

## SEN and Intervention Programme Annual Report.

(Data and information as at 23.07.19.)

The SENDCO/Inclusion Leader is Mrs.Lisa Somerville

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The SEN Governor is Mrs.Izzy Hammond

The last visit to the school by the SEND governor was on 2.04.2019.

### Current SEN Register – July 2019

Children on register 33/264 12.5%

	School (May 2019)	Kent (May 2019)	National (Jan 2019)
% of pupils with EHCP	0.8	1.7	1.6
% SEN support pupils	12.5	11.0	12.6

SEN support with EHCP- 2 (2 pending)

Sen support without EHCP - 31

High Needs Funding – 10 (1 pending)

Year Group	Number of children in the year. July 2019	Number of SEN pupils July 2019	% of SEN in the year group
Reception	88	8	9 %
Year 1	86	12	14 %
Year 2	90	13	14 %

Year group	SEN support without HNF	SEN Support with HNF	SSEN/EHCP without HNF	SSEN/EHCP with HNF
Reception	5 ( 1 PP)	3 ( 0 PP)	0	0
Year 1	9 ( 1 PP)	2 ( 0 PP)	0	1 (PP)
Year 2	9 ( 3 PP)	2 ( 1 PP)	0	2 (1 PP)
Total	Total SEN support : 30 (11.4%) 264 on roll		Total SSEN/EHCP : 3 (1.1%) 264 on roll	
Pupil Premium	9/33 27% of total SEN register			

10 Pupils with High Needs Funding is 30% (10/33) of the school's Special Educational Needs register, which is 2.6 % of the whole school population

## Funding.

The formula allocation to Downs View includes a number of factors which together comprise the SEN Notional Funding. This funding allows the school to make provision for SEN support throughout the school and to resource up to £6,000 per pupil with high cost needs. Beyond £6,000 the school can apply for High Needs Funding for individual support needs. Currently ( Nov 2018/19) we have 7 pupils receiving this additional funding from the local authority. The first £6,000 of any SEN pupil's entitlement is funded through the delegated school budget. The school also pay 30% of the top up fund allocated to the child from Sept 2017.

Schools with a notional SEN budget of less than £60,000 receive additional notional SEN funding such that no more than 10% of the notional SEN budget is consumed by the £6,000 contribution. Please note the Notional SEN Top Up funding rate is calculated by Kent County Council using your school's Notional SEN budget and is likely to change each financial year.

The High Needs Funding referred to on this page only applies for pupils with severe and complex Special Educational Needs in **mainstream** schools and does not apply to pupils with SEN in Specialist Resource Provision, Special Schools or Pupil Referral Units.

*'Schools are not expected to meet the full cost of more expensive special educational provision from their core funding. The local authority should provide additional top up funding where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).'* (SEN Code of Practice 6.99)

At Downs View we use the funding from SEN Notional Funding to provide staffing, training and resources to provide additional interventions to pupils within the Whole school Provision Map.

The High Needs Funding is used specifically for making additional provision to individually identified pupils – see individual pupil's provision plans.

## Progress of pupils in receipt of High Needs Funding

	Progress Points overall	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
EYFS - 3 pupils. Expected at least 6 points of progress	7.7	6.0	10.3	6.7
Year 1 – 3 pupils. Expected at least 4 points of progress. 1 EHCP.	6.8	10.0	5.0	5.5

Year 2 – 4 pupils. Expected at least 6 points of progress. 2 EHCP, 1 pending.	4.3	4.8	4.8	3.3
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This academic year 10 pupils have received High Needs Funding.

School SEN Need type

SEN Need type				
Year group	Communication and Interaction	Cognition and Learning	Social, emotional and mental health	PD,Sensory and medical
Reception	7	0	1	0
Year 1	7	1	3	1
Year 2	6	4	3	0
<b>Total</b>	20 (61 % of total SEN)Please note 5/20 are ASD diagnosed.	5 (15 % of total SEN)	7 (21 % of total SEN)	1 (3 % of total SEN)

Need Type

Number of pupils	C & I	C&I and PP	C & L	C & L and PP	SEMH	SEMH and PP	PD, S & M	PD,S &M and PP
Reception	6	1	0	0	1	0	0	0
Yr 1	5	2	1	0	3	0	1	0
Yr 2	5	1	2	2	1	2	0	0
<b>Total</b>	16	4	3	2	5	2	1	0

Pupil premium information will be available in a separate report on our school website.

Background information.

Exam Concessions for KS1 SATs

For the year 2018/19 there will be no children disapplied for KS1 SATs and phonics screening in Years One and Two.

Vulnerable Children

We currently have 2 children on the Children Looked After register. July 2019

### Key Stage 1 Phonics screening Year 1. 18-19

	Number of pupils	Passed
All pupils	86	70
Any SEN	12	5
Sen support with EHCP	1	1
Sen support without EHCP	11	4

### Key stage 1 phonic screening Year2 re-takes.18-19

	Number of pupils	passed
All pupils	21	11/21 52%
Any SEN	9	0
Sen support with EHCP	2 (1 Pending)	0
Sen support without EHCP	7	0

### Vulnerable Groups Transition into Reception.

The EYFS Leader, Mrs. Smith, The Headteacher, Mrs.Kent and the Inclusion Leader, Mrs.Somerville work together to produce a timetable of nursery, school and home visits to include SEND pupils. Additional visits will be made both at school and at home for the SEND pupils to help them to build their confidence about the changes to their setting as well as to assess the additional support they will require at Downs View. Pre-school multi-agency hand-over meetings are organised with the parents either by Downs View or any outside agencies or nurseries to ensure a smooth transition is put into place. A transition book will be produced by Downs View School for each individual pupil with complex needs.

Transition projects take place in term 6 for all pupils from one year group to the next. SEND and vulnerable pupils are given additional support when required to aid with a smooth transition process. Some pupils require the transition process to take more than one term and each pupil is assessed individually for this additional support.

### Vulnerable Groups Transition to Key Stage 2.

A very comprehensive transition project is undertaken each year for all of the year2 pupils in term 6 based on their transition to key stage 2. Further individual timetables of transition are put into place for SEN pupils including multi-agency transfer review meetings with the appropriate schools involved.

This year all 13 our SEN pupils were transitioned to Kennington Academy. Mrs.Somerville, the Inclusion Leader organises this transition process of timetables, meetings and additional school visits which always includes the support and collaboration of the parents. Mrs.Somerville invites the SENDCO from Kennington Academy (the feeder Junior school) to take part in the final parent consultation meeting that includes parents, class teacher and the SENDCO.

## Review of the Interventions currently running at Downs View 2018-2019

Intervention	Focus	Implications for 2019/20
Speech Link	Articulation of speech sounds and be in alignment with age expectations.	This will continue all year for pupils who require additional speech support, some of whom are supported by a Speech and Language therapist. Speechlink assessments used at beginning and end of programme. Recommendations to relevant staff by Speech and Language TA to support additional intervention in class by class TA. SALT programmes followed for individuals.
Language Link Language for thinking	Use and understanding of expressive and communicative language	This will continue all year for pupils who require additional language support, some of whom are supported by a Speech and Language therapist and have individual targets. Language enrichment / Language Link including Memory Magic activities– Reception and year1. Language for thinking – year 2 including EAL pupils who require it. Language link/ Language for Thinking assessments used at beginning and end of programme.
ELS – Early Literacy support	Embedding early phonics into reading and writing. Targeted pupils who are expected for reading and writing by the end of year.	This will continue. Letters and sounds used daily within all classes. Additional English support related to current topics/ targeted need through terms 3 and 4. Update programme in-line with class topics/ need of particular cohort.
Co-ordination groups	Develop fine and gross motor skills	This will continue. Use of a combination of the programmes Jump Ahead, Fizzy, Sensory Circuits and Write dance, Clever Hands. Targeted children for each year group. In class support this year for fine motor. Gross motor group with mixed age groups . Use Writing Toolkit and sensory Circuits as an intervention programme for more complex needs pupils.
Maths	Additional short term boost to close the gap with peers and show age expectations / Good Level of development at the end of the year.	Reviewed termly in pupil progress meetings. Targeting individual pupils during their child initiated time to develop key maths concepts – precision teaching. Reception have also targeted key pupils for additional small group support once a week delivered by one of the Reception TA's.
Phonics	Reinforce Letters and Sounds programme	Used for y2 who did not pass y1 phonic screening and y1 and reception that need phonics boost.Y1 precision teaching for target pupils on a one-to-one basis/ small group
Reading comprehension	Addressing comprehension, sequencing and inference skills.	Reviewed termly in Pupil Progress meetings. pupils to meet year group expectations for reading at the end of the year.

Drawing and talking .	Drawing and talking .	To continue. 12 week programmes for individuals on a one-to-one basis. Whole school. SENDCO,FLO and 1 support assistant trained to deliver this programme.
Lego therapy	6 week programme to develop social skills, negation, cooperation and listening.	Reviewed termly in Pupil Progress meetings. Focus on y1 and y2 pupils whenever needed.
Rocket writers	English booster	Reviewed termly in Pupil Progress meetings Termly intervention to boost English EYFS, y1 and y2. Target pupils to meet year group expectations for writing at the end of y1 and y2.Focus will change depending upon cohort/targeted pupils
Lucid Cops Memory Minds	Weaknesses in children's cognitive abilities, visual, verbal, auditory sequential/ associative memory	Continue in termly blocks for y2 and for y1 when required. Works closely with Memory Magic for y1 language development. Lucid Cops assessments used at beginning and end of programme. Develop memory skills and concepts into curriculum areas and assist teachers in planning these strategies/activities into lessons.
Sensory Circuits	Gross motor skills, support with concentration, sensory issues	Targeted support reviewed termly for pupils across the school. Often recommended by the OT. Can be incorporated in Gross motor programmes
Play therapy	Behaviour difficulties, social and emotional , Anxiety, bereavement, emotional pain.	To continue. Open to all years. Programme of 12 weeks. Therapist currently can take up to 6 pupils.
Toe By Toe	Phonics and reading	To continue. An intensive reading support programme used daily with targeted y2 pupils delivered in class by teacher and TA.
Additional lunchtime/playtime support	Social and emotional well-being ,developing play skills	This will continue for any complex needs pupils who need a small adult to pupil ratio at these unstructured times. It is also for pupils whose well-being and involvement is low during these times as well as pupils who need additional teaching of social skills during play.

#### Progress of interventions

Children in receipt of interventions are expected to make:

6 points of progress in Reception/EYFS

4 points of progress in Year 1

6 points of progress in Year 2

in accordance with the Target Tracker tracking system used within the school.

Those in green are on track for end of year progress expectations. **Those in green have reached end of year progress expectations.**

Name of intervention (Number in brackets is pupils who	Focus	Reading July	Writing July	Maths July	Overall July
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attended intervention)					
EYFS Language (14) 5 SEN	Language and communication	6.2	7.4	6.5	6.7
Year 1 Language Link/memory magic (13) 6 SEN	Language and communication	5.6	5.2	5.7	5.5
Year 2 Language for thinking (13) 8 SEN	Language and communication	6.3	5.4	6.0	5.9
EYFS speech (17) 5 SEN	Language and communication	6.7	5.8	6.1	6.2
Year 1 Speech.(5)	Language and communication	4.4	4.2	5.2	4.6
Year 2 Speech (1)	Language and communication	5.0	4.0	5.0	4.7
EYFS Maths (23) 4 SEN	Basic maths skills	6.5	6.5	6.6	6.6
EYFS phonics (25)	Phonics	6.3	6.3	6.4	6.4
Year 1 phonics (21)	phonics	4.6	4.3	4.5	4.4
Year 2 phonics (17) 6 SEN	Phonics	6.4	5.9	6.4	6.2
Year 2 Toe by Toe(9) 3 SEN	Reading recovery programme	6.4	6.0	6.4	6.3
Year 1 Early Literacy Strategy (18)	Reading/writing booster	4.7	4.3	4.5	4.5
EYFS writers (6)	Writing skills	7.3	6.7	6.8	7.0
Year 2 writers (18)	Writing skills	6.3	6.1	6.2	6.1
EYFS reading (19)	reading				
Year 1 reading (23)	reading	5.2	4.5	4.6	4.8
EYFS Fine motor (19) 7 SEN	Fine motor/handwriting	6.2	6.5	6.5	6.4
Year 1 Fine motor (14) 5 SEN	Motor coordination/hand writing	4.7	4.2	4.4	4.5
EYFS gross motor (9)	Motor coordination	5.9	6.3	6.8	6.3
Y1 gross motor	Motor coordination				
Lego Therapy Year 2 (7) 3 SEN	Social communication and listening skills	6.4	6.0	6.4	6.3
Play therapy Year 1 3 SEN (5)	Social and emotional	4.2	4.0	3.8	4.0
Play therapy year2 (5) SEN	Social and emotional	7.0	5.8	6.0	6.3
Art therapy year 1 (7)	Social and emotional	4.0	4.1	4.6	4.3
Art therapy year 2 (6)	Social and emotional	7.0	6.3	6.8	6.7

Lunchtime/playtime support EYFS (3- all SEN complex needs)	PSHE	6.0	10.3	6.7	7.7
Lunchtime/playtime support Y1 (8) 6 SEN	PSHE	6.7	4.6	4.6	5.3
Lunchtime/playtime support Y2	PSHE	4.5	5.0	4.0	4.3

#### Additions/changes for 2019/20

- Additional in class support for targeted groups in the afternoons for all year groups to supplement interventions already taking place. Some interventions at 8.45am already take place.
- Family and child therapy support programmes to begin Sept 19 run by FLO.
- Continue with social and emotional interventions such as Lego Therapy , art therapy/drawing and talking etc as these have a positive impact on the well-being and attainment of the children taking part in the interventions.(see annual report)
- Continue with ELS as this has proven to support children reach secure in reading and writing (10 week programme). More fluidity with this group- if a child is not on track to meet expected level transfer out of the group before end of the programme and replace with another child.

#### Progress of SEN pupils

### **Difference in Points of progress for SEN and Non –SEN pupils 2018-19**

#### **Expected points progress in Reception – 6 points**

#### **Expected points progress in Year 1 – 4 points**

#### **Expected points progress in y2– 6 points**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Difference Sen Non sen	Difference Sen Non sen	Difference Sen Non sen	Difference Sen Non sen	Difference Sen Non sen	Difference Sen Non sen
<b><u>EYF</u></b>	reading	-0.7	-1.2	-0.4	-0.6	-0.6
	writing	-1.0	-0.6	-0.3	+0.2	+0.4
	Maths	-1.8	-2.4	-0.7	-0.2	-0.2
	overall	-1.2	-2.5	-0.3	-0.2	+0.2
<b><u>Year 1</u></b>	reading	+1.0	+1.5	+1.5	+1.4	+1.0
	writing	-0.1	-0.1	+0.1	+1.1	+1.7
	Maths	+1.0	+1.5	+1.3	+0.9	+0.5
	overall	+0.6	+1.0	+0.9	+0.9	+0.8



<b>Year 2</b>	<b>reading</b>	<b>-1.6</b>	<b>-1.9</b>	<b>-1.9</b>	<b>-1.9</b>	<b>-0.6</b>
	<b>writing</b>	<b>-1.7</b>	<b>-2.4</b>	<b>-2.1</b>	<b>-2.1</b>	<b>-1.3</b>
	<b>Maths</b>	<b>-1.2</b>	<b>-1.3</b>	<b>-1.0</b>	<b>-1.0</b>	<b>-0.9</b>
	<b>overall</b>	<b>-1.6</b>	<b>-1.9</b>	<b>-1.7</b>	<b>-1.7</b>	<b>-0.9</b>

**Explanation more difficult to get a point of progress in y2 using our tracking system.**

### **Whole school and Diagnostic testing.**

All pupils in Reception, observations are used to set a baseline for each child, as well as information from Nurseries. On entering school in Reception any pupil who is currently under the speech and language team will be assessed using the Speech link/Language Link assessment tool. Any other children referred by the Reception teachers as having speech and/or language difficulties in term 1 will also be Speech/Language link assessed. Children in Reception who are having difficulty with memory and/or cognitive abilities will be screened at the beginning of Year one using Lucid COPs assessment screening, to help identify pupils requiring additional support at their earliest opportunity. Pupils in year 2 who are under the speech and language team or may still have difficulty with expressive language will be assessed using the Language for Thinking programme.

### **SEN support in school.**

Children with and an Education Health Care Plan or those children with High / complex needs will have a Provision plan with end of key stage outcomes. These pupils are assessed as having three or more types of need. This outlines the continued support and interventions the particular pupil is receiving, for how long and by whom. This type of provision plan is needed when applying for High Needs Funding for this child. This plan is reviewed with parents at least three times a year.

All other children on the SEN register will have a SEN support plan which shows the additional interventions this child will receive to work at age related expectations. This plan is reviewed three times a year.

Children with complex needs at Downs View also take part in alternative curriculum activities which may be additional to their non-sen peers to help support their needs. (all of these are currently High needs Funded) The activities they take part in may include:

- Cooking – supporting social skills, fine motor, language development, maths
- Forest school/ outdoor learning –social skills of working together, independent learning, engagement
- Sensory Pod – emotional well-being, resilience, sensory processing.
- Sensory play to meet individual needs
- Social communication group
- Nurture provision

### **EAL (English as an additional language)**

Currently (July 19) Downs View has 20 (7.6%) pupils that have EAL. EAL pupils do not necessarily have SEN, but will need support whilst they are learning English language to a

level in which they are fully able to access the curriculum. Mrs.Smith is our EAL lead and organises, along with Mrs.Somerville which intervention programmes will be best suited to support their language needs. This can be either on an individual basis or as part of one of the support programmes already running within school. Pupils and their families are supported in their early acquisition of English. They are also supported in their social integration into the school community. At times children who speak the same language have supported one another socially using the first language. This is especially encouraged when a child is at the early stages of learning English and has had a positive impact on their progress and well- being.

#### Attendance of pupils with SEN

**Average attendance for end of year 2018-19 to date:**

	<b>%</b>
<b>Education and health Care Plan</b>	<b>95.42</b>
<b>SEN support</b>	<b>93.23</b>
<b>No SEN status</b>	<b>95.86</b>

**Number of pupils on part-time timetable/ on reintegration plan (personalised learning)**

<b>%</b>	<b>Term1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>SEN</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Non- SEN</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

For whole school professional development training in SEN provided in the last 2 years Downs View staff have had access to a significant amount of SEN training over the last 2 years which has ensured that at Downs View we have a very well developed, professional team. Amongst this team there are currently 6 key workers who provide one-to-one support to SEN pupils working as part of a class team and 1 SEN support assistant who specialises in speech and language development.

#### **Training**

<b>Training and date</b>	<b>Attendees (whole staff or individual)</b>
<b>Speech and language Language through Colour term 1 2017/18</b>	<b>Whole school T and TAs SALT Tara McDermott</b>
<b>Team Teach refresher term 1 2017/18</b>	<b>Whole school T and TAs Alan Farrell Team Teach</b>
<b>Emotional coaching term 1 2017/18 Heather Woodcock STLS for behaviour</b>	<b>Teachers</b>
<b>Trauma and attachment disorder CATS group</b>	<b>All staff and TAs</b>

<b>Dr.Tina Rae</b>	
<b>Emotional coaching term 2 2017/18</b>	<b>All support staff including TAs and midday supervisors</b>
<b>Observation of Bluebells Nurture provision for SEMH. Term 5</b>	<b>2 support assistants and SENCO</b>
<b>Training of TA to run a Nurture provision within school term 6</b>	<b>1 support assistant</b>
<b>2018/19</b>	
<b>Memory Magic in connection with language processing Term 1</b>	<b>All staff Mrs.Somerville</b>
<b>STLS behaviour Intense support worker Goldwyn- targeted support Term 1,2,3</b>	<b>Support assistant (key worker)in Reception 6 weeks. 1 visit per week</b>
<b>Wyvern outreach support complex needs Term 1 and 2</b>	<b>2 support assistants/key worker (for 2 pupils) 6 weeks. 1 visit per week.</b>
<b>SEN support plans term 1.</b>	<b>All teachers</b>
<b>Occupational Therapy activities Term 2.</b>	<b>TA for individual child</b>
<b>Emotional Regulation (including anger/anxiety) Niki Green Term 2.</b>	<b>Deputy HT and TA on the course. DHT has also trained all staff from this course.</b>
<b>STLS Amy Honey Emotional regulation and behaviour support- on going in term 3, 5 and 6.</b>	<b>2 support assistants and class teacher of individual pupil</b>
<b>Emotional Regulation (including anger/anxiety) Niki Green Term 4</b>	<b>SENDCO. Whole staff given literature on this</b>
<b>Drawing and Talking Term 4</b>	<b>SENDCO – now trained to take children for this intervention Whole staff given literature on this.</b>
<b>Term 5 Visit to Caldicott SEN behaviour support school Anxiety in your child - Niki Green</b>	<b>SENDCO, HT and 7 key workers.  10 parents with FLO</b>

**Additional advice / targets/ training for 1:1 TA's for individual pupils from Goldwyn Outreach Support, Wyvern outreach support, SALT, OT, Ashford Oaks ASD unit, Educational Psychologist.**