN Support	1	1	0	0	0	81	N/A	34
No SEN	49	2	8	39	80	87	34	35

(There was only one pupil with Speech and Communication needs in Year 1 and due to the challenging needs and ability phonics tests were disapplied).

Key Stage 1 Reading Attainment: 2016-17

Key Stage 1 Reading Attainment by Pupil Group											
Breakdown	Cohort	At least expected standard in Reading				Below expected standard in Reading					
		Achieved the expected standard		Achieved greater depth		Below Pre-key Stage 1		Foundations		Working Towards	
		School %	National Benchmark	School %	National Benchmark	School %	National Benchmark	School %	National Benchmark	School %	National Benchmark
All pupils	48	81	76	33	25	0	2	4	4	15	17
SEN with Statement or EHC Plan	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17
SEN Support	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17
No SEN	48	81	83	33	29	0	0	4	2	15	14

Key Stage 1 Writing Attainment: 2016-17

Key Stage 1 Writing Attainment by Pupil Group											
Breakdown	Cohort	At least expected standard in Writing				Below expected standard in Writing					
		Achieved the expected standard		Achieved greater depth		Below Pre-key Stage 1		Foundations		Working Towards	
		School %	National Benchmark	School %	National Benchmark	School %	National Benchmark	School %	National Benchmark	School %	National Benchmark
All pupils	48	79	68	23	16	0	2	4	5	17	24
SEN with Statement or EHC Plan	0	N/A	68	N/A	16	N/A	2	N/A	5	N/A	24
SEN Support	0	N/A	68	N/A	16	N/A	2	N/A	5	N/A	24
No SEN	48	79	76	23	18	0	0	4	2	17	21

Key Stage 1 Mathematics Attainment: 2016-17

Key Stage 1 Maths Attainment by Pupil Group											
Breakdown	Cohort	At least expected standard in Maths				Below expected standard in Maths					
		Achieved the expected standard		Achieved greater depth		Below Pre-key Stage 1		Foundations		Working Towards	
		School %	National Benchmark	School %	National Benchmark	School %	National Benchmark	School %	National Benchmark	School %	National Benchmark
All pupils	48	81	75	25	21	0	2	4	4	15	19
SEN with Statement or EHC Plan	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	19
SEN Support	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	19
No SEN	48	81	83	25	23	0	0	4	2	15	15

Key Stage 1 Science Attainment: 2016-17

Key Stage 1 Science Attainment by Pupil Group			
Breakdown	Cohort	At least the expected standard in Science	
		School %	National Benchmark
All pupils	48	92	83
SEN with Statement or EHC Plan	0	N/A	83
SEN Support	0	N/A	83
No SEN	48	92	90

Attainment in Phonics Year 2: 2016-17

Phonics Year 2 Attainment by Pupil Group						
Breakdown	Cohort	Number absent / didn't take the test	Number not achieving the expected standard	Number achieving the expected standard	School %	Average Mark
All pupils	6	2	0	4	67	35
SEN with Statement or EHC Plan	0	0	0	0	N/A	N/A
SEN Support	0	0	0	0	N/A	N/A
No SEN	6	2	0	4	67	35

SEND Provision and use of resources:

Students with SEND needs are supported through a wide range of activities. The top up funding and the notional funding from school is used effectively to ensure each individual student with SEND is supported effectively and the interventions provided are supporting students' individual needs to meet their targets and to achieve the outcomes identified in their EHCPs.

- Quality First Teaching: provision made to cater for differentiation within mainstream lessons in particular in English and Maths.
- Students with SEND and other additional needs are taught English and Mathematics in small groups (targeted teaching in primary and secondary phase) to ensure they access the National Curriculum. Specific reading recovery programme was also put in place to ensure the students' needs are being met through differentiated activities and support.
- Dare to Dream – support for raising self-esteem and positive behaviour.
- All class/subject teachers are provided additional time for preparation to work in collaboration with TAs.
- Teaching Assistants – Group interventions and one to one interventions working on IEPs and EHCP's outcomes.
- Speech and Language Therapy (Termly assessment sessions with Speech Therapist) reinforcement and follow up activities through designated Talk Therapy supported by a trained LSA.
- Tigger Club – held at lunch times to provide an appropriate environment and support.
- Breakfast Club - arrangements are in place to escort SEND students with EHCP for a smooth start of the day.
- After school enrichment to support homework needs and other skills.

Deployment of Staff and Resources

We have a Senior Leader who has acquired the 'National Award for SENCO' which is now a compulsory qualification for SENCO's. His experience and expertise are used effectively to benefit all pupils in starting from identification up to ensuring that all pupils are making good progress.

The school employed a Special Education Needs Co-ordinator on part-time basis two days a week who supported pupils and advised staff for meeting the statutory needs of pupils on the SEND register. The SENCO's main task is to oversee, coordinate and implement SEND provision throughout the school. The SENCO supports students through structured interventions, meetings with parents, liaises with outside agencies, works with pupils, assesses pupils and completes paperwork ensuring the pupils receive the best support and interventions possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEND. The SENCO meets regularly with all staff to discuss pupil progress and the impact of intervention programmes. It is also a time to talk about pupils in depth and to think about ways to support them further. This is an area we will develop further next year.

Learning Support Assistants (LSAs) at Seva School work with individual pupils or a small group of pupils in class, following a variety of intervention programmes. All pupils who are on the SEND register were supported according to their individual needs. Intervention groups run throughout the day to make use of the limited space (Primary Library – a designated intervention room) available in the school. A designated SEND room was used to meet the challenging needs of autistic pupils with EHCP. Where possible we try to support pupils within the classroom in order to ensure equalities in all aspects of school life. We also ensure that pupils don't miss activities in class, however this is not always possible considering the challenging needs of some pupils with EHCP however alternative arrangements are put in place to meet their needs.

The SENCO looks carefully at Seva School's data and uses this to help identify pupils who are vulnerable to underachieving and also to monitor the impact and success of intervention programmes.

Working with Parents

- Seva School operates an open door policy, where both parents and carers are welcome to our school. SENCO is available to speak with parents on Tuesday's and Wednesday's but other staff are also available.
- We have also completed the annual review of a pupil recently and parents' views on SEND provision at Seva School.
- The school website has up to date information regarding SEND provision to meet statutory requirements.

External Agencies

A number of Service Level Agreements were put in place to support a range of special needs and disabilities of pupils.

We have worked with a number of different agencies which include:

- Coventry City Council SEND Support Services
- Young Carers: 02476 786087
- Speech and Language Therapy (Talk Therapy) Louise Scrivener: 01926 258630
- Sensory Support (hearing) Wendy Shaw: 02476 786174
- Pre-School Education Service: 02476 694736
- Communication and Interaction Service –Wendy Bates (Autism): 01676 541249
- CAHMS Coventry: 0300 2002021
- AT7 Mentor: 02476665530
- Dare 2 Dream – Steve Farmer: 07967427109

We have also accessed support and advice through the Coventry and Warwickshire SENCO networking meetings which are held termly. We have also received support from the CAF team (Common Assessment Framework).

The SENCO has been implementing the new changes in the SEND department, which have become statutory through the New Code of Practice 2014.

Staff Development

SENCO, teachers and LSAs share information about pupils, their intervention programmes and resources in a variety of ways. Learning Support Assistants complete record sheets about their intervention programmes and the progress their pupils are making. This is shared with the class teachers. There has been a new initiative introduced to develop a provision map which is followed by all subject teachers and underpins the supporting activities in their departments along with monitoring of defined outcomes. This ensures everyone is fully informed and on board to support pupils with SEND and part of the SEN process and provision in school.

The staff deployed to support students with SEND are as follows:

- Mrs Jaswant Kaur – SENDCO
- Mrs Sonia Kaur – HLTA
- Miss Sinead Bradey – SLA
- Mrs Kirpal Kaur – TA
- Mrs Gillian Kilner – SLA
- Mrs Nirban Mattu – TA
- Ms Nayanta Chudasama – TA
- Mrs Kiran Khaira - TA

In order to support staff for delivering good quality support to pupils with SEND they were provided with opportunities to attend a range of continued professional development (CPD) courses. Some of these courses are as follows:

- Supporting pupils with Speech and Language difficulties
- Understanding the needs of pupils with Autism and meeting their needs
- Briefing on changes in SEND from September 2014 (Termly Sessions)
- Supporting students with hearing impairment

All training and CPD courses attended or delivered by SEND staff have had a positive impact in school and supported pupils' needs. The courses attended and the training provided to SENCO and LSAs has helped to make SEN provision in school more effective and streamlined. It has helped staff to identify pupils' additional needs sooner to make appropriate provision.

Physical and Medical Needs

Pupils at the school with medical needs have a care plan in place which is written with parents and reviewed annually. Information is shared with appropriate staff members in a strictly confidential manner and details are also recorded on Arbor.

We have first aid and welfare staff to support pupils who need prescribed medicines during the school day. There is a designated room for providing good quality support for all students who should require it. There have been a number of developments to provide an appropriate learning environment, equipment and resources to address the individual needs of pupils including those with SEND needs.

Disability Duty- Accessibility and Future plans

We currently have three pupils with a registered disability. We also have parents with disabilities who we have been working closely with along with their child to ensure appropriate support is given. There are designated car parking spaces for disabled parents and a lift to provide access to the school building.

Next Steps:

- Clear identification of SEND needs and update the SEND register
- Up to date provision map with input from all subject teachers.
- Individual Education Plan and intervention
- Build capacity to cater for the needs of pupils with SEND
- Train two staff to gain National Accreditation for SENCO
- Schedule and conduct Annual Review meetings with parents and other stake holders for every student with Statement/EHCP
- Develop LSA's expertise to cater for the range of SEND needs.
- Developing a robust system to plan, deliver and monitor short term interventions to ensure individual EHCP's outcomes are achieved.

This report has been compiled by Mr Naresh Chandla (SENDCO - Head Teacher). The school has a clear complaints policy procedure particularly in reference to Special Educational Needs and Disabilities. If you have any queries or concerns that you would like to discuss or wish to register a complaint about any matters regarding SEND provision, please contact Mr Naresh Chandla through the main office or email at naresh.chandla@seva.coventry.sch.uk