



## SEN Report Summer 2018

### SEN Register

Summer 2018	EHCP	SEN Support	SEN register
Whole school	8	59	67
Year 6	0	13	13
Year 5	5	14	19
Year 4	2	17	19
Year 3	1	15	16

2018-19	EHCP	SEN Support	SEN register
Whole school	11	62	73
Year 6	5	14	19
Year 5	2	17	19
Year 4	1	15	16
Year 3	3	16	19

Since the previous report, we have lost several children from the SEN register. These were due to changes in family circumstances that led them to move either around or out of the city.

This term we have planned and delivered a successful transition for Year 2 and 6 vulnerable and SEN pupils. There has been greater use of the PCC transition forms between professionals this year which will hopefully improve the transfer of information and, in turn, improve the experiences of pupils and families at this stressful time. We have also undertaken additional transition visits for pupils identified by teaching staff as being 'wobbly'.

LJS also held its first week long Transition week. According to the results of our parent survey this has generally been a positive experience. Parent meetings have also indicated that many SEN pupils benefitted from this and are going into the summer break with a positive outlook. However, there is some anecdotal evidence that some children struggled on returning to their 'old' class.

The SENCO/Inclusion Managers of LJS and CPIS have long had a close working relationship. This has become stronger over the last few months as both schools are now in the Kings Group and are working together. During the last week of Summer 2, they met together to coordinate the format for SEN report formats. This fits with other measures the joint SLT are undertaking to bring both schools practice into line.

### EHCP Update

The EHCP application mentioned in the previous report was successful so, along with the ex-dual registered pupil, we now have two more EHCP pupils in the school. We are also on track to receive three children into Year 3 who already have an EHCP. This will bring our total number of EHCP children up to 11 for September, although this may drop after the next round of Annual Reviews as one child isn't in receipt of top up funding, another has a token amount and two have less than £600 element 3 funding. Trends in national and local funding are such that any child with less than £2000 element 3 funding are likely to be under review and may possibly have their EHCP ended.

Since the last report the last two Annual Reviews have been completed. In both cases, this was the child's first Annual Review and the families needed extra support to understand and appreciate the importance of the process.

### SEND funding

Child	EHCP cost	Element 3 funding 2017-18	Element 3 funding 2018-19
	£10,631.25	£4,631.25	£4,631.25
	£6,277.50	£277.50	£277.50
	£6,581.25	£581.25	£581.25
	£10,125.00	£4,125.00	£4,125.00
	£10,496.25	£4,496.25	£4,496.25
	£12,150.00	£6,150.00	£6,150.00
	£9,483.75	£3,483.75	£3,483.75
	£8,538.75	-	£2,538.75
	£5990.63	-	-£9.38
	£6024.38	-	£24.38
	£10,125.00	-	£4,125.00
<b>Total</b>		<b>£23,745.00</b>	<b>£30,423.75</b>

Element 3 top up funding is described in the table above. Final figures for 2018-19 are not completed as we are still awaiting confirmation but do give a rough indication of what we should expect. It is likely that the children who are in receipt of less than £2000 element 3 funding are likely to have their EHCP closed after the next round of Annual Reviews as PCC tackle the budgetary issues surrounding Higher Need funding. This is in line with the national picture and could affect 4 pupils.

Expenditure of EP services this year have been higher than projected It is therefore hoped that the school will continue to budget for 4 EP reviews during 2018-19. An example of shared practice has surrounded discussions about funding EP provision. It has been decided that each school will continue using their current processes (CPIS using PCC EP SLA and LJS using a private EP on a case by case basis). Both EP provisions have their positives and negatives but as it is such an important aspect of SEN provision, it was felt a too important decision to take quickly when arranging budgets for the next year.

### Short Term

- Develop a unified package for SEN Support pupils starting with bringing CPIS and LJS practice into line.
- Continued review of EP provision.

### Effectiveness and impact of additional provision and interventions

All additional interventions and provisions have been recorded on the school's provision map on School Pupil Tracker Online. These are updated by the INCO after each Pupil Progress Meeting has been completed. Year Leaders have responsibility of informing the INCO if there have been any

changes to these lists during the term. An analysis of the effectiveness of each intervention is undertaken termly by the Assistant Headteacher (Pupil Outcomes).

### **Staff development**

During the summer term, the INCO attended training courses on Neurodevelopmental Diversity with CAMHS, LGBT Philosophies provided by the PCC EP service, a Private Fostering Briefing run by PCC Social Care, Designated Teacher training provided by the Virtual School and MyConcern training provided by a rep from the company to representatives from the SLT of the local Kings Schools. She has also joined the SEND Reforms Implementation and Performance Group and Children's Emotional Health and Wellbeing Group as a SENCO representative. Whether she has the capacity to sit on both panels remains to be seen. She will evaluate the usefulness to LJS of being present on these groups as the next academic year progresses.

The TAs have continued to receive in house CPD through the TALC. This term this has included the Educare SEND package and sessions with the Numbers Count teacher. On the INSET day in June, the TAs received training of Collaborative Problem Solving as well as a refresher session of Restorative Approaches.

During the term, the school developed its sensory circuits capability. During the INSET day most TAS had some training on this provision. It is hoped this will be rolled out to support our children with sensory issues. It is certainly a provision that is being increasingly recommended by services such as CAMHS and MABs.

Two members of staff have also completed their ELSA training and they are beginning to be able to take on their own caseload. In September, the Senior ELSA will be in role in the afternoons and one new ELSA will be in role in the mornings. The other new ELSA will remain in Year 6. The next Year 6 cohort has one of the highest levels of SEMH need and will need plenty of support in this important year. In discussion with their EP supervisors, it has been planned they will undergo supervision on the same day to reduce disruption at school. It has also been decided to roll out an electronic way of referring pupils to ELSA to help encourage staff to engage with the process.

This term the EHT and INCO have worked together on the strategic planning of TA deployment across year groups ready for September 2018. The increased EHCP numbers mean most TAs and HLTAs have at least some element of key worker/1:1 status.

Through the classroom observation schedule and learning walks, several classes where TAs are not being deployed as effectively as possible have been raised. The EHT raised this issue during the Monday 16<sup>th</sup> April INSET. The INCo has followed this up with the introduction of an expectations leaflet for TAs and Staff. This was shared with all staff in the first week of July ready for September.

### **Short Term**

- Undertake a learning walk in September to ensure the TA deployment expectations are being implemented.

### **Long Term**

- Plan for sustainability – shadow SENCo? Contingency plans for absence or loss of SENCO?
- Shared practices across MAT
- INCo to develop new initiatives or practices inspired by her role as SLE.

### **Summary of support from other agencies**

MABs involvement continues to be successful and we are confident we have the right level of support in this area. The personalised SLA is being renewed for September 2018. Termly reviews are being held to discuss cases undertaken by the two MABs members of staff linked to the school.

The neurodevelopmental assessment referrals made to CAMHS in Spring are now leading to options meetings and assessments. Parental feedback has been very positive.

The School Nursing Service has become more active within the school. The school nurse attached to the school has held drop in clinics within school time. This has led to referrals on to other specialist services. It is felt this help has been particularly useful in the case of two children with attendance issues. The school nurse linked to the school has moved to a new job but transition to a new nurse has started and she is taking on new cases.

The SENCO and ELSA at College Park have been involved in a Military Families programme as has the Senior ELSA at Lyndhurst. The two schools are now working together to put something in place to support these children.

### **Short term**

- Develop the Military Families programme.

### **Long term**

- Investigate how to better deal with administrative load of INCO (Code of Practice recommendation 6.91)

