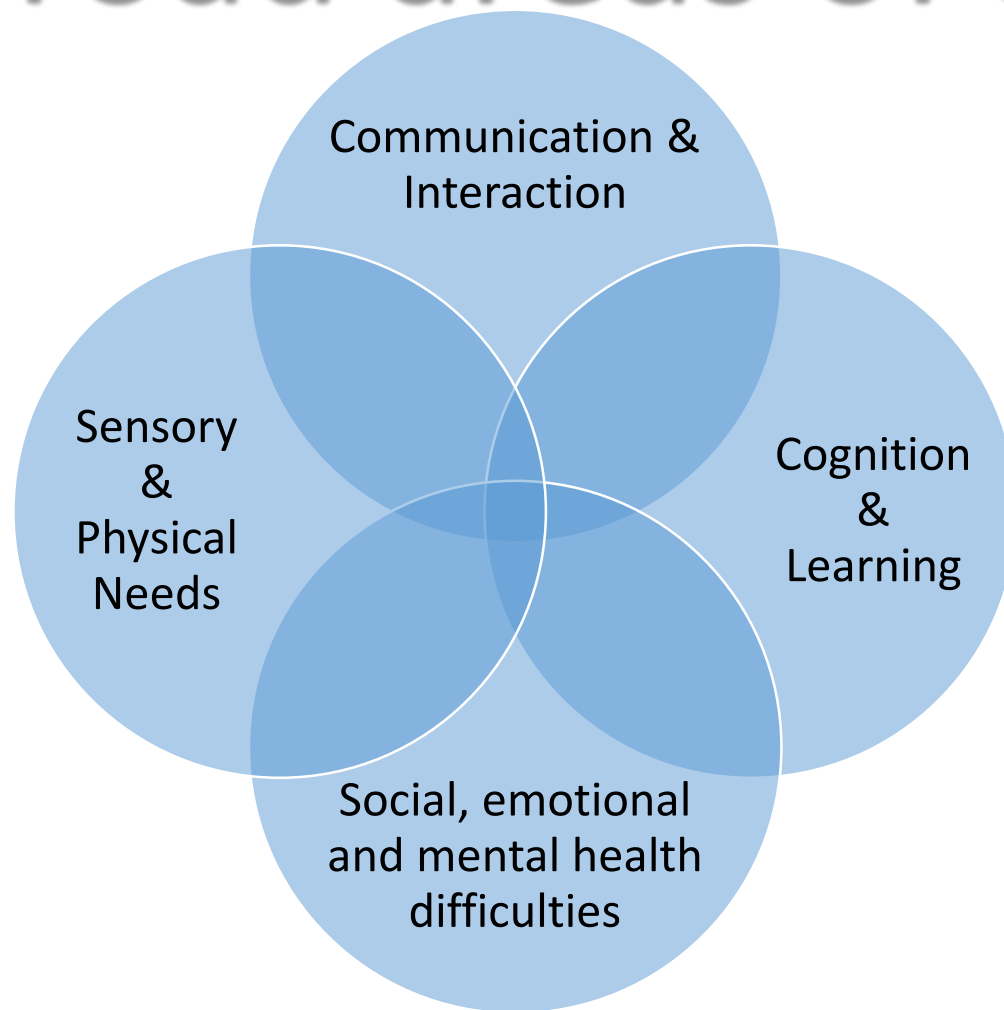




SEN report to Governors June 19

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

4 broad areas of SEN



The 2014 Legislation Graduated Approach: ASSESS, PLAN, DO, REVIEW

4. Monitor, Review & Evaluate support

The impact of the support is constantly monitored and, where necessary the provision is revised to meet needs of the child.

1. ASSESS the Need

All pupils receive quality wave one teaching. If the child is not making expected progress or there are concerns from staff or parents, the SENCO and others assess the child against the SEN criteria.

ASSESS PLAN DO REVIEW model

3. "Do"

Implement the plan with clear goals and timeframes. The class teacher remains responsible for the child on a daily basis

2 Plan support or intervention

Support or interventions are agreed upon. The child is assessed at the start of the support and at regular, agreed intervals or at the end of the support dependent on the need of the child.

SEN summary Spring 2019

Total SCHOOL 19.3.19 388

Total SEN:	Children	50	Girls	15	Boys	35
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Total Year:	Year 3	Year 4	YEAR 5	YEAR 6	TOTAL SEN	% of school
	No.	No.	No.	No.		
K	13	12	7	4	36	9%
E	2	1	7	4	14	4%
TOTAL SEN	15	13	14	8	50	13%

In 2016 we had 5 children with an "EHCP" now we have 14



**2 branches from this
point**

Responsibilities for
SEN
Training
interventions

Tracking
attainment and
progress



Who is responsible for SEN?

It is the **class teacher** who has responsibility for academic levels and progress for **all** their class whether they are EAL, low ability, average, above average or SEN.

Quality first teaching is crucial



Who is responsible for SEN?



Teaching Assistants do not support the teacher. They support the **learning of the children** under the supervision of the class teacher, the year group leader and the Inclusion Manager.

Quality first teaching is crucial



training for staff responsible for SEN



There are a *few* T.A. interventions lower down the school. However there has been a policy decision to have more **teachers** supporting groups of children and using Teaching Assistants only to support children with Educational Health Care Plans.

So teachers AND T.A.s have been trained in SEN this year.



training for staff responsible for SEN

Focus this year has been on

- **Mental Health and Attachment:** taught fantastically by our Play Therapist
- **Restorative Justice approaches:** taught over 6 weeks by our Pastoral Manager to T.A.s to help us deal with behaviour incidents



training for staff responsible for SEN

Focus this year has been on

- **Speech and Language** taught by our SALT Therapist Ruth Perry: we have looked at selective mutism, stammering, receptive and expressive language – included in this is Blank Questioning
- **Differentiation** with a focus on this by our new School Improvement Partner.

Interventions

- In Year 3 and 4 we have Operation Reader for children unable to access Destination Reader.
- 1stClass@no. in Year 3
- Talking Partners in Year 3
- There are 4 lessons/week across the school for new to English children
- We have an excellent Play Therapist
- **Every Step Matters** has 2 therapeutic groups

Interventions

- A trained staff member **counsels** targeted children.
- **Forest School** remains an important therapeutic session and we are hoping to have part of our playground made into a mini Forest School
- **Speech and Language** has provided extra “bought in” services and we have had a project between Y5 children and Park High students.

All interventions are baseline assessed for progress – progress is not always measured in academic levels.

2 branches from this point

Responsibilities for
SEN

Training
interventions



**Tracking
attainment
and progress**

Tracking attainment and progress

CANNOT track just SEN children in isolation.

In line with Assessment presentation by the Deputy, we will look at **PROCESS**

All children are assessed five times a year. In this process we assess all children by their **ATTAINMENT** and **PROGRESS**.



02/11/2018

Kenmore Park Junior School

Year 5 Autumn 1 Pupil Profile (KS2) Fred - Class: 5RP

You will see that your child has been colour coded. **Dark Green** indicates working above their personal target, **Light Green** is on target and **Yellow** is working towards expected target. Please see the chart for year groups and stages.

Age Related Expectations for Writing and Reading								
YEAR	Y3 START	Y3 END	Y4 START	Y4 END	Y5 START	Y5 END	Y6 START	Y6 END
Stages	St 2 D	St 3 E	St 3 E	St 4 R/E	St 4 R/E	St 5 R	St 5 R	St 5 S

	End of Year 4	Current	Personal Target	Progress
Writing	St 4 E	St 4 D	St 5 R+	1
Reading	St 4 S	St 4 S	St 5 D	0

Age Related Expectations for Maths								
YEAR	Y3 START	Y3 END	Y4 START	Y4 END	Y5 START	Y5 END	Y6 START	Y6 END
Stages	St 2 D	St 3 E	St 3 E	St 4 E	St 4 E	St 5 E	St 5 E	St 6 R/E

	End of Year 4	Current	Personal Target	Progress
Maths	St 5 S	St 5 S	St 6 D	0

Attainment: Progress towards targets:

English:

Use some cohesive devices within and across sentences and paragraphs such as determiners and pronouns
Extend the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or propositions
(GH 4:10-13,16,17,21)

Reading:

Explain meaning of an unfamiliar word in context.

Maths:

Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places.

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

Attendance	100.0%
Punctuality	0 time/s
Attitude	Excellent
Behaviour	Excellent
Effort	Excellent
Homework	Poor
Uniform	Excellent

Stage Ladder	
St 5 E	Stage 5 Emerging
St 5 R+	Stage 5 R +
St 5 R	Stage 5 Ready
St 4 S	Stage 4 Securing
St 4 D	Stage 4 Developing
St 4 E	Stage 4 Emerging
St 4 R+	Stage 4 R +
St 4 R	Stage 4 Ready

Children and parents get a pupil profile and, importantly children talk with teachers about their stages and the steps they need to take to get to the next level



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	End of Year 4	Current	Personal Target	Progress
Writing	St 4 E	St 4 D	St 5 R+	1
Reading	St 4 S	St 4 S	St 5 D	0

Age Related Expectations for Maths								
YEAR	Y3 START	Y3 END	Y4 START	Y4 END	Y5 START	Y5 END	Y6 START	Y6 END
Stages	St 2 D	St 3 E	St 3 E	St 4 E	St 4 E	St 5 E	St 5 E	St 6 R/E

	End of Year 4	Current	Personal Target	Progress
Maths	St 5 S	St 5 S	St 6 D	0

Attainment: Progress towards targets:

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Attainment



Kenmore Park Junior School

Year 5 Autumn 1 Pupil Profile (KS2) Fred - Class: 5RP

02/11/2018

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YEAR	Y3 START	Y3 END	Y4 START	Y4 END	Y5 START	Y5 END	Y6 START	Y6 END
Stages	St 2 D	St 3 E	St 3 E	St 4 R/E	St 4 R/E	St 5 R	St 5 R	St 5 S

	End of Year 4	Current	Personal Target	Progress
Writing	St 4 E	St 4 D	St 5 R+	1
Reading	St 4 S	St 4 S	St 5 D	0

Age Related Expectations for Maths

YEAR	Y3 START	Y3 END	Y4 START	Y4 END	Y5 START	Y5 END	Y6 START	Y6 END
Stages	St 2 D	St 3 E	St 3 E	St 4 E	St 4 E	St 5 E	St 5 E	St 6 R/E

	End of Year 4	Current	Personal Target	Progress
Maths	St 5 S	St 5 S	St 6 D	0

Progress

Both attainment and progress are important

KPJS Governor Meeting 2019



Kenmore Park Junior School

Year 1 Autumn 2 Pupil Profile (KS2)

Stu Dent - Class: 4AB

Your child has been working hard this first half term and the following is a summary for English and Maths. Their targets for these areas remain the most important areas for them to make the next steps forward. Please support them at home to complete these - reading with you remains the most important of all the key skills pupils should be working on.

You will see that your child has been colour coded. **Dark Green** indicates working above their personal target, **Light Green** is on target and **Yellow** is working towards expected target. Please see the chart for year groups and stages.

Age Related Expectations

YEAR	Y3 START	Y3 END	Y4 START	Y4 END	Y5 START	Y5 END	Y6 START	Y6 END
Reading and Writing Stages	St 2 D	St 3 E	St 3 E	St 4 R/E	St 4 R/E	St 5 R	St 5 R	St 5 S
Maths Stages	St 2 D	St 3 E	St 3 E	St 4 E	St 4 E	St 5 E	St 5 E	St 6 R/E

	End of Year 3	Current	Personal Target	Progress
Writing	St 3 S	St 3 S	St 4 D	0
Reading	St 4 R	St 4 D	St 4 S	3
Maths	St 4 R+	St 4 D	St 5 R+	1

Dark Green

Light Green

Targets:

English:-

S3/17 Extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although

S3/13 Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements ('up-stage' prompts LKS2)

Reading:-

Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.

Maths:-

S4/5 Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of

Teachers list the key targets where you can help your child

Attainment

Banding	New Expect. Lit	MATHS New Expect	APS	OLD NC Level	Pearson Test to be taken
			1 to 3		
			4	P6/S1EAL	Pink Test A
St 0 Emerging			5		Pink Test B
St 0 Developing			6	P8/ S2 EAL	Red ks1 Test A
St 0 Securing			7	1C	
St 1 Ready			8		Yellow Test A/B/C
			9	1B	
St 1 Emerging			10		Blue ks1 Test A/B/C
St 1 Developing			11	1A	Green Test A/B/C
St 1 Securing			12		Orange A/B
St 2 Ready			13	2C	Turquoise A/B
			14		
St 2 Emerging			15	2B	Purple
St 2 Developing	Y3	Y 3	16		Gold
St 2 Securing	lit	maths	17	2A	White Test A
St 3 Ready			18		White Test B

			19	3C	
St 3 Emerging			20		Lime
St 3 Developing	Y4	Y 4	21	3B	Brown Test A
St 3 Securing	lit	maths	22		Brown test B
St 4 Ready			23	3A	Grey A Test 1
			24		
St 4 Emerging	Y5		25	4C	Grey A Test 2
St 4 Developing	Lit	Y5	26		Grey B Test 1
St 4 Securing		maths	27	4B	Blue KS2 A test 1
St 5 Ready			28		Blue KS2 A test 2
	Y6		29	4A	
St 5 Emerging	lit	Y6	30		Blue KS2 B test 1
St 5 Developing		maths	31	5C	Red A test 1
St 5 Securing			32		Red A test 2
St 6 Ready			33	5B	Red B test 1
			34		
St 6 Emerging			35	5A	RED +
St 6 Developing			36		
St 6 Securing			37	6C	
St 7 Ready			38		

NEW LEVELS WITH Y3 CHANGES

YG	Autumn 1 R+W/M	Autumn 2 R+W/M	Spring R+W/M	Summer 1 R+W/M	Summer 2 R+W/M
6	5R = 28, 5E=(29)30	5 E = (29) 30, 5D=31	5 E = 30, 5 S = 32	5 D = 31, 6 R = 33	5S = 32, 6R/ =34
5	4E= (24)25, 4E= 25	4 E = 25, 4 D = 26	4 D = 26, 4 S = 27	4 S = 27, 5 R = 28	5R=28, 5E=(29)30
4	3 E = 20, 3 E = 20	3 D = 21, 3 D = 21	3 S = 22, 3 S = 22	4 R = 23, 4 R = 23	4E=(24)25, 4E=25
3	3R+ 19, 3R+=19	3 E = 20, 3 E = 20	3 D = 21, 3 D = 21	3 S = 22, 3 S = 22	4 R = 23, 4 R = 23

EXPECTED LEVELS MATHS 27 APS English 26 APS

	Reg Group	SEN Status	FFT Maths FFT Benchmark	Stages Maths TA Spr 2 HC Y5 Spring 2	Stages Maths Val Spr 2 HC Y5 Spring 2	Stages Maths Diff TA/Ex~4 HC Y5 Spring 2	FFT Reading FFT Benchmark	Stages Read TA Spr 2 HC Y5 Spring 2	Stages Reading Val Spr 2 HC Y5 Spring 2	Stages Read Diff TA/Ex~4 HC Y5 Spring 2	FFT Writing FFT Benchmark	Stages Writing TA Spr 2 HC Y5 Spring 2	Stages Writing Val Spr 2 HC Y5 Spring 2	Stages Write Diff TA/Ex~4 HC Y5 Spring 2
D	n	K	N	St 5 E	30	3	N	St 4 E	25	-1	N	St 4 D	26	0
C	p	E		St 2 S	17	-10		St 2 R	13	-13		St 0 S	7	-19
A	T	E	N	St 2 S	17	-10	N	St 2 S	17	-9	W	St 2 S	17	-9
Mean ALL					28				24				24	
Mean SEN					23				20				19	

The 2014 Legislation Graduated Approach: ASSESS, PLAN, DO, REVIEW

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The impact of the support is constantly monitored and, where necessary the provision is revised to meet needs of the child.

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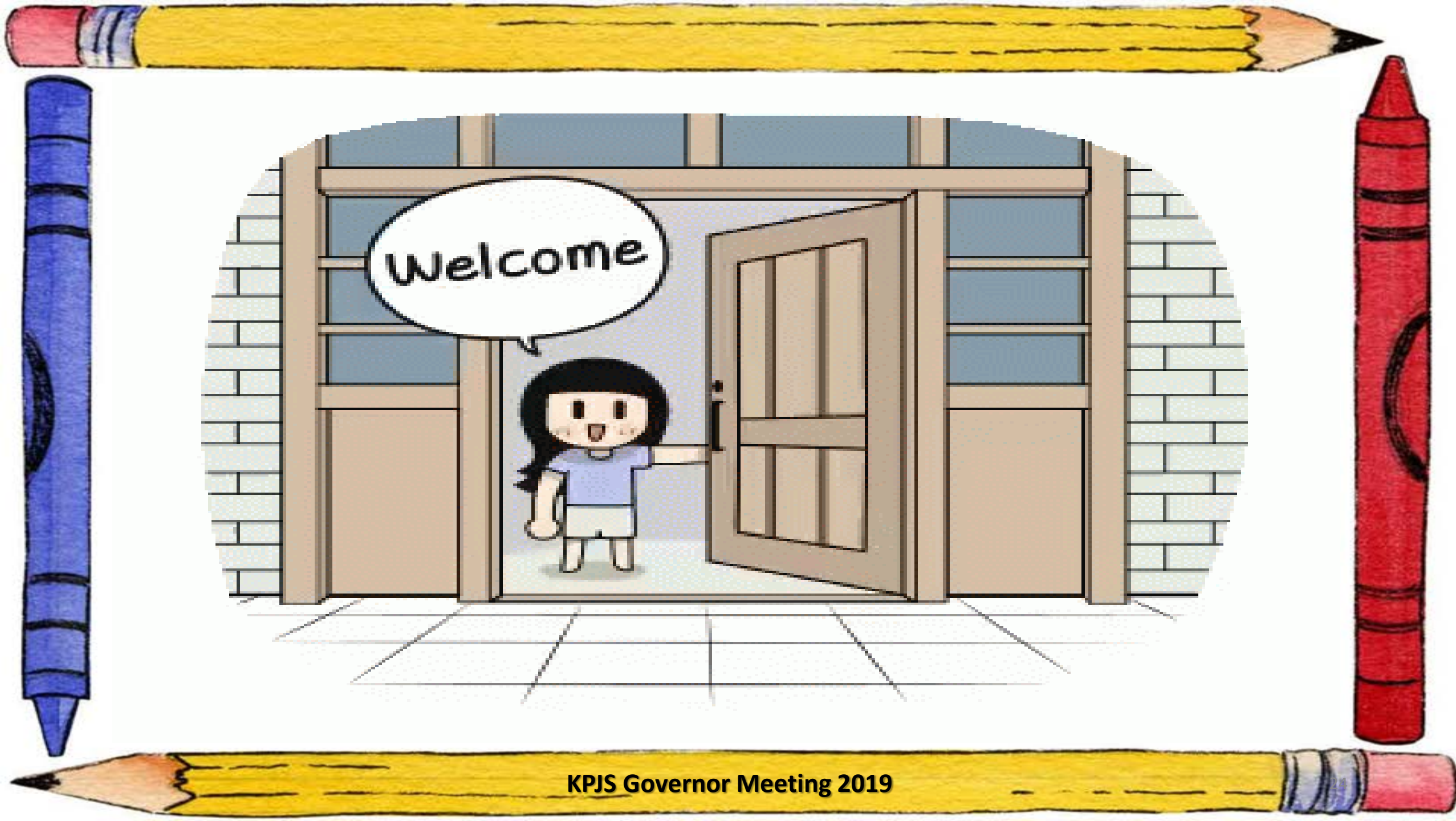
Harrow Council Local Offer: 4 strategic priorities

- 1. Review in-borough specialist provision in the context of a changing demographic profile, pre-school, school and college organisational changes and other developments**
- 2. Review current provision and need for children, young people and young adults with social, emotional and mental health needs to ensure continuum of provision and support. (previously SEBD)**
- 3. Improve local education and social care opportunities for post-16 provision working in partnership with other agencies**
- 4. Improve outcomes for children and young people (0- 25) with SEND and ensure appropriate staff skilled and qualified in all provision.**



In addition to the reduced funding pressures on the HNB for Harrow include:

- Increase in EHCPs from **1,185** January 2015 to **1623** in January 2018. A further increase to just under 1,700 by October 2018.
- Complexity of need and cost of provision increasing
- More children with Severe Learning Disabilities (SLD) in Harrow. **In-borough SLD provision cost on average £26k-£29k per annum per child** compared with out-borough independent SLD day provision which cost on average **£47k-£68k per annum per child**
- Increase demand for placements for post 16 (70%) and post 19 provision (156%)
- **Majority of SEND provision in-borough is at capacity and therefore there are limited opportunities to increase local provision.**
- Increase in the number of tribunals and the cost of outcome of tribunals



KPJS Governor Meeting 2019