

## Summer Term Report to Governors on the Implementation of the Special Educational Needs and Disability (SEND) Policy

### Key Staff

- Head Teacher- Ms Y Morris
- Special Educational Needs Co-ordinator (SENDCO) – Ms J Purkiss
- SEND Governor – Mrs J Bird

### Policies

All policies include explicit references to disability equality and SEN.

The SEND Policy was updated in May 2015, and was reviewed by the previous SENDCO and Governors. The policy is next due to be reviewed in May 2017. This will be undertaken by the governing body, the SENDCO and the Senior Leadership Team (SLT). The SEND policy is under constant scrutiny to ensure that it continues to meet the needs of the pupil population, where necessary amendments are tabled to the governing body for approval.

### Identified Needs

The main presenting special educational/additional needs at Rushey Green are  
 Hearing impairment (HI)  
 Autism Spectrum Disorder (ASD)  
 Speech, Language and Communication Needs (SLCN)  
 Specific Learning Difficulties (Dyslexia and dyspraxia) SpLD

Other pupils also present with medical and social need and these are supported under the remit of inclusion.

### Number of pupils with Education Health and Care Plans/Statements of SEN:

Year group	Number of pupils	EHCP	Statement	Need
Reception	5	5*	0	HI (3) ASD (2)
Year 1	2	2	0	ASD(2)
Year 2	3	0	3	ASD (1) HI (2)
Year 3	4	0	4	ASD (1) Down's Syndrome (1) HI (2)
Year 4	1	0	1	HI
Year 5	5	1	4	ASD (2), HI (2) Moderate Learning Difficulty (1)
Year 6	6	2	4	HI (3) Down's Syndrome (1) SpLD (1) SLCN (1)

\*An EHCP has been awarded to an additional pupil as at 9 June 2016, this figure includes that child

	2015/16
<b>SEN Support</b>	122
<b>Statement of SEND</b>	16
<b>Education Health and Care Plan (EHCP)</b>	10
<b>TOTAL</b>	148
<b>SEN as % of school</b>	<b>24.66%</b>

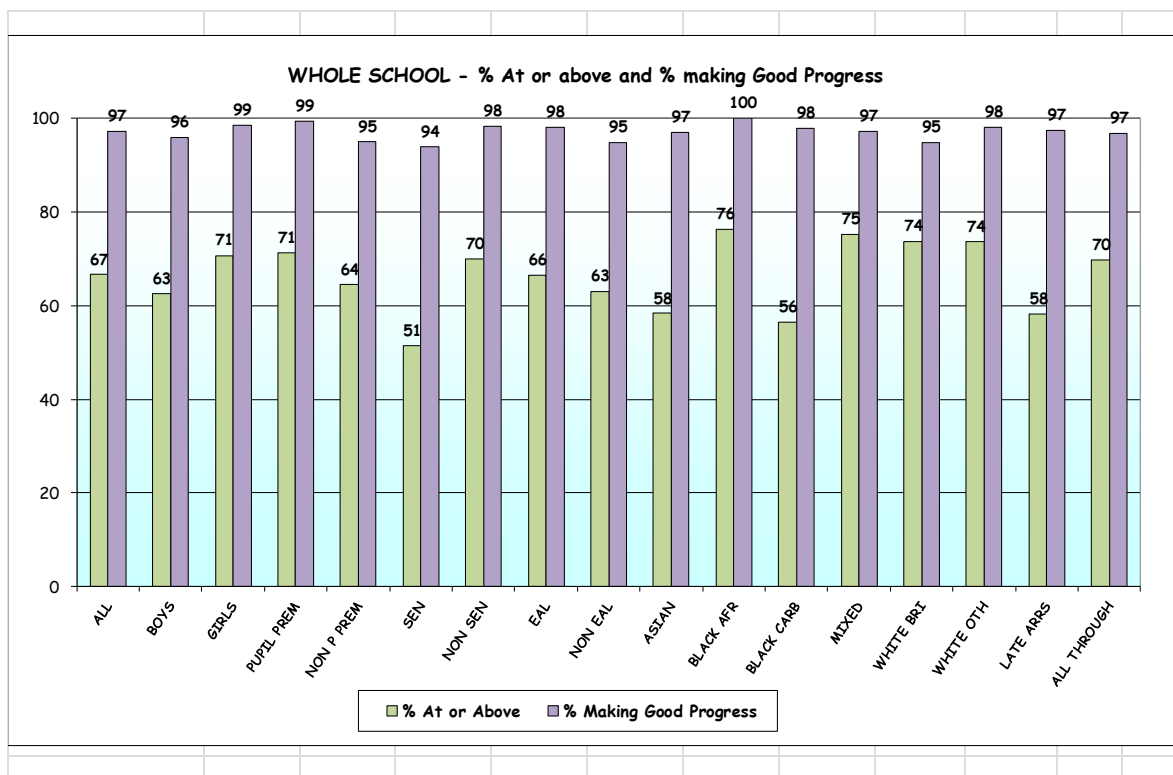
In the past term two pupils, for whom there had been a submission of a request for a statutory assessment for special educational needs, were awarded an EHCP. There are two further statutory assessments in process with the outcomes likely to be made known to the parents and the school in July 2016. All pupils with a Statement/EHCP have allocated hours of one-to-one or group support.

The overall number of pupils with an Education Health and Care Plan (EHCP) or statement of SEN on the SEN register is projected to fall for the academic year 2016-17 as all of the pupils in Year 6 will be transferring to secondary school.

**Numbers of children/young people with special educational needs and disabilities within the school**

Currently there are 15 children with varying medical needs on roll including two with diabetes and six with epilepsy. Specialist nurses for epilepsy and diabetes come into school to offer training to key staff or, in some cases, may attend an Annual Review to provide additional guidance and support for care plans. Key members of staff with designated responsibilities linked to a child’s care are listed on the Individual Care Plan.

**Achievement**



The graph above represents the achievement data for the entire school as at May 2016. It indicates that 51% of children with identified special educational needs or disabilities (SEND) are making a good level of progress, as opposed to 70% of children with no identified special educational needs or disabilities (SEND).

The tables below show the data by year group. For year one, the data identifies that whilst all pupils have made progress from their baseline assessment, the levels of attainment are below

those attained by pupils with no SEND. There are two pupils whose needs are measured on the autistic spectrum, who are unable to access the curriculum unless it is significantly modified. One is largely non-verbal, whilst the other has severe learning difficulties, microcephaly and epilepsy in addition to the autism. There are four pupils, who are also on the Child Protection Register, who have speech, language and communication needs, particularly in terms of receptive language.

YEAR 1	Attainment	ATTAINMENT EXPECT 19				PROGRESS EXPECT 3			
	PUPILS	R	W	M	ALL	R	W	M	ALL
ALL	85	18.6	18.4	18.5	18.5	3.5	3.3	3.3	3.4
SEN	10	17.3	17.0	17.1	17.1	3.3	3.1	3.0	3.1

In Year two there are two children with profound sensorineural hearing loss, one of whom also has severe learning difficulties, as well as one pupil with autism. These three pupils are working significantly below expected attainment levels and as indicated in the table below, they have not met the level expected by the end of year 2. The general progress at KS1 will be notified at a later stage in the term.

YEAR 2		ATTAINMENT EXPECT 22				PROGRESS EXPECT 3			
	PUPILS	R	W	M	ALL	R	W	M	ALL
ALL	60	21.6	21.5	21.5	21.5	3.6	4.0	3.5	3.7
SEN	18	20.9	20.9	21.1	21.0	3.7	4.5	3.9	4.0

In Year three there are 29 pupils with some degree of SEND, this figure amounts to almost one-third of the year three cohort. Of these two have sensorineural hearing impairments, one has Down's syndrome and autism and is non-verbal, one has autism and ADHD and vocalises. There are four children with autism, without an Education Health and Care plan (EHCP) or a statement of educational need who also require intensive learning support.

YEAR 3		ATTAINMENT EXPECT 25				PROGRESS EXPECT 3			
	PUPILS	R	W	M	ALL	R	W	M	ALL
ALL	89	24.2	24.1	24.1	24.1	3.5	3.4	3.2	3.4
SEN	29	22.6	22.5	22.6	22.5	3.5	3.4	3.1	3.3

In Year 4 25% of pupils have an identified learning need and this is reflected in the overall attainment of the year group, where it can be seen that pupils with SEND are working at an average of 1.9 points below their peers. However it should also be noted that the year group has a whole has been affected by staffing changes mid-year and that the attainment of the year group is accordingly below that expected (25.0 vs 24.1 (all) or 22.5 (SEND)

YEAR 4		ATTAINMENT EXPECT 28				PROGRESS EXPECT 3			
	PUPILS	R	W	M	ALL	R	W	M	ALL
ALL	88	27.4	27.3	30.4	28.4	3.9	4.0	7.1	5.0
SEN	22	26.2	26.0	26.1	26.1	4.4	4.6	4.6	4.5

In Year 5, pupils with an identified special educational need are narrowing the gap between themselves and their peers. This is indicated particularly in reading and mathematics. The data for writing indicates that there is a whole point between the pupils identified as having an additional need and those who do have such a need.

YEAR 5	ATTAINMENT EXPECT 31				PROGRESS EXPECT 3				
	PUPILS	R	W	M	ALL	R	W	M	ALL
ALL	85	30.6	30.3	30.8	30.6	3.8	4.1	4.2	4.0
SEN	21	29.7	29.3	30.0	29.7	3.9	4.2	4.6	4.2

In Year six where there is the largest number of pupils with an EHCP or statement, as well as a significant number on SEN support, the data indicates that there is a gap between the SEND and non-SEND cohorts. Of these attainment areas, in which the gap is widest, there is a pupil with Down's syndrome who is working below the age-related expectations for pupils in Year 2 and four pupils working at the age-related expectations for year two. The other pupils are working below age-related expectations, but have nevertheless made progress from their original starting point.

YEAR 6		ATTAINMENT EXPECT 34				PROGRESS EXPECT 3			
	PUPILS	R	W	M	ALL	R	W	M	ALL
ALL	60	33.0	32.7	33.2	32.9	4.0	4.4	4.3	4.2
SEN	19	30.2	29.3	30.7	30.1	4.2	4.2	4.1	4.2

The picture of progress for the whole school indicates that pupils with special educational needs and disabilities (SEND) in general have made an average of 3.9 points of progress across the core areas of reading, writing and mathematics. The year 6 SATS will give an up to date picture of the attainment of the pupils, which will reflect that pupils have received targeted literacy support and intervention leading up to the SATS tests. White British pupils and late arrivals have made least progress, although the points gained are still above the expected 3. Pupils who have English as an additional language (EAL) and those who have attended Rushey Green all through their primary have made most progress (4.4 points and 4.3 points respectively).

WHOLE SCHOOL AVERAGE						
PROGRESS		PROGRESS EXPECT 3				
		R	W	M	ALL	PUPILS
	ALL	3.7	3.8	4.3	4.0	432
	BOYS	3.7	3.8	3.7	3.7	213
	GIRLS	3.7	3.9	4.9	4.2	219
	PUPILED PREM	3.8	4.0	5.0	4.2	223
	NON P PREM	3.6	3.7	3.6	3.7	205
	SEN	3.9	4.1	3.8	3.9	105
	NON SEN	3.6	3.7	4.6	4.0	261
	EAL	3.7	3.8	5.8	4.4	124
	NON EAL	3.5	3.5	3.4	3.5	175
	ASIAN	3.7	3.8	3.8	3.8	46
	BLACK AFR	4.1	4.0	3.8	3.9	40
	BLACK CARB	3.9	4.1	3.8	3.9	80
	MIXED	3.7	3.8	4.7	4.1	284
	WHITE BRIT	3.5	3.4	3.3	3.4	79
	WHITE OT	3.7	3.9	5.1	4.2	204
	LATE ARRS	3.8	3.9	3.6	3.7	105
	ALL THROU	3.6	3.9	5.5	4.3	160

Pupils whose families attract the Pupil Premium (PP) have made more progress than pupils with SEND or those not entitled to Pupil Premium.

Most pupils with SEND demonstrate **very good attitudes to learning** and typically respond positively to improving their work.

### **Pupils with SEND leaving the school in July 2016**

There will be eight pupils with a statement of SEND or EHCP leaving the school in July 2016. These include the Year 6 pupils who will be transferring to secondary school and two pupils, one in the Reception Year and the other in Year one who will be transferring to specialist placements.

#### Destinations

Year group	Number	Receiving School
Reception	1	Watergate Special School
One	1	Drumbeat ASD School
Six	2	Sedgehill Hearing Impairment Unit
Six	1	Thomas Tallis Hearing Impairment Unit (Royal Borough of Greenwich)
Six	1	Deptford Green School
Six	1	Haberdasher Aske's Knight's Academy
Six	1	Greenvale Special School

### **Attendance**

• **Attendance and exclusion** of pupils with SEND is monitored by the Deputy Head Teacher. One child on the SEND register who is also a looked after child has been excluded for one day this term. There has been 1 fixed-term exclusion in the past year (duration 1 day). There have been no internal exclusions in the past term.

The School has a designated Education Welfare Office who is able to support the school in dealing with any attendance issues, including any persistent lateness.

Currently there are twelve families in temporary accommodation, eight of which are outside of the borough of Lewisham, which causes significant disruption to early morning travel routines and impacts on their ability to attend school on time.

The families are currently placed in

- Lambeth – one family
- Croydon – two families
- Sutton – one family
- Bexley – one family
- Redbridge – two families

The SENDCO has worked with two other families to secure places in schools in their borough of residence. This has resulted in a family taking up school places in the borough of Camden. Two families formerly housed in the London Borough of Redbridge have been rehoused in Lewisham.

### **Systems for identifying pupils and tracking progress for pupils with SEND:**

- Pupils are identified for the SEND register according to criteria in the SEN Code of Practice. Other children who may be a cause for concern are kept on a Pre-Action register which is reviewed each long term.
- A SEND Register and Provision Map are in place and both are updated regularly
- The School places value on early intervention and uses DEST (dyslexia screening) in EYFS and Phonics screening in Y1 to highlight pupils who may be experiencing difficulties with reading and aspects of writing. In the majority of cases observation and assessment by the Educational Psychologist is used to pinpoint primary needs and support for pupils who may be experiencing difficulties with emotional and linked behavioural development. This then leads to additional support being put into place to reflect the child's learning and emotional needs.
- The School tracks and monitors the attainment and progress of each pupil closely, enabling appropriate intervention to provide effective academic and/or social and emotional support. Rigorous assessment practices in the form of personalised pupil targets are differentiated for pupils with SEND.
- Children on the SEND Register at SEN Support are reviewed twice annually via an Individual Education Plan (IEP) meeting; whilst children with a Statement of SEND are reviewed 3 times annually via IEP/multi-agency meetings, in addition to an Annual Review.
- Following reviews of children's progress their needs are identified and suitable provision is implemented. This may involve withdrawal from class for 1-1 or small group interventions, precision teaching programmes and/or early involvement of external agencies, including sometimes support, advice and staff training from Special schools outreach service e.g. for strategies to support pupils diagnosed with dyslexia or crisis behaviour management.
- The impact of interventions for pupils with SEND is measured against pupil progress data and informs future planning. This is recorded in provision map, and a subject development plan for SEND is being developed.

### **Provision for pupils with SEND:**

Pupils are well supported and challenged in their learning and social/emotional development through a range of short and longer term, more intensive interventions which are monitored regularly and considered in relation to pupil progress.

Provision for Literacy includes differentiated daily phonic sessions for KS1 and some lower KS2 pupils.

Pupils also have paired reading support

At KS2 targeted reading and writing programmes with related ICT activities have impacted on accelerated pupil progress, including pupils with a Statement of SEND.

All Y6 pupils have had access to SATS booster groups, and 1-1 tuition for reading and writing is provided for identified Upper KS2 pupils.

Provision for Mathematics includes the use of small groups throughout KS2 with impact on accelerated pupil progress. Staff use a variety of support materials and ICT throughout KS1 such as Numicon. 1-1 Mathematics tuition and SATS booster groups further support upper KS2 pupils.

Children are streamed by ability for Mathematics in Y5 and 6 and are taught by a specialist mathematics teacher.

Targeted Speech and Language interventions support pupil progress effectively in the areas of listening, attention, memory, expressive and receptive language and EAL pupils have targeted support as soon as they begin EYFS. There is strong liaison between the SENDCO, SLT TA, EAL HLTA and EYFS EAL TA, and parents are kept informed of progress.

The learning mentor meets with some pupils on a 1-1 basis each week, and some KS2 pupils have been identified for self-esteem and social skills support in a small group setting with her and a Teaching Assistant.

To accommodate children diagnosed with Autistic Spectrum Conditions (ASC) visual timetables and individual work stations are used in classrooms. Some pupils respond to a fixed routine of task 1, task 2 and then a choice of activity simplified in the form of a 'Now, next' board. Similarly, some 1-1 support TAs use individual behaviour management systems with related rewards and sanctions for their targeted pupils and other pupils experiencing emotional/behavioural difficulties.

Some pupils with SEND were registered for extra time in KS2 SATs examinations; they were allowed a reader and/or a scribe and rest breaks. Other pupils with SEND sat their tests in a smaller, quiet room with close adult supervision rather than in the main school classrooms in order to reduce anxiety. Two pupils were disapplied from the SATs; one has an EHCP, the other a statement of SEN.

Rushey Green School's work with families, children and a range of agencies to sustain the learning, development and well-being of individual pupils with additional and Special Educational Needs and Disabilities (SEND), including those who may face challenging circumstances, is deeply embedded at all levels.

## **External Agencies**

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's differing needs.

This year external agency involvement has included:

- Lewisham Targeted Family Support Team
- Lewisham Targeted Youth Support
- Parent Partnership (now known as SENDIASS)
- Educational Psychology (EP)
- Advisory Teaching Service for Hearing and Visual Impairment
- Social Services (Lewisham, Southwark and Greenwich)
- Art Therapist
- Dance Movement Psychotherapy (Goldsmith's University)
- Contact a Family
- Action for Refugees in Lewisham (AFRIL)
- Kidscape Anti-Bullying Training
- Drumbeat Autism Outreach Service
- SEN Casework Team (Lewisham Council)
- A school counsellor

## NHS Services

- Speech and Language Therapy (whole school and specialist support for the Centre for the Deaf)
- Physiotherapy
- Occupational Therapy
- School Health Service (nursing)
- Community Paediatrician
- Specialist Nursing Services (Epilepsy and Diabetes)

## **Parents and Carer involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs**

- Parents and carers are invited to attend and contribute to reviews and there is usually high attendance. Parents who have questions for the SENDCO about their child's learning development are encouraged to make an appointment to see her and also to attend the regular coffee mornings.
- Parents and carers are exceptionally well informed about all aspects of their child's achievement, well-being and development, and are given effective guidance regarding how they can support their child at home.
- Parents/carers are involved in the drawing up of Individual Education Plans (IEPs) with the SENDCO and 1-1 support TA concerned.
- The SEN Policy is available to parents on the school website.
- Information about the complaints procedure and how to access this procedure is available in the policy section of the school website and can be requested from the school office.

## **Transition for Pupils with SEND**

- The School liaises closely regarding assessment information of pupils to ensure that transfer from Pre-school to Early Years or KS1, and KS2-3 is made as easy as possible for pupils with additional needs.
- The SENDCO established contact with the secondary schools of all pupils with a Statement of SEN or EHC plan, as well as with feeder nurseries. This ensures necessary early intervention is put in place quickly, both in EYFS and Y7.
- To ensure smooth transition for current Y6 children with SEND to KS3, additional visits to local secondary schools have been arranged and are taking place throughout the summer Term. The SENDCO attended the Secondary Transfer Conference in May to meet with KS3 staff and discuss practicalities of transfer. IEPs and Annual Reviews for children with Statements of SEND in Year 6 are attended by the KS3 SENDCO or a representative from the pupil's chosen Secondary school. All pupil records are handed over in advance of pupils commencing KS3.
- At times it is helpful for some pupils e.g. with communication and interaction difficulties, or other difficulties such as anxiety conditions, to have phased transfer to a new class or Key Stage to ease the transition process. This may take the form of extra visits with their TA to meet their new teacher and classroom, and making a booklet with photographs ahead of transfer.



## **Deployment of staff and resources**

- There are 46 support professionals working with the pupils alongside the class teachers. This number is made up of four Nursery Nurses, thirteen one-to-one Teaching Assistants and seventeen Teaching Assistants who offer small group work for speech, language and communication and targeted literacy and numeracy support. Personnel are deployed effectively to provide additional support within class via a combination of tailored teaching and group/individual activity tasks, and class teaching assistants play an integral role in leading groups of pupils in lessons.
- On site the School has 1.5 days per week of a dedicated Speech and Language Therapist the two therapists work in liaison with the SENDCO to support pupils with communication and interaction difficulties and with pupils whose needs are identified on the autistic spectrum. Additional specialist provision is provided to the children in the Centre for the Deaf on a one-to-one and small group basis.
- The dance psychotherapy students have targeted work with pupils who have difficulty expressing their needs verbally and have encouraged self-expression through movement to music. This has been particularly useful for pupils within the Centre for the Deaf.
- The art psychotherapist has worked with 15 pupils, including the looked after children to address expression through art and drama.
- The School's SEND budget is allocated carefully and prioritised according to pupils' needs.

## **Staff Development**

The SENDCO has been awarded the National Award for SEN Co-ordination and has attended a course on deploying Teaching Assistants as well as the refresher training for safeguarding. She has also attended a course on meeting the needs of pupils with social, emotional and mental health needs.

• Support staff utilise opportunities for CPD, including in depth training courses, to best support pupils e.g. Autism Spectrum Condition training. 1-1 SEN support TAs are invited to attend special training sessions led by the Speech and Language Therapy Service and four TAs are studying for a foundation degree in teaching. One TA is studying to become an Art Therapist. The Deputy Head Teacher keeps a record of all staff CPD.

• There is close liaison between the SENDCO and 1-1 SEN support TAs regarding their training needs and she has led Performance Management evaluation of the 1-1 support Teaching Assistants.

## **Budget allocation:**

SEN funds are invested carefully in order to improve quality of learning resources for pupils with Special Educational Needs and Disabilities (SEND), the first £6000 is funded by the school with the remainder coming from designated SEN funds.

## **Statements/EHC Plans**

Each of the 26 pupils who had a statement of SEN or an Education Health and Care Plan during 2015/16 has allocated provision of one-to-one or group support hours. The hours are

funded by the school and the Local Authority (LA). Sixteen pupils have targeted support in the Centre for the Deaf and attend most of their mainstream lessons with the support of a Teaching Assistant from the Centre for the Deaf.

## **Statutory Assessments**

There are currently 2 pupils being assessed for an Education Health and Care Plan (EHCP).

Child 1 (autism)

Child 2 (physical disability, epilepsy and Down's syndrome)

Planned submissions for future statutory assessment

Child 3 (autism)

Child 4 (autism)

## **Inclusion for Pupils with SEND:**

- Pupils are involved in their own IEP and Annual Reviews and some pupils with SEND have regular interviews through use of gridlines to monitor progress against a chosen IEP target. New IEP targets are given to pupils in 'child-speak' in the form of a bookmark for easy reference.
- Monitoring of SEN interventions include pupil conferencing.
- All pupils have access and opportunities to participate in visits/clubs and school activities through reasonable adjustments.
- Pupils with SEND are represented on the School Council
- The School signposts parents of pupils with disabilities to outside agencies

## **Links with Virtual Schools**

There are currently six children accommodated under section 20 of the 1989 Children Act.

XX (Year 1) - Lewisham

XX (Year 4) - Lewisham

XX (Year 2) - Lewisham

XX (Year 6) - Lewisham

XX (Year 6) - Lewisham

XX (Year 4) - Greenwich

Planning meetings have been held for all pupils and personal education plans (PEP) have been completed. Reviews of these plans will be held in the autumn term. JO (Greenwich) has moved to a new placement family in Streatham and continues to travel to school each day by minicab under the supervision of an escort appointed by the Royal Borough of Greenwich. He will be transferring to a school nearer to the foster placement by September 2016.

There will be a new pupil (KR), who is looked after by Lewisham, commencing school in September 2016, she will be in Year 2.

### **Children subject to Child Protection (CP) and Child in Need (CIN) Plans**

There are currently 9 children subject to a Child Protection/Child in Need plan

#### Family 1 – Child Protection

YY (SEN Support – Speech, language and communication needs)

ZZ (SEN Support – Speech, language and communication needs, global learning delay)

Following the most recent meeting between the social worker, the family and the school, the social worker has moved to ‘step down’ the plan to child in need, with a view to closing the case completely in September 2016.

#### Family 2 – Child Protection

ABC (SEN Support – speech, language and communication needs, learning delay)

DEF (SEN Support – speech, language and communication needs, learning delay)

GHI (EHCP – speech, language and communication needs and global learning delay)

This family continues to be a significant cause for concern and legal proceedings have begun to take the family into care, if there are no marked improvements in parenting within the next ten weeks.

#### Child – Child Protection

JKL (no SEN)

Following the most recent meeting between the social worker, the parents and the school, the social worker has moved to ‘step down’ the plan to child in need, with a view to closing the case completely in September 2016.

MNO (neighbouring borough)

Following the most recent meeting between the social worker, the parents and the school, the social worker has moved to ‘step down’ the plan to child in need, with a view to closing the case completely in September 2016

PQR – Child in Need (other borough)

This case has been closed and the family is now rehoused in Lewisham.

Brief SWOT Analysis of SEND/Inclusion

<p><b>Strengths</b></p> <p>Motivated and dedicated staff          Excellent links with parents and carers have been established          Effective partnership working with external agencies</p>	<p><b>Weaknesses (Areas for development)</b></p> <p>CPD for all staff in order to improve the provision for pupils with ASD</p>
<p><b>Opportunities</b></p> <p>Partnership working with special schools and local feeder nurseries          Closer liaison with parents and carers          Partnership working with higher education providers (Goldsmith's University and London South Bank University)</p>	<p><b>Threats (Challenges)</b></p> <p>Reducing budget and a widening gap between potential supply and demand for support</p>

Priority for 2016/17

Work with parents and carers to improve overall attainment and attendance for pupils with SEND and additional needs.

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Judith Purkiss, June 2016