

## Halstead Annual Inclusion Report to Governors July 2016

Mrs Sue Saheed is the Inclusion Manager.  
Mrs Elizabeth Meaton is the Inclusion Governor.

### Number of pupils on the Halstead Register of SEN

There are 14 children on the register of SEN at Halstead.

1 x Statement via Bromley LEA

13 x SEN with Support

This represents 17% of the current Halstead school population.

The categories are as follows:

Communication and Interaction (C&I)	Cognition and Learning (C&L)	Social, Emotional and Mental Health Needs (SEMH)	Physical Needs
8	5	1	0
This includes children on the Autistic Spectrum (ASD) and those with a Speech, Language and Communication Need (SLCN)	This includes children with specific learning difficulties such as Dyslexia and Dyscalculia.	This includes children with difficulties such as Attention Deficit Hyperactivity Disorder (ADHD)	This includes children with physical disabilities including visual impairment (VI) and hearing impairment (HI)

Many children have more than one difficulty, but are placed in a category according to their **primary** need, although other needs are also noted and taken into consideration.

Boys	Girls	Pupil Premium	These include:
11	3	7	1 x Traveller (with additional language in family) 1 x Service family (Pupil Premium) 2 x additional language in family

### Attainment and Progress of pupils with SEN

Attainment and progress of pupils with SEN has been tracked and monitored through the year. The SEN pupils have been a focus during termly pupil progress meetings when appropriate next steps and support have been identified.

### Budget allocation

The total overall budget spent on SEN

The majority of SEN spending is on staffing to deliver interventions, training of staff and some on resources. The Head Teacher allocates a specific Inclusion Resources budget each financial year.

We currently receive High Needs Funding for one pupil at the school.

### Inclusion Resources budget spending

Inclusion Resources budget 2015-16 total £350.

£ 26.74	Toe by Toe
£ 69	Magic Belt, Phonic Book Series
£ 24.98	Letters and Sounds Pro (for iPad)
£ 12.49	Blending Sounds Pro (for iPad)
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£133.21	Total spent
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Additional money has been used from the assessment budget to purchase Speech Link plus Infant Language Link costing £195.50.

Bought in Educational Psychology services costing £1800 per year and Inclusion Support service Kent (ISSK) costing £1500 are all paid from other areas of the school budget outside the Inclusion Resources budget.

The Inclusion Resources budget for 2016 to 17 is £350.

#### Additional funds for higher needs.

We have one child at Halstead with higher level needs at the school. This child has a Statement of SEN via Bromley LEA. The following funding was received for the financial year 2015-16:

Element 3	£5578
AEN/SEN "Top Up"	£5326
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TOTAL	£10,904
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Larger schools had to pay the first £6000 towards the cost of high needs pupils. However, as a small school we received the AEN/SEN "Top Up" as an additional contribution to cover the majority of this £6000.

Money received was spent on support TAs to assist this pupil with accessing the curriculum.

Mrs B Foster 3 days per week (Tuesday, Wednesday and Friday)

Ms T McCartney 2 days per week (Monday and Thursday)

Tracey brings a wealth of skills and experience to Halstead School as she is also the Senco at Halstead Nursery School.

A further application for High Needs Funding is in the process of being submitted.

#### Pupil Premium

2015 - 16	£32,878
2016 – 17	£30,960 <i>anticipated</i>

Spending on Pupil Premium has been on staff time and training to deliver interventions. The impact of this spending is shown in Provision maps and was reviewed in the 2016 Pupil Premium report.

#### Deployment of staff and resources

##### Staffing to support SEN

The school appointed a new Inclusion Manager in February 2016.

Details of how staff have been used to support children with SEN can be found on teachers' plans and on class provision maps and timetables. Class Teachers and Teaching assistants deliver interventions or support individuals and groups of children throughout the school day according to the needs of the children. The timetabling, delivery and recording of interventions is being closely monitored.

#### External Agencies

##### Involvement of key external agencies

*Local Inclusion Forum Team (LIFT)* Meetings at Valence School – meetings have been attended on 23<sup>rd</sup> March, 4<sup>th</sup> and 18<sup>th</sup> May and 15<sup>th</sup> June. On each occasion cases have been referred for advice and support from the Specialist Teaching Service.

*Specialist Teaching Service* – Support visits have been given by Steve Sherrell, Specialist Teacher for Communication and Interaction and Social Emotional and Mental Health, Jo Johnson, Specialist Teacher for Cognition and Learning and Jenny Elphick, Specialist Teacher for Early Years.

*Educational Psychology Services* – have been used several times this year to give advice and assess pupils.

*Early Help* – Support has been received from Debbie Willis and Jade Brazier

CAHMS – support received for one child

### Integrated Therapy and Care Co-ordination Services (ITACC):

The following services are combined in Kent under ITACC: Physiotherapy, Occupational Therapy (OT), Speech and Language Therapy (SaLT).

Speech and Language Therapy (SaLT) sessions have been delivered in 6 week blocks through the year for two pupils. The teaching assistants involved in supporting the children have observed the one to one therapy sessions and have regularly delivered follow up sessions to embed the learning.

### Inclusion Support Service Kent (ISSK)

Support has been received throughout the year from Isobel Whiley:

British Values

EAL strategies

Academic Literacy, specifically for the lower attaining pupils

GRT training

Diversity Display

### Staff Development

#### Key CPD of staff relevant to SEN

**Social Stories**, 13<sup>th</sup> October and 8<sup>th</sup> December 2015 – Mrs Foster and Mrs Owens (£80) 4x half day

**Dyscalculia Awareness**, 3<sup>rd</sup> December 2015 – Miss Buxton (£30) half day

**Draw and Talk**, 19<sup>th</sup> January 2016 – Mrs Thompson (£180) whole day

**Sensory Circuits Training**, 3<sup>rd</sup> May 2016 – Mrs Thompson (Free) whole day

**Phonics refresher**, 5<sup>th</sup> May 2016 – Mrs Foster (£30) half day

**Sensory Motor training**, 22<sup>nd</sup> April 2016 – Mrs Saheed (£100) whole day

**Transition training**, 5<sup>th</sup> May 2016 – Mrs Saheed (£30) half day

**Speech Link training**, 4<sup>th</sup> July 2016 – Mrs Foster and Miss Welsh (£30 each) 2 x half day

**GRT training**, 5<sup>th</sup> July 2016 – Mrs Saheed (part of ISSK package) half day

#### Staff Meetings:

**British Values** – 1 x staff meeting for all teachers on 2<sup>nd</sup> November 2015

**EAL strategies** – 1 x staff meeting for all teachers on 30<sup>th</sup> November 2015

**Academic Literacy** – 2 x staff meetings for all teachers on 11<sup>th</sup> January and 1<sup>st</sup> February 2016, specifically for the lower attaining pupils

### Information sessions for parents

Parent Phonics Workshop Term 1 2015

Parent Reading Pro Workshop Term 2 2015

Parent Consultation Evenings November 2015 and February 2016

Parent Maths Workshop Term 4 2016

Parent PSHE Workshop 6<sup>th</sup> June 2016

### Information gathered over the year and how it was used to inform planning and action

Pupil Progress Review Meetings are held on a termly basis, six times a year. Progress of pupils is discussed and decisions made on action to be taken going forward. Data tracking and staff knowledge of the pupils have been used to inform the discussion and next steps. From this Provision Maps have been created and interventions timetabled to ensure the pupils are supported effectively. The timetabling, delivery and recording of interventions has been closely monitored with entry/exit data and impact provided for the majority of interventions.

### **Steps taken to prevent disabled pupils from being treated less favourably than other pupils**

Specific reference to action taken to ensure inclusion e.g. school trips, extended school activities:

For pupils with disabilities such as Autistic Spectrum Disorder or medical needs (asthma, diabetes), risk assessments are conducted prior to all school trips, when needs of children are taken into account.

Careful preparations have been made prior to school trips or special events for pupils with Autistic Spectrum Disorder. Personalised Social Stories are made at school and shared with these children by teachers, support staff and parents.

This has ensured notably successful inclusion in school trips and off-site curriculum activity (swimming).

Resources have also been used in preparation for transition to the next academic year and secondary school.

**Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.**

The policy at Halstead is to review provision with parents three times a year. Individual meetings have been arranged in which the provision map is shared and signed by the parents. In addition, class teachers discuss provision with parents at parent consultations. Meetings have also been arranged with parents at various times throughout the year whenever required.

Produced by S. Saheed  
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