

Annual SEN Report- September 2019

The information and data in this report relates to the academic year 2018-19

Provision

Thomas Johnson Lower School is a one-form entry mainstream school. In 2018-19 the school had an Early Years Unit which consisted of a combined Nursery for pupils aged 3 and above and a Reception class; a mixed Year 1 and 2 class; and a mixed Year 3 /4 classes.

On average, the whole school has just below 100 pupils. Class numbers are set at 18 pupils per year group in agreement with the Local Authority.

We have an SEND Database which in 2018-19 contained 16 pupils, of which one pupil left the school mid-year, leaving 15 children who receive school support for additional needs and 1 child who has an EHCP.

For more information about specialist resources and provision please see the SEN Information Report on our website.

PROFILE OF PUPILS 2018/19 PUPILS

Level of Need	Number of pupils
Statement / EHCP	1
School Support	11
Monitor	4

Areas of Need (some children may have 2 areas of need)	General Learning Difficulties	Specific Learning Difficulties	Speech and Language and communication	Social, mental and emotional health	ASD	Hearing Impairment	Visual Impairment	Complex Physical Medical Issues
Number of Pupils	11	2	3	2	2	0	0	0

SEND Progress 2018-2019 – Summer Term

	Reading			Writing			Maths		
	-	EXP	+	-	EXP	+	-	EXP	+
Year 1									
5 children	40% (2)	60% (3)	0	60% (3)	40% (2)	0	80% (4)	20% (1)	0
	60%			40%			20%		
Year 2									
2 children	50% (1)	50% (1)	0	100% (2)	0	0	100% (2)	0%	0
	50%			0%			0%		
	Reading			Writing			Maths		
	-	EXP	+	-	EXP	+	-	EXP	+
Year 3									
3 children	33% (1)	66% (2)	0	66% (2)	33% (1)	0	66% (2)	33% (1)	0
	66%			33%			33%		
	Reading			Writing			Maths		
	-	EXP	+	-	EXP	+	-	EXP	+
Year 4									
2 children	50% (1)	50% (1)	0	50% (1)	50% (1)	0	50% (1)	50% (1)	0
	50%			50%			0%		

To address children making slower than expected progress, the following measures are in place –

- Each class has both a teacher and a Teaching Assistant. The teachers in school provide children with additional needs extra support in specifically identified areas of need such as; phonics, letter formation, rapid recall of mathematical facts, reading, writing, spellings and times tables. Younger children also receive support in areas such as speech and language development through a closely monitored phonics scheme.
- The children's emotional well-being is targeted through group and individual interventions which operate on a weekly basis
- Children have the opportunity to discuss their feelings with an adult at any time through the use of the 'Feelings flowers' in each class.
- Children have the opportunity to attend Talk Time which is an opportunity for them to discuss and share their thoughts, feelings and emotions. These sessions are designed to encourage the children to talk about what is important to them.
- Continue to develop parental engagement for children
- Extra reading taking place through additional adults and increased, closely monitored home reading – recently promoted through the school 'Readathon'

Impact: Our work to support emotional wellbeing and secure positive mental health for all pupils means that we have strategies to help pupils' learn how to manage anxiety and feelings. Behavioural outbursts as a result of worries or frustrations have greatly reduced, with pupils engaged with their learning and less reliant on 1-1 support from staff.

Annual Reviews / EHC Plans

- One child was awarded an Early Health Care Plan.
- No children transferred to an EHC.

External Agencies

- 0 referrals to SALT – threshold not met given local authority guidelines.
- 0 referrals to the Educational Psychologist
- 2 children have an Early Help and are involved with the Startwell team.

Accessibility Plan:

In the Summer of 2018 and during the first half of the following Autumn term significant building work was carried out to improve accessibility. The layout of Thomas Johnson building was modified with ramps to allow access for all children. A second disabled toilet with improved facilities was installed, so that all children have access to toilet facilities within the vicinity of their classroom. A standing frame was purchased for disabled pupils to allow greater access to the curriculum, and to further meet the Health needs of the child. Improved changing facilities were provided to meet the needs of the child as he grows and moves through the school, providing dignity for toileting and changing. Due to the space and shape of areas in the classrooms, two classrooms were modified with walls removed to ensure better access to a safe learning environment. Doorway leaves were enlarged throughout the school to enable access to all rooms and corridors. Playground facilities were enriched to provide increased opportunities for children with additional needs to play alongside their friends – including activity play panels, and playground line markings.

Success Criteria	Action Required	Impact	Who? When?
<p>1. Curriculum Inclusion underpins all policy and practice: all staff strive to remove barriers to learning</p>	<ul style="list-style-type: none"> All staff to continue to differentiate tasks for all children All staff to liaise with SLT and discuss any areas for development including; resources, specialist involvement e.g. outside agencies, SENCO to oversee all teaching and learning throughout the school and monitor children's progress. 	<ul style="list-style-type: none"> All children will continue to make good progress. Staff will be informed about the needs of all children and will be able to meet those needs through Quality First Teaching All staff will have in depth knowledge and understanding about the needs of all children, including those children with additional needs and disabilities. 	<p>All staff ZD – SENCO MH – Head Teacher Governors</p>
<p>2. All staff have high expectations for all pupils</p>	<ul style="list-style-type: none"> Tracking and Target Setting – Using Target Tracker Lesson Observations Book scrutiny 	<ul style="list-style-type: none"> Children's progress will be monitored by all staff. Staff will be able to discuss the impact of their teaching and they will be able to challenge children or support children appropriately. 	<p>All staff ZD – SENCO MH – Head Teacher Governors</p>
<p>3. Teachers and Support Assistants to have training to meet the needs of all children in the school</p>	<ul style="list-style-type: none"> ZD to monitor the needs within school and ensure that all staff have high quality training to meet the needs of all children; including those children with disabilities Invite external agencies into school when required to access specialist knowledge and understanding 	<ul style="list-style-type: none"> Children will be supported by staff who have a sound understanding of the needs each child has. Staff will be confident in using strategies to meet the needs of all children. 	<p>All staff ZD – SENCO MH – Head Teacher Governors</p>
<p>4. Additional requirements for pupils with specific needs are recognised by staff.</p>	<ul style="list-style-type: none"> ZD to monitor and evaluate the needs within school and to ensure that all staff are meeting the needs of the children through teaching opportunities, playtime expectations and any other time the children spend in school e.g. lunchtime. 	<ul style="list-style-type: none"> All children's needs will be met for the duration of the school day, through careful monitoring and evaluation. 	<p>All staff ZD – SENCO MH – Head Teacher Governors</p>
<p>5. Classrooms are optimally organised for disabled children</p>	<ul style="list-style-type: none"> In liaison with class teachers, ZD to ensure that furniture is arranged to improve accessibility and the necessary equipment is purchased to support disabled children accessing the curriculum Ensure that children are seated appropriately within each classroom to meet their needs 	<ul style="list-style-type: none"> Children with additional needs will have their needs met through classroom organisation and careful choosing of necessary equipment and facilities to enable access at all times. 	<p>All staff ZD – SENCO MH – Head Teacher Governors</p>