

Halstead Annual Inclusion Report to Governors July 2017

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
1 x EHCP via Kent

12 x SEN with Support

This represents 16% 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
9	4	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	6	1 x Traveller (with additional language in family)

Attainment and Progress of pupils with SEN

Attainment and progress of pupils with SEN has been tracked and monitored. 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 Headteacher allocates a specific Inclusion Resources budget each financial year.

We currently receive High Needs Funding for two pupils at the school.

Inclusion Resources budget spending

Inclusion Resources budget 2016-17 total £350.

£225.00	Positive Handling Training (3 members of staff)
£200.00	Dyslexia Training (whole school)
£175.00	Colourful Semantics and Narrative training (whole school)
£ 49.00	Colourful Semantics CD
£ 19.10	Recognising Emotions
£ 29.78	Dyscalculia Solution
£ 29.89	Word Aware

£727.77	Total spent

Additional money has been used from the assessment budget to purchase Speech Link plus Junior Language Link costing £247.50

Bought in Educational Psychology services costing £1800 per year is paid from other areas of the school budget outside the Inclusion Resources budget.

Additional funds for higher needs.

We have two pupils at Halstead with higher level needs at the school. One child has a Statement of SEN via Bromley LEA and the other child has an EHCP via Kent. The following funding is being received for the financial year 2016-17:

Element 3	£18, 012.72
AEN/SEN "Top Up"	£10, 655.18

TOTAL	£ 28, 667.90

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 per pupil.

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

Miss G Ellis 5 days per week

Mrs S Thompson 3 days per week (Tuesday, Wednesday (am) 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.

Pupil Premium

2016 – 17 £27,000

Spending on Pupil Premium continues to be on staff time and training to deliver interventions. The impact of spending is shown in Provision maps and was reviewed for the last academic in the 2016- 2017 Pupil Premium report.

Deployment of staff and resources

Staffing to support SEN

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 12th October and 7th December 2016, 24th May 2017 and 5th July 2017. On several occasions cases have been referred for advice and support from the Specialist Teaching Service.

Kent SEN – A successful application was made for an EHC Plan for a child in year 2

Kent Inclusion – supporting a CME child on a reduced timetable

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, Katie Opie, Specialist Teacher for Early Years and Gemma Elliott, Specialist Teacher for Communication and Interaction

Educational Psychology Services – have been used to give advice and assess pupils.

Early Help – Support has been received from Debbie Willis, Jade Brazier/Priya Kainth, Laura Bowdery and Sheniz Hudaverdi

Multi-agency meetings have been attended.

Tracks has been attended by one child in Year 2. Provision cost £600, taxis to and from Tracks £1626.80. There was also the additional cost of a Teaching Assistant attending Tracks with the child.

Dyslexia drop in session – 23rd May 2017, advice received from Jo Johnson for a child in year 2

Interpreter – 22nd May (£127)

Post Adoption meetings have taken place with parents, VSK, STLS, and Halstead Nursery

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 one pupil. The teaching assistants involved in supporting the pupil have observed the one to one therapy sessions and have regularly delivered follow up sessions to embed the learning.

A Speech and Language assessment was also undertaken for a child in Year 1.

Staff Development

Key CPD of staff relevant to SEN

Boxall Training – 6th October 2016, Mrs Saheed, half day, £40

AEN update – 14th October 2016, Mrs Saheed, half day, £65

Colourful Semantics Training, – 17th October 2016, Mrs Saheed and Mrs Troth (£60), 2x half day, Free

Team Teach (Positive Handling Training) – 19th October 2016, Mrs Saheed and Mrs Rungay, 2x whole day, £150

Dyslexia Training – 31st October 2016, Whole school (£200), half day, £200

Narrative Training – 22nd November 2016, Mrs Saheed and Mrs Troth (£60), 2 x half day, Free

Colourful Semantics and Narrative Training – 3rd January 2017, whole school (£200), whole day, £175

Language for Learning – 17th January 2017, Mrs Saheed, half day, £60

AEN update – 2nd February 2017, Mrs Saheed, half day, £65

Clicker 7 Training – 8th February 2017, Mr Hawkins, whole day, Free

SENCo Forum – 28th February 2017, Mrs Saheed, half day, Free

AEN update – 18th May 2017, Mrs Saheed, half day, £65

SENCo Forum – 22nd June 2017, Mrs Saheed, half day, Free

Team Teach (Positive Handling Training) – 23rd June 2017, Miss Ellis, whole day, £75

Working with Reluctant Speakers – 3rd July 2017, Mrs Foster, whole day, Free

Staff Meetings:

Formative assessment grids for tracking attainment of pupils and coverage of objectives have been completed for reading, writing and maths. The grids have been used to inform the teacher assessment levels at the end of each term. Provision mapping has been reviewed on a termly basis.

PM Benchmark/phonics refresher – 27th September 2016

Clicker 7 training – 18th April 2017

Information sessions for parents

Parent Meeting for Class Expectations - 20th September 2016

Parent Reading Workshop - 20th September 2016

Parent Consultation Evenings - 17th and 18th October 2016

Parent Consultation Evenings - 27th and 28th February 2017

Reading Pro and Guided Reading parent sessions – 28th March 2017

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).

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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