



SEN Information Report 2017-2018

Introduction

Welcome to our SEN information report. These pages set out information about Holly Spring Junior's provision for pupils with special educational needs (SEN).

Holly Spring Junior School positively encourages individuals to achieve their full potential in a nurturing environment. Our dedicated school community takes pride in its commitment to life-long learning for all. These high expectations are achieved by building on children's skills, knowledge and understanding, so that they reach the highest level of personal achievement.

SEN Governor: Mr A'Bear

SENCO: Mrs Curtis

Heads: Mrs Donkin (until April 2018) and Mr Lacey (May 2018 to date)

Holly Spring Junior School is a mainstream school that provides for pupils with a range of special needs including:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The school's SEN policy and Local Offer can be found on the school's website:

<https://www.hollyspringjunior.co.uk/copy-3-of-admissions>

How we identify SEN

A child has a learning difficulty or disability if he or she:

- has a learning difficulty or disability which calls for special educational provision to be made for him or her,
- has a significantly greater difficulty in learning than the majority of others of the same age, or,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

In addition we identify special educational needs within the context of the usual differentiated curriculum within the school. Children are identified as having SEN if they are not making progress within a curriculum that:

- a) sets suitable learning challenges;
- b) responds to students' diverse learning needs;
- c) aims to help students overcome potential barriers to learning



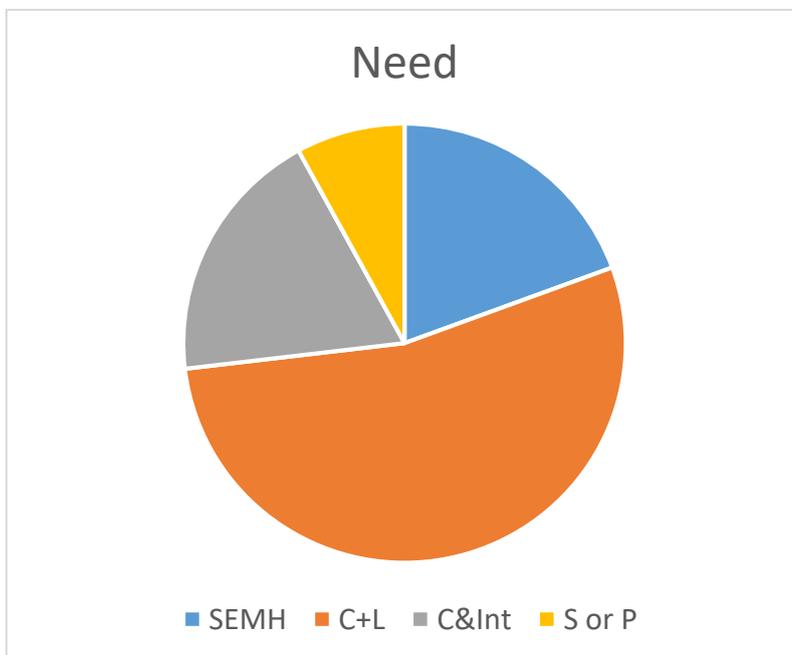
In compliance with the new SEN Code of Practice and SEND Reforms, there is a graduated approach to the identification and provision at Holly Spring Junior School (assess, plan, do, review). All students identified as needing additional provision will be placed on the SEN Register under one single SEN category (this replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored via Child Learning Profiles.

Pupils' progress will be discussed each term with the SENCO and class teacher and at Assessment meetings held by the Head Teacher, Assessment Co-ordinator, class teacher and SENCO. Pupil progress is recorded on a tracking system called Insight. Progress of individual SEN pupils can be monitored and analysed on Insight. Where there are concerns the SENCO will consider support by outside professional agencies e.g. SfL (Support for Learning), SALT (Speech and Language Therapy), OT (Occupational Therapy).

Our SEN Profile 2017-2018

- 55 children on SEN register who have been identified as needing extra support
- 6 of these children have EHCPs (1 in Year 3, 2 in Year 5 and 3 in Year 6)
- 12 pupils are on the SEN register and have Pupil Premium support
- 2 pupils on the SEN register are Looked After Children
- There are 32 boys and 23 girls

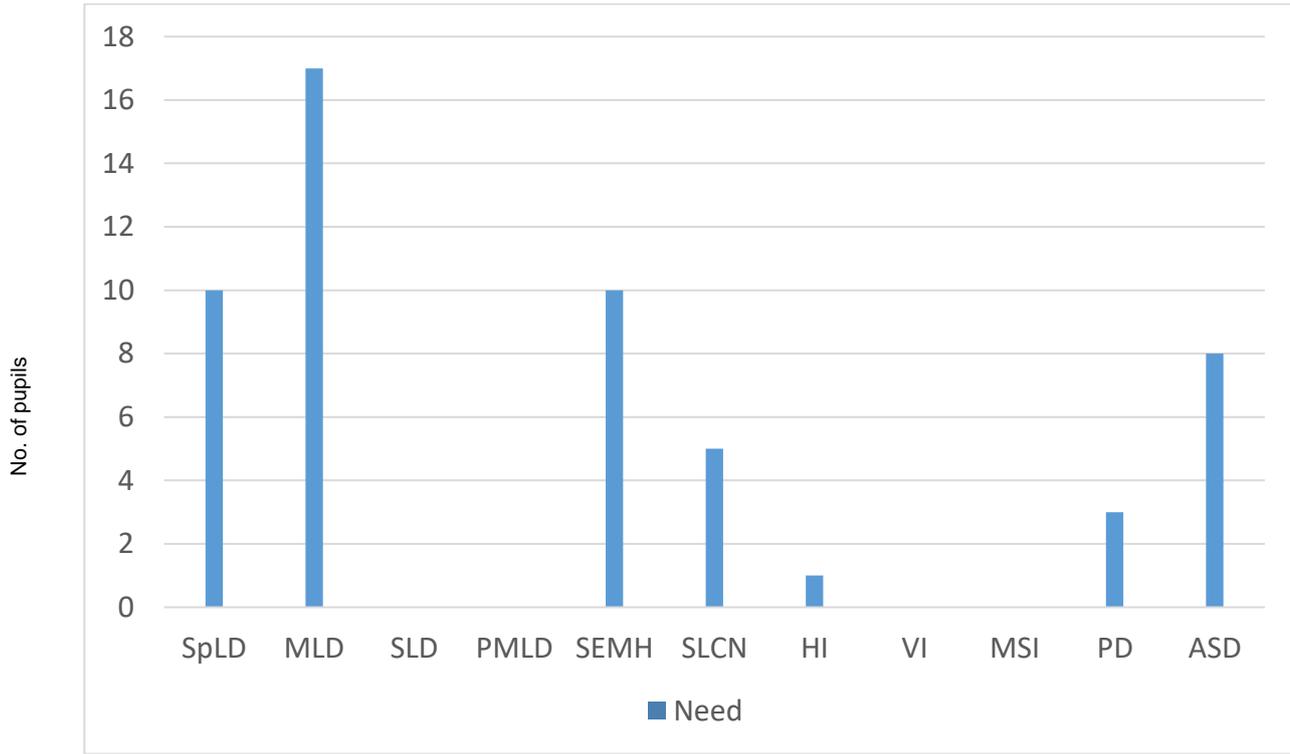
Summary of SEN needs:



4 main categories;

- SEMH (Social, Emotional & Mental Health)
- C&L (Cognition & Learning)
- C&Int (Communication and Interaction)
- S or P (Sensory or Physical)

Further analysis of needs:



Key:

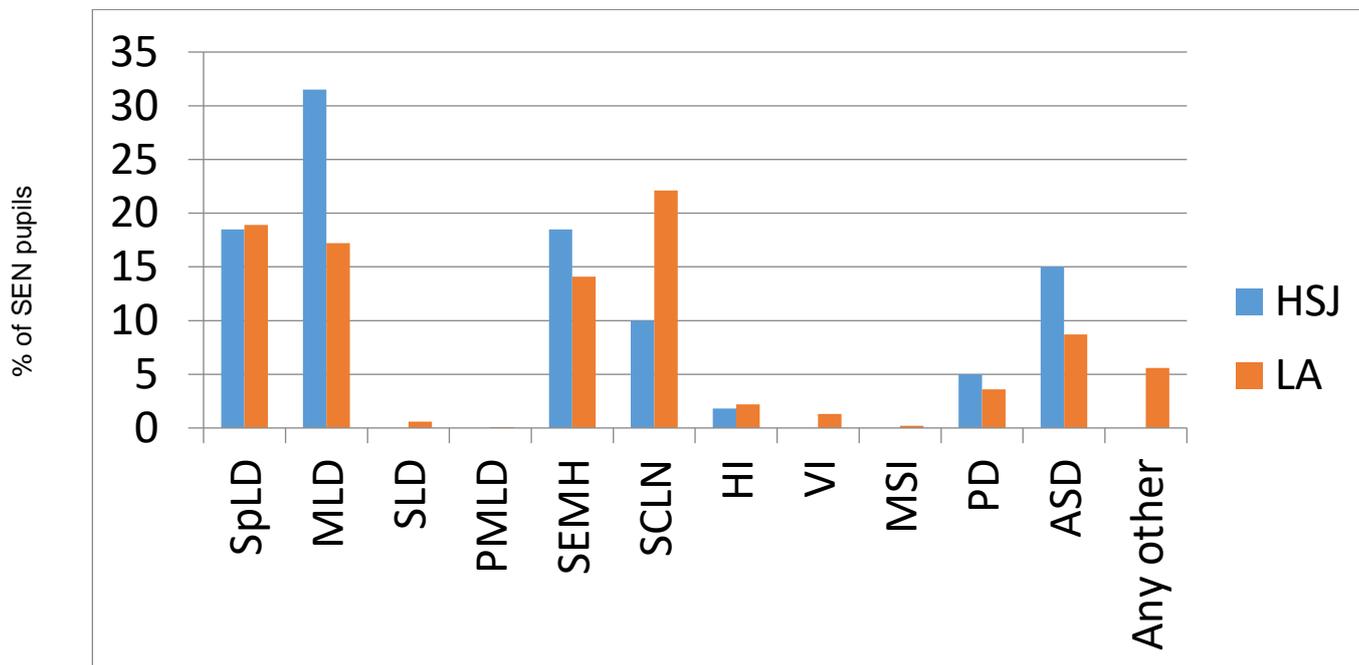
- SpLD (Specific Learning Difficulty)
- MLD (Moderate Learning Difficulty)
- SLD (Severe Learning Difficulty)
- PMLD (Profound Multi Learning Difficulty)
- SEMH (Social Emotional Mental Health)
- SLCN (Speech, Language & Communication)
- HI (Hearing Impaired)
- VI (Visually Impaired)
- MSI (Multi Sensory Impaired)
- PD (Physical Disability)
- ASD (Autism Spectrum Disorder)

Holly Spring Junior vs Bracknell Forest vs National Needs

	Holly Spring Junior	Nationally	Bracknell Forest
% of pupils with SEN support	16.2%	12.2%	10.6%
% of pupils with EHC plan	1.8%	1.3%	1%



Holly Spring Junior vs Bracknell Forest. by need



Key:

- SpLD (Specific Learning Difficulty)
- MLD (Moderate Learning Difficulty)
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- PMLD (Profound Multi Learning Difficulty)
- SEMH (Social Emotional Mental Health)
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Progress of children with an SEN Need compared to those children with Non SEN in the school

Reading

- Year 3 pupils made slower progress
- Year 4 pupils made accelerated progress
- Year 5 pupils made expected progress
- Year 6 pupils made accelerated progress

Maths

- Year 3 pupils made accelerated or expected progress
- Year 4 pupils made slow progress
- Year 5 pupils made slower progress
- Year 6 pupils made accelerated progress

Writing



Year 3 pupils made slow progress
 Year 4 pupils made expected progress
 Year 5 pupils made slower progress
 Year 6 pupils made accelerated progress

SEN Holly Spring Junior SATs results vs National Average

	<u>Reading</u>	<u>GD</u>	<u>Writing</u>	<u>GD</u>	<u>SPAG</u>	<u>GD</u>	<u>Maths</u>	<u>GD</u>	<u>Combined</u>	<u>GD</u>
<u>National Average (2017)</u>	<u>34%</u>	<u>7%</u>	<u>30%</u>	<u>2%</u>	<u>35%</u>	<u>6%</u>	<u>36%</u>	<u>5%</u>	<u>18%</u>	<u>1%</u>
<u>HSJ 2018</u>	<u>22%</u>	<u>0%</u>	<u>28%</u>	<u>0%</u>	<u>17%</u>	<u>0%</u>	<u>28%</u>	<u>0%</u>	<u>6%</u>	<u>0%</u>
<u>HSJ 2017</u>	<u>25%</u>	<u>5%</u>	<u>25%</u>	<u>0%</u>	<u>25%</u>	<u>0%</u>	<u>40%</u>	<u>15%</u>	<u>15%</u>	<u>0%</u>

GD = greater depth

A graduated response to SEN at Holly Spring

At Holly Spring Junior School all teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEN. "Quality first" teaching is a priority of the School. It is regularly monitored through internal and external observation processes and teacher appraisal.

Close liaison is maintained with all members of staff by the SENCo to ensure that students are only identified as SEN if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching.

Managing students' needs on the register

The SENCo identifies (in conjunction with teaching staff/Year Group Leaders/SLT) those students who require support on the SEN Register and organises appropriate support, which is implemented across the curriculum through Child Learning Profiles. Provision for students on the SEN Register is usually funded from within the school's existing budget. Students with an Education and Health Care Plan receive at least the minimum entitlement of additional, targeted support identified within the Plan. All students with SEN have a Child Learning Profile. The Child Learning Profile has the child at the centre of the process. The learning profile has the child's strengths, aspirations and their learning preferences included, in addition to the outcomes identified and provision being provided. The process of drawing up the outcomes involves the collaboration of the pupil, class teacher and parent.

How do we work with parents and pupils?



We will always contact parents if we have a concern that a pupil might have a special educational need. We work closely with pupils with SEN and their parents to agree outcomes using the Child Learning Profiles and will review the progress termly.

Adapting the curriculum

We offer a broad curriculum for all pupils, including those with SEN. If a child is experiencing difficulties despite high quality first teaching then we offer intervention programmes which are targeted at developing specific skills. Interventions that run at the school include:

- Reading Support – Guided reading & daily readers, Headsprout online reading, Nessy, reading comprehension
- Fine Motor Skills
- Handwriting
- Visual tracking activities
- Targeted writing
- Pre-teach Maths and Reading
- Maths support- Numicon, Carr Barr resources, Timetable rockstars
- Specialist literacy teaching
- Phonics interventions
- Social skills groups
- ELSA
- Play therapy
- Speech and Language programmes
- Occupational Therapy programmes
- Physiotherapy programmes

What expertise can the school offer?

We have staff that are trained in:

ELSA
Numicon resources
Specific training in Autistic Awareness
Team Teach
Bereavement
De-escalation techniques
Reading interventions



What SEN support services does the school use?

Child and Adolescent Mental Health Service

SEND advisor

School nurse

Speech and Language Therapy

Occupational Therapy

Physiotherapist

Sensory Consortium

Educational Psychologist service

Social Care

Daisy's Dream

Family Intervention Team

Support for Learning

Behaviour Support Team

Autism Service

Youth Offending Service (YOS)

Play Therapy

Assessing the overall effectiveness of its SEN provision

The overall effectiveness of SEN provision across the school is assessed in a variety of ways. The SENCO meets half termly with team leaders to discuss interventions and the progress of the children in the intervention and its effectiveness at closing the gap for these particular pupils.

Termly assessment and data meetings are also used to consider the effectiveness of SEN provision. Child Learning Profiles are compared to outcomes at the end of each term and look at the progress each pupil is making in regards to their targets. These targets are then reviewed and updated in collaboration with teachers, pupils and parents.

If your child has an Education, Health Care plan (EHCP) a review will be held annually to look at the progress made against the identified need of your child. The review will also look at the overall effectiveness of your child's SEN provision.

The SENCO also reports to the SEN Governor and provides a report for the Governors meetings.

Who to contact

Your child's class teacher will be the first person to discuss any issues you may have. You can ring 01344 422367 to arrange to talk to the class teacher. The school's SENCO can also be contacted if you have SEND concerns.

The school has a School Support team who can be contacted either through the office on 01344 422367.