

## Halstead Annual Inclusion Report to Governors July 2018

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 15 children on the register of SEN at Halstead.

1 x EHCP via Bromley LEA

14 x SEN with Support

This represents 18% 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	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:
12	3	7	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 one pupil at the school.

### Inclusion Resources budget spending

Inclusion Resources budget 2017-18 total £400.

£275.00	Speechlink
£ 24.00	Part cost of Kindles
£646.00	Part cost of WiFi upgrade so the Pros could be used
£ 43.00	Phonics books

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£988.00      Total spent

Bought in Educational Psychology services costing £1800 per year is paid from other areas of the school budget outside the Inclusion Resources budget. However a proportion of the money is due to be reimbursed at the service was unable to fulfil the allocated days.

#### Additional funds for higher needs.

We have one pupil at Halstead with higher level needs at the school. One child has an EHCP via Bromley LEA. The following funding is being received for the financial year 2017-18:

Element 3	£1, 635.96
AEN/SEN "Top Up"	£2, 494.78
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TOTAL	£ 4, 130.74
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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 per pupil. Money received is being spent on support TAs to assist this pupil with accessing the curriculum.

Miss Ellis 1 day per week

Mrs Welsh 3 and half days a week (Tuesday, Wednesday (am) and Friday)

#### Pupil Premium

2017 – 18      £38,174.89

Spending on Pupil Premium continues to be on staff time and training to deliver interventions. The impact of spending is shown in Provision maps.

#### 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 11<sup>th</sup> October and 6<sup>th</sup> December 2017, 7<sup>th</sup> February, 21<sup>st</sup> March, 23<sup>rd</sup> May and 11<sup>th</sup> July 2018. On several occasions 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, Susie Cassie, 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

Multi-agency meetings have been attended.

Dyslexia drop in sessions – advice received from Jo Johnson for a child in year 2 and a child in year 3

Interpreter – July 2018 (£254)

EPAC meetings have taken place with parents, VSK and STLS  
ePEP meetings have taken place with VS Surrey, STLS and carers

School Nurse involvement for a child in year 1

### 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 a 6 week block in term 1 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

**Beam and Sensory Circuits** – 3<sup>rd</sup> October 2017, Miss Ellis, all day

**AEN update** – 12<sup>th</sup> October 2017, Mrs Saheed, half day

**SEN cluster group meeting** – 10<sup>th</sup> November 2017, Mrs Saheed, Twilight

**Incredible 5 Point Scale** – 22<sup>nd</sup> March 2018, Mrs Thompson, twilight

**Lego Therapy Intervention (part 1)** – 15<sup>th</sup> March 2018, Mrs Thompson, half day

**Building Resilience and CBT** – 24<sup>th</sup> January 2018, Miss Ellis, all day

**Lego Therapy Intervention (part 2)** – 19<sup>th</sup> April 2018, Mrs Thompson, half day

**AEN update** – 2<sup>nd</sup> May 2018, Mrs Saheed, half day

**Social Stories** – 7<sup>th</sup> June 2018, Miss Ellis, twilight

#### 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.

Internal moderation of reading, writing and maths throughout the year.

Hooks into learning staff meeting Term 5 2018

Surface Pro training Term 6 2018

### **Information sessions for parents**

Parent Meeting for Class Expectations - 19<sup>th</sup> September 2017

Parent Reading Workshop - 25<sup>th</sup> September 2017

Parent Consultation Evenings – 2<sup>nd</sup> and 3<sup>rd</sup> October 2017

Parent Consultation Evenings - 27<sup>th</sup> and 28<sup>th</sup> February 2018

### **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. 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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