

Inclusion at Headcorn Primary School 2017 - 2018



Inclusion is not giving everyone the same thing.

Inclusion is giving each person what they need to succeed.

As part of our commitment to inform parents about our work at school we provide this report on Inclusion which includes Special Educational Needs & Disabilities (SEND). This report should be read in conjunction with our SEND Policy which can be found on our website under Policies.

This report has been compiled using school data for the period September 2016 – July 2017 and school data submitted to the January 2017 census compared to national figures published in 2016 Raise Online.

The Inclusion Lead / SENCo is: Amanda Robertson
Tel: 01622 891 289
amanda.robertson@headcorn.kent.sch.uk

The Inclusion Governor is: Danny Williams
Tel: 01622 891 289

A Governor visit to the school took place on **3 February, 2017**. The focus of the visit was to confirm SEND compliance with pre-Ofsted checks, discuss the SEND policy, High Needs SNED and Raise-on-line data.

The inclusion lead gave an Inclusion Presentation to the Full Governing Body on **6 February, 2017**.

A Governor visit to the school took place on **10 February, 2017**. The focus of the visit was to visit children in their classrooms and discuss the SEND Action plan.

A Governor visit to the school took place on **3 March, 2017**. The focus of the visit was to welcome Mr Williams to his new role as Inclusion Governor and hand-over from Mrs Harding, our former Inclusion Governor.

A Governor visit took place on **15th March, 2017**. The focus of this visit was to further discuss the role of the Governing Board and SEND and the role of Governors within the EYFS.

Inclusion is addressed by all staff on a daily basis, with additional support provided for pupils' specific needs.

Headcorn Primary is an inclusive school. To ensure inclusive practice, the following are in place:

- Regular Pupil Progress meetings, as part of the whole-school assessment cycle are protected in the school calendar and held to discuss individual pupils' educational, social and emotional progress and well-being. These meetings include the Inclusion Lead and Class teacher. Where possible, the Head Teacher and Teaching Assistant also attend. Emphasis is placed on Quality First Teaching / Best Endeavours (teachers meeting all pupils' needs within the classroom environment) before interventions outside of the classroom are discussed.
- Regular termly learning conferences and SEND / AN review meetings are held with parents and pupils.
- Provision maps informing parents of Quality First Teaching (QFT) and extra provisions for all pupils. These provision maps are impacted and reviewed regularly.
- A range of intervention groups or 1:1 support to enable all pupils to make expected or accelerated progress.
- Six times yearly detailed analysis of groups, using Target Tracker, by the Senior Leadership Team (SLT).

The range of support offered in small groups or on a one to one basis, at Headcorn Primary school, in addition to QFT, from September 2015 to July 2016 included:

- BEAM/+ (Balance, education and movement) - motor skills.
- Sensory Circuits.
- Clever Fingers
- Memory Magic
- Literacy groups – Reading - 1:1 reading, Power of Reading, Toe by Toe
- Literacy groups – Writing - Writing Workshop, Teach Handwriting, Write from the Start
- Spelling - Stareway to Spelling, RWI Spelling
- Phonics – RWI Phonics, RWI Fresh Start
- Beanstalk (reading).
- Numeracy groups – Maths tutoring, Abacus, Mathletics, The White Rose curriculum, Maths Makes Sense

- Social Groups – emotional, social and communication – Social Stories. (Pending)
- Lego Therapy - emotional, social and communication.
- Oasis Club – an indoor alternative to outside play – including time to talk, activities and games.
- Emotional Well-being and Anxiety – Chill-Axe -Gozen Anxiety, Talking and Drawing Therapy, The Wellbeing Toolkit and Counselling.
- G&T - reading, writing and numeracy. (Pending)
- Speech and language – Speech Link, Language Link, Language for Learning or as directed by Speech and Language Therapy Services

Training

To ensure staff provide the best possible learning opportunities for all pupils, the following professional development has been carried out this year.

- Lego Therapy.
- Communicate in Print
- Sensory Circuits
- Social, Emotional and Mental Health
- Emotional & Wellbeing
- Bereavement
- Radicalisation
- Social Stories.
- Attachment Disorder
- Divorce & Separation and Loss
- SEN Accreditation Award
- Accessing LIFT
- Designated Safeguarding Lead
- Data Analysis
- Numicon
- Child Protection
- E-Safety
- Forest Schools
- Appraisal
- Moderations
- First Aid
- Dyslexia Screening
- ADHD
- Fire Safety
- Drawing and Talking Therapy
- Primary Social, Emotional and Mental Health

Resources

To enhance pupils learning, TAs (teaching assistants) are used to support pupils' progress in English each morning either in class or by taking a small Read Write Inc. group (in Key Stage 1). TAs support teachers in class each day for Maths. In the

afternoon, TAs are deployed to carry out small group or 1:1 interventions in line with their experience and expertise. Some HLTA's additionally provide PPA cover.

Three Higher Level TAs are used for some teaching sessions. The Early Years Foundation Stage (Reception) TAs work within the Foundation Stage class throughout the week. One additional teacher provides small group or 1:1 teaching where specific needs are identified.

The Inclusion Manager, in conjunction with the Head teacher, Business Manager and Governing Body allocates the SEN funding. **This year funding was spent on:**

- Language Link and Speech Link programmes.
- Lucid Rapid and LASS Dyslexia screening programmes
- Clever Fingers programme
- Toe-by-Toe resources
- Stareway to Spelling Resources
- RWI Get Spelling Resources
- RWI Fresh Start Resources
- Visual Stress equipment such as reading overlays
- SEN information books for staff.
- Specific outside agency requirements for pupils.
- Hands-on resources for intervention groups.
- Resources for specific 1:1 needs.
- CPD (continuous professional development).

The following Outside Agencies have been and continued to be accessed by the school in order to support pupils' needs:

- Specialist Teaching Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Physical Therapy
- Counselling.
- Virtual School
- LIFT (Local Inclusion Forum Team)
- School Nursing
- Bereavement Specialist
- Dandelion Time
- Early Help
- Educational Psychologist
- Community Paediatricians
- CAMHS
- GPs
- Community Wardens
- Social Services
- Mind
- Project Salus

Working Together

At Headcorn Primary School we value and encourage a close working relationship with our pupils' families. This ensures any concern regarding progress or wellbeing can be addressed swiftly and effectively. Children's progress and well-being are discussed with parents and pupils at Termly Learning Conferences, SEND Review meetings and at other times with the class teacher or Inclusion Lead when appropriate. Discussions include reviewing the provision maps, the pupil passport and agreeing future provision.

School data based on the School Figures from the Jan 2017 SEND Census to be published at end of this academic year and presented to Governors in October 2017. Due to the data being historic, current figure have been marked in red, to state the current position.

PUPIL PROFILE (Jan 2017) (Sept 2017)	NUMBER	PERCENTAGE of Total Pupils (210)	National average for primary schools taken from Nov 2016 Raise Online
SEN with an EHCP	2 (2+1 pending)	0.9 0.9	
<i>SEN with an Education, Health and Care Plan (EHCP) & High Needs Funding</i>	1 (1)	0.5 0.5	
<i>SEN with an Education, Health and Care Plan (EHCP) without High Needs Funding</i>	1 (1)	0.5 0.5	
SEN Support	16 (20)		
<i>SEN support with High Needs Funding</i>	0 (4)	0.0 1.9%	
<i>SEN Support without High Needs Funding</i>	16 (15)	7.6 6.6	
FSM (Free Schools Meals)	15		
PP (Pupil Premium) (FSM, past FSM, Service children and CIC)	24 (29)	11.4 12.8	
EAL (English as an Additional Language)	16 (18)	7.11 8.0	

Pupil Premium information is available in a separate report on the website. However, nationally, there is a high correlation between SEN and Disadvantaged pupils (Pupil Premium, Free School Meals, Services, LAC).

Percentage of SEN (Jan 2017)	Percentage of Disadvantaged (Jan 2017)	Percentage who are both (Jan 2017)
8.6% (18 out of 210)	13.3% (28 out of 210)	3.3% (7 out of 210)

Percentage of SEN (Sept 2017)	Percentage of Disadvantaged (Sept 2017)	Percentage who are both (Sept 2017)
8.8% (20 out of 225)	12.4% (29 out of 225)	3.5% (8 out of 225)

Attendance of Data for SEN

Sept 2016 – July 2017 Accumulative	% sessions missed due to overall absence		% persistent absentees – absent 15% or more sessions	
	School	National	School	National
No SEN				
SEN Support & SEN with EHCP	5.2			
Pupil Premium	6.34			

For more information about Inclusion at Headcorn Primary school, please speak to Amanda Robertson, Inclusion Lead.