

Corsham Regis Academy SEND report to Governors March 2020



Impact Summary for Summer Term Data 2019

We have 33 SEN pupils on the SEN register, which is 18% of the school population on the SEN register.

0% (0/3) of the SEN pupils in Foundation Stage achieved a good level of development (GLD)

63% of the SEN pupils have a good level of overall attendance this academic year (their attendance is at or above 95%)

Overall attendance for SEN pupils is 94.5% compared to 96% for non-SEN.

Reading:

48% (16/33) of all SEN pupils made expected or better than expected progress in reading this academic year, 17% of all SEN pupils met the end of year expectations in reading.

14% (1/7) SEN pupils achieved at or above the expected standard in reading in the Key Stage 1 National Curriculum Assessments, with 25% (1/4) progressing from GLD to EXS.

17% (1/6) of SEN pupils achieved at or above the expected standard in reading in the Key Stage 2 National Curriculum Assessments. One pupil did not sit the test on mental health grounds, one pupil had their results annulled and another was below the level of the test. The other pupils had additional time in the reading test.

SEN pupils' progress in reading in Year 6 was significantly below their non-SEN peers.

Writing:

42% (14/33) of all SEN pupils made expected or better than expected progress in writing this academic year, 14% of all SEN pupils met the end of year expectations in writing.

14% (1/7) of SEN pupils achieved at or above the expected standard in reading in the Key Stage 1 National Curriculum Assessments, with 25% (1/4) progressing from GLD to EXS.

17% (1/6) of SEN pupils achieved at or above the expected standard in reading in the Key Stage 2 National Curriculum Assessments.

SEN pupils' progress in writing in Year 6 was significantly below their non-SEN peers.

Maths:

42% (14/33) of all SEN pupils made expected or better than expected progress in reading this academic year, 24% of all SEN pupils met the end of year expectations in mathematics.

29% (2/7) of SEN pupils achieved at or above the expected standard in Maths in the Key Stage 1 National Curriculum Assessments, with 25% (1/4) progressing from GLD to EXS.

17% (1/6) of SEN pupils achieved at or above the expected standard in Maths in the Key Stage 2 National Curriculum Assessments. One pupil did not sit the test on mental health grounds and another was below the level of the test. The other pupils had additional time in the reading test.

SEN pupils' progress in mathematics in Year 6 was significantly below their non-SEN peers.

Table to show numbers of SEND pupils in each year group in July 2019

	FS2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	
EHCP	0	0	1	2	1	1	0	
SEN Support - IEP	3	4	7	2	0	1	4	
SEN Support - MSP	0	0	0	2	0	3	2	
Total	3	4	8	6	1	5	6	
Overall total								33

The number of children counted formally on the SEN register in July 2019 was 33. 27/33 (82%) pupils were in the 'SEN support' category and 5 pupils who have a statutory Education and Health Care Plans (EHCP).

All SEN support pupils have either a 'My Support Plan' or an 'Individual Education Plan' in place many of which were discussed and reviewed with pupils and parents in July 2019. We have 7 pupils who have a Wiltshire 'My Support Plan'. The Wiltshire 'My Support Plan' is detailed and is registered with the county; this plan is meant for children whose needs may increase over time and may need additional support. Our other children have a shorter document in place, our 'Individual Education Plan.'

Year Group Comparison Summer Term 2019 End of Summer Term

The table below shows percentage of pupils in Years 1-6 who attained age related expectations or above in their year group. Please note numbers of SEN pupils in all classes in Years 1,2,3,4 and 5 are very small so it is difficult to make direct comparisons.

	NOR SEN	SEN Reading	NOR Reading	SEN Writing	NOR Writing	SEN Maths	NOR Maths
FS2	23 3	33% (1/3)	80% (16/20)	0% (0/3)	65% (13/20)	33% (1/3)	75% (15/20)
Yr1	29 4	25% (1/4)	72% (18/25)	25% (1/4)	64% (16/25)	25% (1/4)	76% (19/25)
Yr2	21 8	13% (1/8)	100% (13/13)	13% (1/8)	100% (13/13)	26% (2/8)	100% (13/13)
Yr3	36 6	16% (1/6)	50% (15/30)	16% (1/6)	47% (14/30)	16% (1/6)	43% (13/30)
Yr4	26 1	0% (0/1)	68% (17/25)	0% (0/1)	56% (14/25)	0% (0/1)	56% (14/25)
Yr5	24 5	20% (1/5)	52% (10/19)	0% (0/5)	58% (11/19)	40% (2/5)	68% (13/19)
Yr6	24 6	17% (1/6)	61% (11/18)	17% (1/6)	78% (14/18)	17% (1/6)	67% (12/18)
Total	187 33	48% (16/33)	65% (100/154)	42% (14/33)	62% (95/154)	42% (14/33)	64% (99/154)

Commentary on progress:

- Reading: 6% (2/32*) of SEN pupils have made accelerated progress (progressed more than 12 months using the Salford Reading test in the academic year from their starting point) and closed the gap between SEN and non-SEN pupils. 66% (21/32) of SEN pupils progressed between 6 and 12 months using the Salford Reading test (or Baseline assessment in FS2) in the academic year from their starting point.

- Writing: 9% (3/32*) of SEN pupils have made accelerated progress (progressed more than 12 months using the Vernon Spelling test in the academic year from their starting point) and closed the gap between SEN and non-SEN pupils. 4% (14/32) of SEN pupils progressed between 6 and 12 months using the Vernon Spelling test (or Baseline assessment in FS2) in the academic year from their starting point.
- Mathematics: 31% (10/32*) of SEN pupils have made accelerated progress (improved their PiXL test raw score by 15 marks or more in the academic year from their starting point) and closed the gap between SEN and non-SEN pupils. 66% (21/32) of SEN pupils improved their PiXL test raw score by between 10 and 15 marks in the academic year from their starting point or 4 steps of progress from their Baseline assessment in FS2.

32* - The number of pupils is 32 because a Year 2 pupil arrived during the KS1 assessment period and was not on roll at Regis for the previous 9 months.

Interventions 2018-19

Intervention	Duration	Frequency	Cost	Notes	Evaluation/Impact
Speech & Language Therapy	On going	3 x weekly for 20 minutes for each child.	£2,178 to deliver using target sheets from SP & Land therapists.	We receive support from Virgin Care Speech & Language Therapists who set targets for our children to work on with our Speech & Language T/A.	It is beneficial for children to have this intervention to support their use and understanding of language. Working 1:1, in pairs and small groups help children to develop confidence to speak out in larger groups.
Talk Boost	10 weeks for each group	3 x weekly for 30 minutes	£641 T/A time to run and plan intervention	Talk Boost has proved successful to extend children's language skills.	Talk Boost is an essential tool in helping to develop and extend our youngest children's language skills
Early Literacy Support	22 weeks +	2 groups each for ½ hour daily.	£2,178 T/A time to plan and run intervention	A total of 12 children took part in this intervention.	This intervention wasn't as successful as it could have been as the children were missing out on some of their Literacy learning as the timings crossed over. However all children made some progress.

Back On track	12 weeks x 2 groups	Daily for 30 minutes each group	£ 1,452 T/A time to plan and deliver	11 children	The children who took part in these intervention groups were at different levels of knowledge and so although most children made some progress it would have been as beneficial for children to work in small groups within their classes.
Year 2 Maths Intervention planned by Class Teacher	30 weeks	4 X 1/2 hour each group	£1,742.40 to discuss with teacher, deliver and mark work,	This worked well as class teacher was able to cater for individual children's needs by continually moving the children between groups and also supporting them in class.	A very successful intervention due to the expertise of the class teacher and the knowledge of the children's capabilities.
RWI – 1:1	36 weeks	4 x 1 hour a week	£1,746 T/A time to run and plan intervention	A total of 12 children from Years 1-3 have had aspects of this programme throughout the year.	This proved to be successful for most children. They enjoyed working 1;1 at their level.
Catch Up Literacy	36 weeks	2x weekly	£4,536 T/a time to run and deliver	12 children from Years 3-6 accessed this intervention at some time in the year. The children ranged from Year3 to Year 6	The children love this intervention and it is very successful in giving the children the confidence in their ability. The pre reading aspect of this intervention is especially popular.
NESSY	36 weeks	Daily at home and school.	£210:00 subscriptions for a year. £110:00 T/A cost to assess and set up at appropriate levels. £1,980 T/A support each child for ½ hour week	A total of 10 children used this program at school and at home to help them with both spelling and reading.	A very popular intervention and a good way to get parental involvement as the children can play at home as well as school. It is having a positive impact on spelling with some children who find this tricky.
Sir Kit's Quest	22 weeks	5x1 hour weekly	£2,178for T/A to plan and deliver intervention	This is the first year we have run this intervention and it has proved very popular.	The children love this and get very involved in The Quest. The teachers have

					asked that next year the intervention is carried out in the afternoons as this year it has had an impact on their Literacy lessons with children coming and going.
Success @ Arithmetic	36 weeks	3x 2 hours weekly	£2,376.00 for T/A to plan and deliver the intervention.	The children enjoy the individual coaching that this gives them.	This has helped some less confident Year 5 and 6 children to really understand the basics of written addition, subtraction, multiplication and division up to 4 digit numbers.
PIXL Maths Group	36 weeks	Daily for 1 hour	£2,160:00 for T/A to plan and deliver intervention	These sessions have helped Year 5 children to plug gaps in their knowledge so that they have a good grasp of the basics.	Year 5 pupils were able to begin to make some progress with their maths learning.
ELSA	36 weeks	Dependant on child's needs. Some children will have weekly sessions; some will need daily sessions in extreme circumstances some children will need more sessions daily. The length of these sessions will also depend on need.	ELSA 1 – £2,613 to deliver sessions and buy resources. ELSA 2 – £2,178 to plan and deliver sessions	1. These sessions have helped the most vulnerable amongst our children begin to self-regulate their emotions. 2. These sessions have helped to develop children's self-esteem and give them the belief that they 'can do' something.	1. Children at various stages of their lives will suffer trauma, this intervention has helped to pick children up and give them strategies to help them see the bigger picture and realise that they are not to blame for many of the things that would be happening. 2. Children with low self-esteem are less likely to believe that they can achieve these sessions help children to have the confidence to 'have a go'.
THRIVE	On going	Depending on children's needs.	£150.00 annual update of training. £7,920:00 Teaching	When assessments are completed the practitioner will find a starting point for her intervention. The children really	The children that have had THRIVE this year seem a little more settled in school there is still some way to go

			assistant time to plan and deliver the sessions.	enjoy these sessions and they are always asking when their next THRIVE session is happening.	before all children relate THRIVE to classroom life but this might be helped when all t/As understand the way THRIVE works.
Nurture Groups	On going	KS2 daily for 1 hour KS1 3xweekly for 2hours	A total of 8 children took advantage of this intervention.	Children attended for an hour every morning to 'bridge the gap' between home and school.	KS2 Nurture group was not as successful as we had hoped it would be. Unfortunately the children in the group would bring
Up and Under P.E	Termly	weekly	Accessed as part of Sports Funding	21 children from Year2-6 took part in these sessions throughout the year.	Accessed as part of our Sports Funding this intervention has proved successful in channelling energies and helping raise some pupils self-esteem.
Play therapy	On going	Weekly	£50:00 a session accessed from LAC funding	Play therapy was instrumental in supporting an FS2 child with huge attachment issues.	This was successful in helping the child to begin to self-regulate her emotions. However the child in question has now moved out of the area so has left school.
Time to Talk Relate Counselling	30 weeks	The counsellor was here once a week Each child had 6x1/2 hour sessions	£ 3,000 cost of Relate counsellor	This helped a lot of pupils 'to have a voice'. The councillor was able to give children the opportunity to discuss worries and help them to come to come up with their own solutions for them.	This has been a successful intervention. However due to financial cuts we will not be able to afford to access next academic year.
Total Interventions			Costs up to July 2019	Costs based on T/A grades/salaries or cost per session if delivered by outside agency.	

SEN Update – 2019-2020

Referrals to outside agencies

The Senior Teacher Leading Inclusion has made in total for this academic year so far:

- **4 referrals to Wiltshire BSS for support for strategies for teachers to use to help children.**
 These resulted in 2 children being observed, reports written and strategies given to support children in class to help prevent poor behaviour. This is having a positive effect on the children.
 2 children had reports written based on referral, play therapist reports, and conversations with class teachers. This then enabled strategies to be given to class teachers and on-going meetings held with guardians to support behaviour at home. It is early days yet and too soon to see impact.
- **3 referrals to NHS Speech & Language Therapy;**
 The referrals resulted in 2 children being followed up from Nursery after they moved to school. Sp & Lang therapist specialist T/As have been in and modelled strategies to our Speech & Lang T/A who is working with them.
 1 child is still awaiting a therapy appointment after being 'signed off' by Nursery.
- **2 referrals to Wiltshire SSENs Team for further advice and support for cognition and learning.**
 One referral was a re-referral to gather information for a request for an EHCP for a child in KS2. He has been reassessed and the ideas given form part of his individualised 1:1 timetable. The EHCP request has been logged and is awaiting a meeting with SEND lead worker.
 The other referral was for a Year 2 child who is still not making progress despite interventions. There is an appointment arranged for next term. This will hopefully give us other ideas / strategies to use with. These will form the basis of a My Support Plan.
- **4 requests via GP to access Paediatrics for pupils with signs of ADHD/ASD/other complex needs.**
 One child has been seen and now has a diagnosis of ADHD.
 One child was a re-referral and now has a diagnosis of ASD. Mrs McCrum accompanied the parent to this meeting.
 For 2 of the children the GPs did not see need for progression.
- **1 referral to Occupational Therapy Team.**
 This was as a result of an EHCP review. The OT team contacted the parent who did not see the need for re-engagement so closed her case despite misgivings from the SENCo.
- **1 referral to Child and Adolescent Mental Health (CAMHS)**
 Referral accepted and child seen and CAMHS worker allocated. The work with this child is now complete.
- **2 requests for support from Child and Adolescent Mental Health (CAMHS)**
 One request led to the above referral. The other discussions led to discounting mental health conditions. Self-esteem and well-being advice has led to some discussions with parents. Impact of this is on-going.

Staff Development in 2019-2020

Class Teachers and Teaching Assistants have had CPD in 'Supporting Children with Sensory Sensitivities'

Teaching Assistants now have T/A meeting time to 'coach' others in their speciality with the support of The Senior Teacher Leading Inclusion.

1 x teacher will have Specialist ASD training in the summer term.

1 x ELSA will have specialist Bereavement training in the summer term

The T/A responsible for supporting the children with their targets from The Speech & Language Therapy Team will have training from their service.

SEN at Corsham Regis in 2019 – 2020

- The numbers on the SEN register have risen to 41 this is due to new children, with needs, joining the school. Some Year 1's have been identified as needing a greater level of support
- This academic year we will continue to focus on our children's emotional needs as well as their academic and social needs. We will run a series of workshops where the Teaching Assistants along with the Senior Teacher Leading Inclusion will share their areas of expertise with the other Teaching Assistants. This will ensure that there is a cohesive consistent approach throughout the school. THRIVE, ELSA and Nurture strategies will hopefully become embedded in daily practice when the other Teaching Assistants have a greater understanding of these interventions and how/why they are successful.

Some of last year's interventions will not be happening this year as due to a reduced budget some of our Teaching Assistants were made redundant and priorities have had to be made. The interventions that we decided to drop are: Early Literacy Support, Back on Track and Time to Talk.

Written by Gail McCrum, Senior Teacher Leading Inclusion. Data courtesy of the head teacher.