

SEN Funding Evaluation Tool



Impact of SEN Funding (Element 2) on Outcomes for Children and Young People with SEND

SEND evaluation tool relating to academic year 2017-2018

School: Kingsteignton School

Address: C/O St Michael's Primary School, Church Street, Kingsteignton TQ12 3BQ

Principal: Dr Penny Fitch

SENDCo: Karen Bristowe

Guidance for completion of this tool

This SEN funding evaluation tool is designed to support schools in demonstrating the impact of E2 SEN funding on the outcomes for children and young people with special educational needs and/or disabilities.

The tool provides schools with a school specific pupil profile detailing the types of need within the school and how these are spread throughout the year groups. Information is also provided on the level of E2 SEN funding going into the school, and where applicable the amount of additional E3 funding.

The figure provided for E2 funding is current at the time of production and does not include the deprivation element of the Additional Educational Needs (AEN).

Maintained schools: The funding information provided relates to the financial year April 2017-2018. It is expected that schools will complete the tool for the current academic year (2017-18) as this provides best fit. Please remember that the evaluation tool is designed to support schools to show the impact of funding and is not an accountancy tool.

Academy schools: The funding information provided relates to the financial year September 2017-2018. It is expected that schools will complete the tool for the current academic year (2017-18). Please remember that the evaluation tool is designed to support schools to show the impact of funding and is not an accountancy tool.

Guidance notes for completion

Front Cover

Please ensure that the school details and Head teacher/Principal and SENCO details are all completed.

Key

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|---|--|
|  | Additional notes for federations and academies |
|---|--|

Section 1: Statutory Compliance and Requirements under the SEND Code of Practice (2015)

SENCO Qualification

6.85- 6.86 (CoP):

- The SENCO **must** be a qualified teacher working at the school.
- A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- A National Award **must** be a postgraduate course accredited by a recognised higher education provider.
- The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes.
- When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code.
- Any selected course should be at least equivalent to 60 credits at postgraduate study.

Link to the Local Offer

Please copy and paste the link to your school website page that hosts the link to Devon's LO.

SEN Information Report

This must be published annually in September. Please include a link to your SEN Information Report in the evidence box.

Shared SENCO Role

The CoP recognises that it may be appropriate for small schools to share the SENCO role across a number of settings, where this secures sufficient time away from teaching and sufficient administrative support to fulfil their role effectively for the total registered pupil population across all of the schools involved (6.92).

- 6.93: Where such a shared approach is taken the SENCO should not normally have a significant class teaching commitment. Such a shared SENCO role should not be carried out by a headteacher at one of the schools.
- 6.94: Schools should review the effectiveness of such a shared SENCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of pupils with SEN.

Schools should consider **how they ensure the effectiveness of the SENCO across settings** and how they are able to maintain high levels of parental confidence through i.e. visibility of the SENCO.

It would be appropriate to include details of how the model works in this section.

Governing Body (GB)/Board of Trustees

It is important for the SENCO to be working closely with the GB/board of trustees and for Governance to have a clear understanding of the challenges, strengths and developing areas for pupils with SEND. This includes a clear overview of how SEN funding, along with other available resourcing is used effectively to secure good or better outcomes for this group of pupils. It is important to include details on the schools approach to communication, challenge and monitoring of statutory compliance and good practice recommendations. This section should outline the impact of effective Governance.

Section 2: SEND Priorities linked to School Improvement Plan (SIP)

This section provides school with the opportunity to demonstrate how they are meeting the expectation to improve high quality inclusive teaching through the development of SEND provision.

This section should evidence what the school are doing to improve outcomes for this vulnerable group and the costs associated with this.

As part of the vulnerable groups SEND pupils should be clearly identified and key areas for development known as part of the schools over-arching SIP.

Costs in this area may related to resource costs such as time for staff meetings and should still be included to provide a rounded and representative view of the school. In most cases schools will already have this information included on their SIP.

Up to three priority areas are included, however some schools may have more or less than this and schools are welcome to amend accordingly.

It is anticipated that for some schools they will be able to cut and paste content from their SIP and/or SEND SIP.

Schools in federations or academies may have some 'shared' priorities for SEND and some that are specific to the individual setting. It is important to include both where this is the case.

Section 3: Staff Training

This section enables schools to record the SEND training invested in by the school.

It is important to record the number (approximate) and role of the staff trained.

Reflecting on the impact of the training helps to evidence the progress the school has made in its school provision and is useful in identifying any next steps required.

Schools in federations or academies may have some 'shared' training for SEND. These can be copied and pasted into individual school evaluation tools. Please also include details of training specific to the individual setting.

Section 4: Key Provision/Interventions to support pupils with SEND

This section provides your school with the opportunity to detail other important provisions and interventions that have not yet been included but represent a significant financial commitment. This section relates to provision that is funded through E2 funding only. It is not necessary to include E3, PP or alternatively funded provision.

Schools may find it helpful to group together similar interventions that are run throughout the school i.e. Support for Reading interventions.

It is not necessary to detail out each individual intervention for a pupil.

Schools have widely different ways of recording intervention and provision in school. This section of the tool enables you to **summarise** the detail you keep elsewhere (i.e. on excel spreadsheets).

It is not necessary to account for all spending on pupils with SEND. Schools should use their own professional judgement on what to include and should include sufficient detail as to demonstrate reasonable and effective use of their SEN funding.

Section 5: Case Studies

This section is an opportunity to demonstrate where provision for SEN pupils has had a positive impact. Schools may choose to use an existing case study- please copy and paste accordingly.

It is expected that schools will include two case studies – one demonstrating how the E2 SEN funding has been used to have a positive impact and the other to demonstrate the impact of additional (E3) funding.

Where schools do not have any pupils in receipt of additional funding there is no expectation on them to complete a second case study.

Schools in federations or academies may have some 'shared' case studies for SEND demonstrating their effective use of E2 SEN funding. It is appropriate to use the same example across settings where this is helpful and expedient. Schools will need to include school specific E3 additional funding case studies where possible as the second case study.

Other evidence to demonstrate to Ofsted and other external parties the impact of SEN funding in school

This section is optional and should only be completed if there is further information that has not been included elsewhere.

Additional notes: School SEN Pupil Profile

This contains information on your school's SEN pupil profile over the past academic years. This enables you to explore any changes in the types of special educational needs and disabilities or changes to the frequency of these needs. This information is taken from the January census return.

The latest comparison to Devon and National data is based on January 2017 census data (SFR 37/2017). This is due to the 2018 National and LA data not yet being available for use.

1. Statutory Compliance and Requirements under the SEND Code of Practice (2015)

| Requirement | In Place? | | Evidence |
|---|-----------|----|---|
| | Yes | No | |
| Senco holds the National Award for SEN Co-ordination (6.85 CoP 2015) | | | SENCo has been working in this role for over 20 years |
| Senco is a member of the SLT (6.87 CoP 2015) | | | Yes, she is also a Designated Safeguarding Lead |
| School website contains a link to the Local Offer | | | www.kingsteignton-school.org/parent-zone3/special-educational-needs-sen |
| School have published their up to date SEN Information report | | | Date published: Updated September 2018 <i>(this should be published every September)</i> <i>Please insert link to school SEN Information Report</i> |
| School has an up to date SEN policy | | | Date ratified: October 2018 |
| Does the Senco hold this role across a number of schools? | | | If 'yes' How many schools: 6 How much time is allocated to each setting: 0.5 of a day Kingsteignton School; 0.5 Ipplepen; 0.5 Marldon; 0.5 Brixton St Mary's; 1.0 St Catherine's, 1.5 St Michael's There is also a full time and part time Assistant SENCO working across all 6 schools |

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|---|--|--|--|
| | | | <p>How is the effectiveness of this model evaluated: The SEND trustee for Kingsteignton School is Christina Mabin. She meets termly with the Principal and SENDCO to look at progress across the school. Prior Attainment sheets for SEND children are updated half termly to monitor and evaluate progress</p> |
| <p>How are the Governing Body involved in monitoring the outcomes for SEND pupils?</p> <p>What impact has this had?</p> <p>Does your school have a named SEN Governor?</p> | | | <p>The SEND trustee for Kingsteignton School is Christina Mabin. She meets termly with the Principal and SENDCO to look at progress across the school. Prior Attainment sheets for SEND children are updated half termly to monitor and evaluate progress.</p> <p>The impact of this is that SEND children make good progress from their starting points</p> |
| <p>Do you have any lead practitioners? If yes, please indicate how many of each</p> | | | <p>Yes / No</p> <p>Autism Champions (AET): <u> 2 </u></p> <p>SEMH/Thrive Practitioners: <u> 1 </u></p> <p>Attachment based mentors: <u> 0 </u></p> <p>Other: <u> Mental Health Champions 1 </u></p> |

Ofsted

Reference to SEN funding is made within the Ofsted framework under Leadership and Management.

141. Inspectors will consider:

- how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this

Further reference to SEN funding is made;

148: Inspectors will consider whether governors:

- ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding

The grade descriptor for Outstanding Leadership and Management includes:

- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

Completion of this evaluation tool will support schools in demonstrating the impact of the SEN funding in school. This will help schools in meeting this Ofsted expectation.

2. SEND priorities linked to School Improvement Plan

Priority Area One:

| Action: | Resource/Cost: |
|---|-------------------|
| Consultatoin – interventions, learning walks, book scrutiny, Lesson observations with SLT on evaluation visits (termly) | Half a day supply |
| Intended Impact: | |
| To ensure that all staff have a secure knowledge of pupil neds in order to close the attainment gap between SEN/SENPPG and other children | |

Priority Area Two:

| Action: | Resource/Cost: |
|---|---|
| LSA observations, training and support where needed, learning walks, book scrutiny, use of IRIS to share good practice | None (observations carried out with Principal so no supply needed) Training costs if training courses required |
| Intended Impact: | |
| Support and challenge LSA's to ensure learning is effectively supported and that children make good progress. Make use of IRIS to share good practice and help support staff to reflect upon the efficacy of the support they provide | |

Priority Area Three:

| Action: | Resource/Cost: |
|------------------|----------------|
| | |
| Intended Impact: | |

3. Staff Training over the last academic year and planned activity

| Training undertaken: | Impact: | Resource/Cost: |
|--|---------|----------------|
| Training regarding all the recent changes in SEND following the SEND Code of Practice: 0 to 25 years (2014), for the SENDCo, Assistant SENDCo and SEND Trustee, Thrive training, Numicon (a maths resource), Safeguarding training, stammering workshop, Dragon Naturally Speaking (a voice activated dictation program for children who need alternative ways of recording), Spelling support, ERR (Early Reading Research), Autism training (DEAP), Fun Fit, Widgit training, Early Help - Right for Children, EH\$MH (Early Help For Mental Health, Domestic Violence training, Safeguarding Level 2 and 3, EHCP training, LGBT training. | | |
| Next Steps: <i>e.g Further training required for targeted staff, effective monitoring to ensure implementation</i> | | |
| ??? | | |

4. Key provision/interventions to support SEND
(if not included elsewhere)

| Provision/ Intervention | Outcomes and Impact | Resource/Cost: |
|--|---------------------------|-----------------|
| Funding for children with E3 resources (7) | | £0.00 |
| Remaining E2 funding | (see SEND PA data sheets) | £0.00 |
| Intervention cost (LH) | This was last years entry | £7177 |
| | | |
| | | |
| | | |
| Total | | £7177 overspend |

5. Case Studies (group or individual)

- To demonstrate where provision has had a positive impact.

Please ensure all case studies are anonymised

Case Study 1 – Element 2 funding

Year Group:1

Primary Area of Need: PD

This child is a twin who was born with an anorectal malformation. She has undergone numerous operations for this condition and has a low attendance rate because of regular hospital and doctor appointments. She joined the school in reception in September 2016 suffering from functional abdominal pain, issues with attention and retention of information, sleep disturbance and having undergone longstanding work to support gaining continence. The child has recently had a diagnosis of ASD. In school it was noticed that she showed a lack of emotion and empathy and could suffer sensory overloads, she was also reliant on routines. An eye test suggested that there was a likelihood of dyslexia and an audio processing disorder has also been diagnosed.

An education pack has been put together to support this child during her numerous hospital/doctor visits and the days when she was too unwell to attend school. Her attendance improved this year compared to the previous year.

She works hard at school and is eager to learn however she increasingly finds it hard to concentrate and has her own work station to allow her to focus on her learning more effectively. Through targeted intervention by both the teacher and LSA she ended year 1 at ARE in writing and maths but below ARE in reading although she reached the required standard in the phonics screening test, comprehension skills in reading are underdeveloped and will continue to be an area for intensive intervention.

Case Study 2 – Element 3 funding (if applicable)

Year Group:

Primary Area of Need:

Other evidence to demonstrate to Ofsted and other external parties the impact of SEN funding in school

| Action: | Resource/Cost: |
|--|----------------|
| Intervention to support SEND children in Reception class – end of year data showed that all children achieved their Early Learning Goals despite for example 75% of children being below ARE on entry in reading, 50% below in maths and 25% below in writing. | |
| Impact: | |
| | |