



CAGE GREEN PRIMARY SCHOOL

AND THE PHOENIX CENTRE FOR AUTISM

Mrs Kate Middleton is the Special Educational Needs Coordinator (SENCo) at Cage Green Primary School and Mrs Judi Beggs is the SEND Lead at Cage Green Primary School and a member of the Senior Leadership Team (SLT). Both have completed the National Award for SEN Co-ordination.

The Governor responsible for Special Education Need and Disability (SEND) is Monica Pell. The SENCo and SEND Lead met regularly and the SEND Governor reports back to the Governing body.

SEND Register

Year Group	SEND Support without HNF	SEND Support with HNF	EHCP without HNF	EHCP with HNF
Reception	2	0	1	0
Yr 1	3	0	0	1
Yr 2	6	1	0	0
Yr 3	6	0	0	0
Yr 4	2	1	0	0
Yr 5	4	0	0	0
Yr 6	2	0	2	1
TOTAL	Total SEND Support: 27 7.08% of roll excl. Phoenix Centre 6.56% incl. Phoenix Centre National Average = 13%		Total SEND/EHCP: 5 1.3% of roll excl. Phoenix Centre Total SEND/EHCP incl. Phoenix Centre: 35 8.51% National Average = 1.4%	
Total SEND	8.39% of roll excl. Phoenix Centre 15.08% of roll incl. Phoenix Centre (Kent average = 11.9%)			

SEND Need type				
Year Group	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
Reception	2	-	-	1
Yr 1	2	1	1	-
Yr 2	5	1	-	1
Yr 3	1	1	4	-
Yr 4	1	1	1	-
Yr 5	1	1	1	1
Yr 6	1	3	1	-
TOTAL	13	8	8	3

SEND Pupils on a reduced timetable (excl. Phoenix Centre)

Year Group	Term 3	Term 4
EYFS	1	2
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

EHCP Statutory Assessment

Year Group	Term 3 and 4	Term 5 and 6
EYFS	1	
Year 1	1	
Year 2	1	
Year 3		
Year 4	1	
Year 5		
Year 6		

Correlation between SENDD and Pupil Premium

% SEND (EHCP and SEN with Support)	% Pupil Premium	% Pupil Premium with SEN Support	% Pupil Premium with an EHCP	% Pupil Premium with an EHCP or SEN Support
15.08% incl. Phoenix Centre	34% incl. Phoenix Centre	52%	14.5% incl. Phoenix Centre	35% incl. Phoenix Centre
8.39% excl. Phoenix Centre	27% excl. Phoenix Centre		5.5% excl. Phoenix Centre	53% excl. Phoenix Centre

Progress of current 2017-2018 SEND pupils

Cage Green Primary School uses Pupil Asset for assessment and progress monitoring. The progress of SEND children is monitored regularly with the SENCo attending pupil progress review meetings with the class teacher and Headteacher throughout the year to ensure that learning opportunities are optimised to maximise pupils learning potential.

Year Group	Reading (% currently on track to meet their end of year target)	Writing (% currently on track to meet their end of year target)	Maths (% currently on track to meet their end of year target)
EYFS			
Year 1	50%	25%	50%
Year 2	29%	14%	43%
Year 3	16%	16%	33%
Year 4	67%	67%	67%
Year 5	25%	25%	25%
Year 6	20%	20%	20%

Vulnerable Groups Transition

The SENCo and Early Year Foundation Stage (EYFS) Leader work closely with the Pre-schools and Nurseries used by the pupils before they transfer to Cage Green Primary School. Various settings are visited by the SENCo and EYFS Leader during the summer term to acquire as much information as possible to help make the transition to EYFS as successful as possible.

For those children with SEND, transition meetings are held with parents and carers, external professionals and the Nursery and Pre-school staff in order to gain an in-depth understanding of the child's needs, and strategies and support systems which need to be implemented when they begin EYFS.

Across the school, transition visits are arranged in the summer term for all pupils to visit their new classroom and meet their teacher for the forthcoming academic year. Additional transition visits are arranged for children with SEND which are individualised to meet the pupil's individual need. Transition meetings with parents are also arranged with the current class teacher, next class teacher and SENCo to further support the transition between year groups.

The school also works closely with Secondary Schools. New entrant detail forms are completed by the Class Teacher, SENCo and School Family Liaison Officer (FLO) and visits from the Secondary schools to meet prospective pupils are carried out.

For those children in Year 6 with SEND, further discussions and transition dates are arranged with the Secondary school by the SENCo and FLO to discuss the pupils in greater depth. The SENCo also liaises with Special Needs Secondary Schools regarding transition projects. These projects aim to support mainstream pupils with particular SEND with their transition from KS2 to KS3.

Review of the Interventions currently running at the school

Interventions are monitored formally on a termly basis during pupil progress review meetings. Each child is discussed by the class teacher, SLT and SENCo, to ensure that they are making at or above expected progress. If this is not the case, interventions are examined to see if any need changing or introducing.

Interventions are also monitored using the intervention tracking analysis throughout the year to determine the impact.

Provision Maps which contain the interventions for each class are anonymised and shared with parents at parent consultation evenings throughout the year. Parents and carers can see the universal strategies their child accesses within the classroom and any targeted or personalised interventions they partake in.

From September 2016, the school introduced an SEND Team to support the speech, language and communication needs in the school. The Team consists of three Teaching Assistants who are supported by the SENCo and Speech and Language Therapist (SALT), Katherine Robertson.

Intervention	Focus
Speech and Language – Teaching Assistants	Implementing programmes and following guidance from the Speech and Language Therapist and Speech and Language Link Programmes
Speech and Language- Speech and Language Therapist	1:1 assessment, observation and support following speech and language treatment programmes.
Social Communication – Lego Therapy, Socially Speaking, Purr-fect Skills schemes and Ginger Bear.	Supporting children with their social and communication skills.
Talk Time with Pastoral Team	Raising self-esteem and supporting children with their emotions and anxiety one to one.
Counselling with School Counsellor	Supporting children emotionally one to one.
Project Salus/TLG	Supporting children emotionally one to one.
Sunshine Club with Pastoral Team	Supporting children to develop social skills during unstructured times.
Phonics	Raising the level of phonics.
Friendship Group	Raising self-esteem and confidence to help establish and maintain friendships.
Hornet Programme/Toe by Toe	Supporting children with high dyslexic tendencies with their reading and writing.
Spelling	Raising the level of spelling
KS2 Numicon	Developing maths skills.
Gifted and Talented Maths	Extending children who are gifted and talented at maths.
Handwriting	Raising the level of handwriting
Write from the Start	Gaining confidence to gain accurate pen control
English Type Junior	Supporting children to develop touch typing skills.
Clever Fingers	Developing fine motor skills.
Sensory Circuits	Supporting pupils with a range of sensory motor challenges to help promote an optimum state of alertness enabling learning to take place.
BEAM	Support pupils with basic co-ordination and balance skills required for assimilation of motor skills
EAL	Supporting children with English as an Additional Language.

Individual Healthcare Plans

There are currently 37 pupils with medical needs who require an Individual Healthcare Plan (IHP). Key staff who come into regular contact with the child are listed on the IHP. A summary sheet for pupils with an IHP is kept in the medical room, playground folders and school office. IHP's are reviewed each year and more regularly if required, with parents and carers and medical professionals where appropriate.

Relevant training is organised to ensure staff are aware of how to support children with complex medical needs.

All pupils with an IHP have access and opportunities to participate in educational visits, lunchtime and after school clubs and school activities through reasonable adjustments.

Parent/Carer support

Teachers meet with parents of pupils with EHCP three times a year to review their provision. The child, parents or carers aspirations for the child's long term future are reflected on during these discussions. They are encouraged to provide their views and opinions on a variety of aspects and this is shared and discussed during formal meetings. Outcomes are reviewed and agreed for the child, which are to be achieved within a phase or Key Stage of education.

Teachers meet with parents of pupils who are SEND with Support three times a year to review their personalised provision plans. The outcomes outlined on their personalised plan can be changed and altered to reflect the needs of the child, the child's views and the provision available.

Whole school professional development training in SEND provided in the last 2 years

Training	Uses in the school and impact
InPrint3 Training November 2016	Visual resources can be created to support pupils with ASD, social communication difficulties, SCLN difficulties, memory difficulties or have English as an Additional Language (EAL).
Reluctant Talkers November 2016	Strategies for children who are known to the speech and language therapy service and are reluctant to communicate.
Language Link October 2016	Language Link screening completed for all EYFS pupils during Term 2 and Term 3 and implementation of language programmes.
Behaviour October 2017	Training on the national context and policy frameworks when supporting children with behaviour difficulties and strategies and techniques.
Primary ASD 1 Awareness September 2016	Strategies to support ASD children in the classroom
ASD Level 2 Qualification July 2016 – December 2016	Further develop understanding of ASD and ways to support pupils with ASD within the school environment.

Attachment June 2016	Raising awareness of attachment, the theories of attachment, the types of behaviours a child with attachment issues may exhibit and different strategies to try and use to support a child with possible attachment issues.
Whole School Talk for Writing June 2016	A bespoke training session informing staff of ways to implement talk for writing throughout all areas of English.
Whole School Dyslexia May 2016	A bespoke training session about dyslexia, the implications it has on the learner and the teacher, whole class strategies for use in the classroom and suggestions for targeted interventions.
Speech Link March 2016	Speech Link screening and implementation of speech programmes.
Sensory circuit and BEAM February 2016	Raising awareness and identifying strategies to meet the needs of learners with SENDsory processing difficulties.
Communicate in Print Throughout 2015-2016	Visual resources can be created to support pupils with ASD, social communication difficulties, SCLN difficulties, memory difficulties or have English as an Additional Language (EAL).
National Award for Special Educational Needs Co- ordination 2015-2016	Training in legislation and current practices in SEND
Social Stories November 2015	Social stories support children with social interactions, prepare for changes, adapt behaviours, learn skills or to develop concepts.
SENCo Forum Meetings Termly throughout the year	Attended by Mrs Middleton to keep informed about changes and implications of these alterations with regards to SEND
Anaphylaxis and Epipen Training March 2017	Whole staff training by Community Nursing
Asthma Awareness Training April 2018	TA training by Community Nursing
EAL November 2017	Isobel Whiley, Advisory Teacher, whole school training on EAL awareness and strategies.