



# Briefing Paper for Governing Body Meeting

13<sup>th</sup> September 2017

This briefing paper was requested by the Chair of Governors to support a SEND Presentation at the Governors Meeting on the 13/9/17. Both the Chair of Governors and the SEND Governor (Vice Chair), were fully involved in the review of practice linked to this briefing paper and, the annual learning walk; meeting with parents, pupils and teachers, as well as cross referencing paperwork. Questions were asked during the presentation, see full Governing Body Meeting Minutes 13/9/17.

## Current SEND Profile

St. Luke's currently has 19 pupils on the SEND Register, which is approximately 10% of the pupil body. This is slightly below the Newham Average of 13.6% and the National Average of 13.4%. This lower figure results from realigning our register to ensure that all pupils could be categorized against one of the four groupings noted in the SEND Code of Practice. Our register has recently undergone a Local Authority review and the outcome stated that St. Luke's was 'clear about the criteria for placing children on the register.'

Our highest area of need is Communication and Interaction. Fourteen of our pupils have Speech, Language and Communication Needs and three of these have been diagnosed with ASD. We currently have two pupils who receive High Needs Funding. Two pupils are on the register because of Cognition and Learning Difficulties, specifically Moderate Learning Difficulties. For one of these pupils however, this is their secondary need.

We have a small number of pupils (three) with Social, Emotional and Mental Health difficulties and currently no pupils with Sensory or Physical Needs.

The register will be reviewed in July 17, in order to remove the Yr.6 pupils and admit those in Nursery and Reception, plus others who are noted as a being a cause for concern during Pupil Progress meetings

## Overall Progress of SEND Pupils

### Phonics Screening Check Y1

	Cohort	Number Passed
Non SEND	25	92%
SEND Support	4	75%

### Phonics Screening Check Y2

	Cohort	Number Passed
SEND Support	2	50%

### KS1 (data added Sept 17)

	R+W+M	Reading	Writing	Maths	Science	R+W+M+S
<b>Newham</b>	E 32% H 1%	E 42% H 5%	E 34% H 2%	E 44% H 7%	E 48%	E 31%
<b>St. Luke's</b>	E 0% H 0%	E 33% H 0%	E 0% H 0%	E 100% H 0%	E 0%	E 0%

## **KS2** (data added Sept 17)

	<b>Combined</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>GPS</b>
<b>Newham</b>	E 53% H 2%	E 43% H 9% SS 98.7 (1.0)	E 48% H 6% (1.4)	E 50% H 11% SS 100.3 (1.8)	E 51% H 15% SS (102.1)
<b>St. Luke's</b>	E 0% H 0%	E 0% H 0% SS 94.0 (-7.3)	<b>E 75%</b> H 0% (0.2)	<b>E 50%</b> H 0% (100.0 (-1.7))	<b>E 50%</b> H 0% SS 103.3

See Appendix 1 to support

## **Policies**

The school has updated all of its key policies on the school website. These include:

Inclusion Policy and SEND Information Report

Links to the Local Offer

Single Equality Policy

Accessibility Plan

Behaviour Policy

Teaching and Learning Policy

Attendance Policy

Peer on Peer Abuse Policy

## **Record Keeping**

The school has updated the SEND record keeping system to ensure that there is a consistent developmental process including early identification, assessment, entry onto the register, the provision of interventions and consistent tracking. This means that there is a much clearer picture of both individual and cohort provision and progress and that the schools practice is in line with the assess, plan, do, review model recommended by the SEND Code of Practice. All teachers have a SEND flow diagram in the classroom and understand the referral process. The records are currently kept in the Head Teachers Office because of their sensitive nature; however aspects of them can be accessed by teachers through Google Chrome.

## **Interventions**

Prior to this year the school had no bench marked interventions, making it difficult to measure small steps in progress. This year the school has invested heavily in four key interventions Speech Bubbles, Numicon Maths, Catch-Up Maths and Project X Code - Reading. In addition to this it has also introduced a bench marked Phonics Intervention. The approximate costs and outcomes are indicated below. Please note that the cost of the Numicon Intervention was covered by a £3,348 grant from the Educational Guarantee Innovation Fund.

1. Speech Bubbles – £3000.00 (to be delivered in house next year, saving £3,000)
2. Catch Up Maths – £375.00
3. Numicon – £3,348 (some funds remaining for allocation) Includes Numicon resources in EYFS & KS1 – two parents came in for Numicon training.
4. Project X Code – £1,800

Next year the school is investing in:

5. Tales Toolkit – £800.00 (to facilitate progress in EYFS/KS1 speech and language)
6. Mighty Writer – £379.00 (to facilitate progress in KS1/LKS2 writing)
7. Clicker 7 – £64.00 (to facilitate progress in KS1/LKS2 writing)

## Intervention/SEND Training

Training for staff involved in the delivery of SEND has been varied, and generally low cost or free:

Numicon Training - NMB, KK, FN attended a 1 day training session on the use of Numicon, which provided the knowledge base for the EYFS and KS1 Maths Interventions

Colourful Semantics Training NMB attended ½ day booster session to ensure continued development of intervention

Reading Intervention Training - DS visited George Carey ½ day to discuss approach/record keeping etc.

Catch Up Maths Training - KL attended 3 x ½ day training to facilitate KS2 maths Intervention

Social Games Group Training (LCIS) - NMB 8 x ½ day training to facilitate the progress of our pupils on the ASD Spectrum

Newham SENCo Conference – FN training focussed on assessment

Optimus SENCo Update Conference – FN, MH

SEND Cluster Meetings – FN

Mentoring Meetings (Lesley Hare – SEND Advisory Teacher) – FN

In addition to this FN completed and submitted her NASENCO Portfolio and had an opportunity to represent the school at the Best for All Launch.

## Intervention Results

### Phonics (6months)

Y1 - [6 pupils]	66% pass rate - the rest made steady improvements
Y2 - [2 pupils]	50% pass rate - one pupil will continue to receive phonics support in Y3

### Reading (6 months)

	20months +	10months +	10months-
Y2 - [7 pupils]	57% [4]	28% [2]	15% [1]
Y3 - [6 pupils]	33% [2]	16% [1]	51% [3]
Y4 - [7 pupils]	57% [4]	43% [3]	

50% made accelerated progress  
30% made greater than expected progress (80%)

### Numicon Maths (6months)

Nursery Level	Reception Level	Yr.1 Level	Yr.2 Level	Yr.3 Level
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	2 Levels +	2 Levels	1 Level
Y1- [4 pupils]	50% [2]		50% [2]
Y2 - [3 pupils]	100% [3] EXP		
Y3 - [2 pupils]	100% [2] 16/17 SAT's Addition EXP		

77% made accelerated progress

### Catch Up Maths (6months)

	Actual Age	Entry Age	Exit Age	Standardised Score Entry	Standardised Score	Category
Y4						
		6:10	9:5	72	103	WBA/AVG

	9:0	7:1	9:5	74	104	WBA/AVG
<b>Y5</b>						
	10:4	9:9	10:1	98	96	AVG/AVG-
	9:9	5:8	7:5	70	77	WBA/WBA+
	9:4	9:2	10:7	87	99	LA/AVG
<b>Y6</b>						
	11:4	10:4	10:7	92	91	AVG/AVG-
	9:11	8:0	9:2	72	78	WBA/WBA+
	10:4	10:1	11:6	92	98	AVG/AVG+

75% made accelerated progress

## Speech Bubbles

This intervention was well received by both pupils and parents. Several parents attended the open afternoon and were thrilled to see how confident their children were in this setting. The online teacher analysis is still to be completed and will be added to this report when available.

“I enjoyed seeing my daughter take part in all the activities, especially the acting and volunteering to give answers to questions.”

“I feel positive about the children coming together and learning to take turns. The session was engaging and everyone was involved.”

## Teacher Voice

During this year’s learning walk we asked the Yr1, 2 and 3 teachers how they felt the skills developed during interventions had transferred into the classroom. All of the teachers were overwhelmingly positive.

### Y1

AA commented on how much the pupils enjoyed the intervention and how other pupils were jealous that they could not go. It was noted that there were some difficulties initially, as the groups were too large; however it was felt that restructuring to create smaller groups had facilitated progress. The ease of communication between the class teachers, TA’s and intervention leaders was felt to be excellent and a key success factor. It was noted that many of the skills were beginning to transfer into the classroom.

### Y2

HD felt that reading progress had skyrocketed since the interventions began, noting the positive impact of both formal and informal conversations between staff. She felt there was particularly good communication leading up to the SAT’s test. HD felt that the skills learnt had definitely been transferred to the classroom.

### Y3

CK noted that lack of consistency had impacted the outcomes of the interventions and was disappointed that there had been so much cover. However she also felt that the pupils in her class had made very beneficial progress and that the skills they had acquired were being used in the classroom. CK felt there was a real sense of teamwork and that excellent communication was the key.

## **Parent Voice**

This year we have had two SEND Coffee Mornings, both of which have been well received. Three parents came to the first one, and we were able to take action to alleviate their concerns and, seven parents came to the second. On the second morning we had a very positive time, celebrating the children's successes and awarding them with their end of year certificates.

In a recent Parent Survey (June 17) 42% of our respondents stated that the SEND provision was excellent, whilst 58% felt it was good. Four parents raised some concerns, and these were either dealt with during the coffee morning, through discussion with teachers, or during Parents Evening. None of the concerns progressed to a formal complaint.

## **Parent Quotes**

"I am pleased with all the support: I hope this continues throughout his education to help improve and develop his educational skills. Thank you."

"I am very grateful for the early hour 1 - 2 - 1 that the school is providing for my child. I feel that it has helped him a lot. I thank the teachers for the great effort shown towards my child."

"Thank you for all the help you have given my child and our family; especially for the coffee morning and for the Educational Psychologists input. It has been valuable to us all."

## **Pupil Voice**

100% of the Key Stage 1 pupils expressed that they enjoyed their additional lessons and that the work they do in those lessons helps them in the classroom. They felt the lessons were fun and enjoyable and that their teachers were very helpful.

64% of the Key Stage 2 pupils were overwhelmingly positive, whilst 21% were a little hesitant, being concerned that they should be able to do better by themselves. The positive pupils expressed that they liked their teachers and working as part of a team.

Only two pupils, 14%, expressed that they were unhappy with the support they received; neither were on the SEND register. These two pupils were given an opportunity to talk to Mr Hipperson, so that their concerns could be aired and addressed.

During the course of a Learning Walk (June 17) to observe the pupils levels of engagement and enjoyment in the interventions, the Governors noted that there was great enthusiasm and good use of resources. They also recognised that the sessions were underpinned by good discipline structure, with one of the younger pupils challenging his friend who was, 'not following the ground rules.'

## **Multi-Agency Involvement**

Multi Agency involvement has been very good this year and there is a genuine sense of partnership developing. TA's have commented that they have been given much more grounding in the interventions by the professionals before they embark on delivery. The key agencies we have worked with are the Language Communication and Interaction Service, Speech and Language Therapists, Educational Psychologists and the Behavioural Support Service and RIAT

## **Caseload Summaries:**

**LCIS** [5 pupils] – two of the pupils have High Needs Funding, two are pending diagnosis with CDC and the final pupil has been discharged by CDS this year. LCIS currently run a fortnightly Social Games Group with ten of our pupils and are training NMB. They are also coming in to do some whole school training in the Spring Term.

**SALT** [10 pupils] – this case load will increase with the addition of some of our Cause for Concern pupils who have been highlighted during pupil progress meetings. Sadly our Speech and Language Therapist has been changed again and this has had an impact on continuity.

**EP** [9 pupils] – these pupils are receiving varying levels of support and we have agreed to formalise this next year so that we are clear about our priorities, for example, who is being monitored and who has an active action plan. Our Educational Psychologist has also worked with a parent this year.

**BSS** [3 pupils] – we have accessed support for two pupils this year and have referred a pupil for support next year. They were enormously supportive with our first referral and affirmed the strategies we had put in place to alleviate the difficulties. We have seen enormous improvement in this.

**Future Plans** (based on evidence collated to date)

The key areas for development next year are:

- Embedding the new SEND process and tracking system introduced in 2016/17
- Ensuring the continuance of the current bench marked interventions, with a particular emphasis on KS2 reading
- Introducing bench marked interventions for speech and language development and writing in KS1
- Ensuring that gains made in interventions are transferred to the classroom
- Ensuring that classroom work is scaffolded by using more concrete and pictorial resources
- Establishing an ongoing training package for the TA's