SEN Register:

Number of children on SEN list as of June 2019

2018 – 2019 SEN School Profile

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Type of Need | SPLD | MLD | SEMH | SCLN | Visual Impaired | Hearing Impaired | Physical / Medical |
| C:\Users\damien\Downloads\ST CLARES LOGO (1).tif | SEN Support | EHC Plan | SEN Support | EHC Plan | SEN Support | EHC Plan | SEN Support | EHC Plan | SEN Support | EHC Plan | SEN Support | EHC Plan | SEN Support | EHC Plan |
| Nursery |   |   |   |   |   | 1 | 1 |   |   |   |   |   |   |   |
| Reception |   |   |   |   | 1 | 2 |   |   |   |   |   |   |   |   |
| Year 1 |   |   | 3 |   | 1 | 2 | 6 |   |   |   |   |   |   |   |
| Year 2 |   |   | 1 |   | 3 | 1 | 4 |   |   |   | 1 |   |   |   |
| Year 3 |   |   | 2 | 1 | 4 |   | 3 |   |   |   |   |   |   |   |
| Year 4 |   |   | 4 | 1 | 2 | 1 | 2 |   |   |   |   |   |   |   |
| Year 5 | 1 |   | 7 | 1 | 4 |   |   |   |   |   |   |   | 1 |   |
| Year 6 |   |   | 4 |   |   | 2 | 2 |   |   |   |   |   |   |   |
| Total % of SEN Population | 1 Child (1%) | 24 Children (35%) | 24 Children (35%) | 18 Children (26%) | 0 Children | 1 child (1%) | 1 child (1%) |

**Identification of pupils with SEN**

SEN children are identified as having a defined difficulty over and above those generally experienced by the majority of his/her peer group. Teaching staff are responsible for identifying students with Special Educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be, differentiated and delivered, in an inclusive way to meet the needs of each child within their class.

To support swift identification of SEND within St. Clare’s the following strategies are used:

* Home visits are carried out to all new starters to Nursery or Reception. SALT TA accompanies EYFS staff to identify SEND quickly.
* Whole school data is analysed at the end of each term and the SEN register is updated regularly, based on agreed thresholds between the Head-Teacher and SENDco.
* Early identification and planned interventions are essential in ensuring each child progresses in line with their academic ability to ensure no child goes undetected.
* Head teacher meets all new starters so any SEND is quickly identified. As a result, bespoke provision is immediately put into place.
* Open-door policy for SEND for parents to meet and discuss concerns they may have.

**Meeting the needs of pupils’ with SEN:**

* All pupils with an EHCP have a transfer review at the end of year 5 to ensure transition to secondary is smooth.
* Interventions are bespoke to the pupil’s needs.
* Interventions are evidence based and regularly reviewed so that the impact is maximised.
* Class teachers ensure lessons are differentiated and matched to pupils needs.
* First-wave quality teaching is regularly monitored so that learning for SEND pupils is maximised.
* A central online tracking system allows interventions to be quickly grouped, analysed and costed. Provision Maps are then easily accessible. The system also allows individual pupil passports to be completed for our most complex SEND pupils.
* Termly SEND clinics allow parents to raise and discuss concerns they have about their child.

**Staffing Arrangements 2018-2019:**

We currently have ten Key Workers (TAs) linked with pupils across the school with EHCP’s. For most key workers, as part of their role, - they work in small groups on interventions, which include their identified pupil. We currently have two pupils with exceptionally complex needs. One of these pupils need a completely different curriculum, which is sensory based. The other pupil has complex social, emotional difficulties and is on a completely different curriculum with the main focus being around improving his concentration, ability to follow instructions and learning to play alongside others. Both pupils are in KS1.

Due to financial concerns in the early part of the school year two temporary contracts are coming to an end in August 2019. Our remaining SEN TAs and three TA 2’s will support the pupils who have an EHCP.

**Education Health Care Plans (High Needs):**

During 2018-2019, I made four applications for statutory assessment. All four were agreed. This takes the total to fourteen – the most EHCPs for some time. However, two pupils with an EHCP are leaving in July as they transfer to secondary.

Five pupils have received educational psychologist (EP) assessment/input this year.

Ten pupils have received Speech & Language (SALT) assessments/input over the year.

**High Needs Additional Funding Amount Per Pupil Spend – Intervention:**

The largest amount of money spent is on the following areas: Cognition, Social & Emotional & Speech and Language. In 2018-2019 291 pupils have benefitted from at least one intervention over the course of the year.

**Training: 2018-2019:**

* SALT Training – ELKAN Training
* Positive Handling Training
* Lego Therapy Training
* ASD Training

**Resources April 2018- March 2019:**

* EP time to complete full cognitive assessments
* EP time to review pupils with previous EP input and write up to date reports
* Plus 1
* Power of 2
* SLI – intense SALT input
* Sensory Resources
* Word wasp
* Hornet
* SALT Resources
* Lego Therapy Resources
* Cooking Resources
* Provision Map online licence
* Speech Link License
* Social, Emotional Resources to support Anger, worries, Resilience, Emotional Literacy
* Cognitive resources to support Maths and Literacy
* Nessy Licence to support the teaching of reading and spelling for five pupils.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Intervention Name** | **Area of Need** | **Age**  | **Intervention Name** | **Area of Need** | **Age**  | **Intervention Name** | **Area of Need** | **Age**  |
| Maths Tuition | Cognition | KS1 / KS2 | Time to Talk | Communication  | KS1 | BOXALL | SEMH | KS1 / KS2 |
| Reading Tuition | Cognition | KS1 / KS2 | Socially Speaking | Communication  | KS2 | Lego Therapy | SEMH | ALL |
| RWI Tuition | Cognition | KS1  | Nursery Narrative | Communication  | EYFS | Rainbow Therapy (Programme about bereavement and change) | SEMH | ALL |
| SPAG Tutition  | Cognition | KS2 | SALT Individual Input | Communication  | ALL | Jenny Mosely Social Group | SEMH | ALL |  |  |  |
| Better Reader | Cognition | KS2 | EAL catch up | communication | KS2 | Cooking | SEMH | KS2 |  |  |  |
| IEP | Cognition | All | Language Link SALT | Communication  | EYFS | Tac PAC Sensory Session | SEMH | EYFS |  |  |  |
| Writing Intervention | Cognition | KS1 / KS2 | Let's Talk | communication | KS2 | Stop Bugging Me (Identify and cope with worries) | SEMH | ALL |  |  |  |
| Hornet Reading Intervention  | cognition | LKS2 | SALT Vocab Group | communication | KS2 | Sensory Room | SEMH | ALL |  |  |  |
| Word Wasp Reading Intervention | cognition | UKS2 | Language Disorder Intensive  | Communication  | ALL | Individual Behaviour Plan | SEMH | KS1 / KS2 |  |  |  |
| Reading For Meaning | cognition | KS2 | KS2 Narrative | Communication | KS2 | Personalised Reward Chart | SEMH | ALL |  |  |  |
| Plus 1 | cognition | KS2 | Social Response: Basic/intermediate Level  | Communication  | ALL | Home / School Book | SEMH | KS2 |  |  |  |
| Power of 2 | cognition | KS2 | Think About it | Communication  | KS2 | ASD Intervention | SEMH | KS2 |  |  |  |
| Inference Intervention | Cognition | KS2 | Talk About School | Communication  | All |  |  |  |  |
| Daily Read | Cognition | EYFS/KS1/KS2 | Talk About Friends | Communication  | All | Motor Skills United | Motor Skills | ALL |  |  |  |
| FFT (Fischer Family Trust) | Cognition | KS1  | Verbal Reasoning | Communication | All | Madeline Portwood | Motor Skills / Dyspraxia | ALL |  |  |  |
| Phonics Intervention  | Cognition | EYFS / KS1  |  |  |  | Teodescu Handwriting | Motor Skills | ALL |  |  |  |
| Working Memory Intervention | Cognition | All |  |  |  |  |  |  |  |  |  |
| Nessy  | Cognition | KS2 |  |  |  |  |  |  |  |  |  |
| Specific Reading Workbook | Cognition | KS2 |  |  |  |  |  |  |  |  |  |
| Specific Mathematics Workbook  | Cognition | KS2 |  |  |  |  |  |  |  |  |  |

Signed: J. O’Keefe Date: June 2019