



*Believe Succeed & Grow*

## **St Osyth C of E Primary School**

A member of the Diocese of Chelmsford Vine Schools Trust

Norman Close, St Osyth, Essex, CO16 8PN

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[www.st-osyth.essex.sch.uk](http://www.st-osyth.essex.sch.uk)

## **Annual Special Educational Needs (SEN) report** **2018/19**

Our Local Governing Body and our staff are keen to see that all children with Special Educational Needs and Disabilities (SEND) make the best possible progress, from the different starting points. This report provides information about the needs of our children with SEND, our provision for these children and the progress and attainment they make.



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Figures for St Osyth Church of England Primary 2018/19	National Figures 2018	St Osyth Church of England Primary 2018/19		
		Autumn Term	Spring Term	Summer Term
<b>Number of pupils on roll</b>		<b>292</b>	<b>293</b>	<b>300</b>
<b>Pupils eligible for PPG</b>		<b>31.2%</b> (91/292)	<b>33.4%</b> (98/292)	<b>34%</b> (102/300)
<b>Pupils on SEN Register</b>	<b>14.6%</b>	<b>15.7%</b> (46/292)	<b>16.4%</b> (48/292)	<b>18.6%</b> (56/300)
<b>Pupils with SEN and eligible for PPG</b>	<b>25.8%</b>	<b>45.6%</b> (21/46)	<b>52%</b> (25/48)	<b>53.5%</b> (30/56)
<b>Pupils on SEN Support (K)</b>	<b>12.4%</b>	<b>15.41%</b> (45/292)	<b>16%</b> (47/292)	<b>18.3%</b> (55/300)
<b>Pupils with EHCPs (E)</b>	<b>1.4%</b>	<b>0.3%</b> (1/292)	<b>0.3%</b> (1/292)	<b>0.3%</b> (1/300) 2 pending
<b>Boys on SEN Register</b>	<b>14.7%</b>	<b>65.2%</b> (30/46)	<b>60.4%</b> (29/48)	<b>57.1%</b> (32/56)
<b>Girls on SEN register</b>	<b>8.2%</b>	<b>34.8%</b> (16/46)	<b>39.6%</b> (19/48)	<b>42.8%</b> (24/56)
<b>SEN Register:</b>	National data is categorised slightly differently to Essex <span style="background-color: yellow;">■</span> = direct comparison			
Learning Difficulties and Disabilities	<b>39%</b> (MLD, SpLD)	<b>21.7%</b> (10)	<b>18.7%</b> (9)	<b>21.4%</b> (12)
Social, Mental and Emotional Difficulties	<b>17.5%</b>	<b>30.4%</b> (14)	<b>31.2%</b> (15)	<b>28.6%</b> (16)
Autism and Social Communication Difficulties	<b>5.7%</b>	<b>10.8%</b> (5)	<b>10.4%</b> (5)	<b>10.7%</b> (6)
Speech, Language and Communication difficulties	<b>22.8%</b>	<b>21.7%</b> (10)	<b>27%</b> (13)	<b>28.6%</b> (16)
Physical/Neurological Impairment	<b>2.4%</b> (PI)	<b>8.6%</b> (4)	<b>8.3%</b> (4)	<b>7.1%</b> (4)
Sensory, Hearing, Visual and Multi-Sensory Impairment	<b>2.9%</b>	<b>4.3%</b> (2)	<b>4.1%</b> (2)	<b>3.6%</b> (2)
<b>Year group</b>	<b>SEN Support</b>	<b>EHCP</b>		
<b>EYFS</b>	8	0		
<b>1</b>	6	0 +1 pending		
<b>2</b>	10	0		
<b>3</b>	15	0		
<b>4</b>	7	0		
<b>5</b>	5	1 + 1 pending		
<b>6</b>	3	0		





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### Comparison to National Data

- At St Osyth Church of England Primary School the percentage of children identified as having special educational needs (18.6%) remains slightly above the national average of 14.6% (2018)
- At our school, special educational needs remain more prevalent in boys than girls. This is in line with National Data; 14.7% of boys were on SEN support in January 2018 compared to 8.2% of girls.
- Data appears to suggest that the greatest areas of need at St Osyth Church of England Primary School is Social, Mental and Emotional Difficulties at 28.6%, which is above the National average of 17.5% and Speech, Language and Communication needs.
- St Osyth Church of England Primary School appears to have seen an increase of 5.8% in Speech, Language and Communication difficulties which has taken the school above the National average by 4.7%. This is mainly due to a better identification of the needs of those with low prior attainment not previously on the SEND register.
- Although St Osyth Church of England Primary School appears to have a greater percentage of pupils with Autism and Social Communication Difficulties than the National Average (+5%) the National data in this instance is for pupils receiving SEN Support only. This comparison was made as *all* pupils at St Osyth Primary with Autism or Social Communication difficulties currently receive SEN Support.

The national average of pupils with EHCP's for this category of need is 28.2% and remains the highest category of need for pupils with EHCP's in place.

- At St Osyth Primary data appears to suggest that pupils with special educational needs are more likely to be eligible for PPG funding and that this figure is increasing over the year. This trend is in line with National data in which 25.8% of pupils with SEN were eligible for free school meals compared to 11.5% of pupils without special educational needs. Pupils with statements or EHC plans are more likely to be eligible for FSM than pupils on SEN support (30.9% compared to 24.5%).



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### **Staff Skills and training**

Inclusion Manager

BEd Hons (QTS) 2:1, National Award for SEN Coordination

### **What is the impact of the training received during 2018-2019?**

<b>Training provided</b>	<b>To whom</b>	<b>Impact</b>
Inclusion Manager led several school improvement meetings as follows: <ul style="list-style-type: none"><li>• Assessing and planning for pupils below chronological age</li><li>• One planning documentation and outcomes</li><li>• One Page Profile writing</li><li>• How to hold own One planning meetings</li><li>• Hearing a child read</li></ul>	All teachers and Learning Support Assistants (LSAs)  Learning Support Assistants (LSAs)	Staff reassessed pupils who were BWT to have an accurate view of ability Improved planning and setting of outcomes for these pupils  Staff more responsible for the outcomes for SEN pupils.  Staff trained in Pause, Prompt, Praise techniques when hearing readers.
Scaffolding of writing for SEND children by specialist teacher	All new teachers	Staff actively using the technique in KS1 to improve standards in writing.
Phonological awareness training by Specialist Teacher	All teachers and LSAs	All pupils not making progress in reading and writing screened and gaps plugged with intervention sessions. Staff able to carry out screening and intervention sessions.
Training by District Nurse for Epilepsy	All teachers and LSAs	Staff more able to accurately assess an epileptic pupil when unwell and know what procedures to follow to avoid or manage an Epileptic fit.

### **What improvement work did we plan and undertake for SEND 2018-2019 and what was the impact of our SEND improvement work and provision?**

A dedicated Inclusion Manager/Qualified SENCo was employed in September 2018, working 3 days a week. Progress of children with SEND improved during this year. Various aspects were developed including:

1. Improved One planning procedures and statutory paperwork for SEN pupils leading to closer matched provision and more pupils successfully achieving the outcomes they were set.  
A pupil in Year 5 diagnosed with a specific learning difficulty relating to reading and writing made just above expected progress in reading, expected progress in writing and has a significantly improved self confidence in their ability, commenting to an OFSTED Inspector that, 'there is more support for pupils who sometimes find learning difficult'.
2. Pupils identified as 'Below Working Towards' are more accurately assessed and planned for, including 5 pupils who now receive a Personalised Curriculum to match their needs.  
Data shows that all pupils receiving a personalised curriculum achieved most if not all of the outcomes set in their One planning meetings and the pupil in Year 1 achieved 100% of their One Planning outcomes for the first time and is now awaiting a needs assessment for an Educational Healthcare Plan.
3. Improved ownership of SEN provision by all teachers and LSAs, including many teachers holding their own One Planning meetings with growing confidence allowing the inclusion

Manager to prioritise SEN pupils with 'High Need' making two applications for EHCP's, both of which have been accepted.

4. Well planned interventions matching the needs of pupils on a half term or termly basis following detailed data analysis resulting in good quality interventions many of which rapidly increased the attainment of those involved. Among those proving to be particularly successful were the Wellcomm programme which rapidly improved the speech and language skills of EYFS pupils to the expected standard for their age in just one term. and 1<sup>st</sup> class @ Number in which the pupils achieved an average of 20 months progress in 12 weeks.
5. Securing and maintaining relationships with pre-schools and Nurseries to improve transition for pupils with SEND in the 2019/20 EYFS cohort.  
This led to SENCO/Learning Mentor meetings with parents of SEND pupils in July prior to starting school to ease parental/carer concerns; IPRA Funding being granted to support an EYFS pupil in the Autumn Term whilst assessment of need continues; and provision in place to support two pupils with EHCP's in September 2019.
6. Seeking and maintaining relationships with outside agencies such as Specialist Teachers, Educational Psychologists, Alternative Provision, Special School staff to secure best outcomes for pupils;  
For example, support and SENCo training from the Specialist Teacher for Speech and Language and the purchasing of the ACE assessment tool, three pupils were identified with Receptive Language difficulties leading to provision provided via intervention time and general approaches to in class instruction. Data shows that one pupil made expected or better than expected progress in maths, reading and writing and showed significant improvements in their behaviour.
7. Improved management of SEND as a whole, including systems for the assess, plan, do review cycle which, in turn, supported the application process for Educational Healthcare needs assessments.
8. Engagement with parents and carers via SEND Coffee afternoons with guest speakers and Learning Together after school club has helped to secure good working relationships with families and allowed parents/carers to feel safe in approaching both the Inclusion Manager and the Learning Mentor with any concerns.

**What policies and guidance do we have in regard to SEND and accessibility?**

1. Accessibility Plan
2. SEN Policy
3. Supporting Children with Medical Needs Policy
4. Information Report

**What next?**

Now that management procedures and systems are in a strong position we have evaluated that the leadership aspect of SEND will be the focus for 2019/20 in order for our SEN provision to progress further. This includes ensuring adequate SENCo time is spent within classrooms to monitor, evaluate and model strategies to support the learning of SEND pupils. As we only have one pupil who receives funded support from an LSA it is essential that the other children's SEN needs are met in the classroom.

Yours sincerely,

Ms Zoe Mann

(Inclusion Manager)