

Special Educational Needs and Disability (SEND) Report to Governors
October 2014

The SEND team consists of Clare Whyles (SEND Co-ordinator), Amanda Robson (HLTA and assistant to SENDCo), Steph Gilroy-Lowe and Jo Horn (SEND governors) and a dedicated team of 31 Teaching Assistants with SEND roles as well as general classroom support.

There are currently 43 children listed on our SEND register. This is 14% of the children on roll. Of the children with SEND, 10 (23%) are at School Action, 24 (56%) are at School Action Plus and 9 (21%) have Statements. This is broadly in line with national figures overall, but significantly higher for Statemented children. These children may have one or more of the following areas of need: communication and interaction; cognition and learning; social, emotional and mental health needs; sensory and physical.

SEND register

September'14	School Action	School Action Plus	Statements
<i>EYFS</i>			2
<i>Key Stage 1</i>	4	6	3
<i>Key Stage 2</i>	6	18	4
Totals	10	24	9

Over the course of the Autumn term our children at School Action Plus will move to the new SEND category of SEND Support and children at School Action will be assessed against the new criteria to decide if they should move to SEND Support or move off the SEND register and their progress will be monitored closely by their class teachers. This process will include parents through review meetings.

SEND Breakdown by need

Primary need	EYFS, KS 1 &2
Communication and Interaction (inc Autistic Spectrum Disorder)	11
Cognition and Learning	21
Behaviour, emotional and mental health	3
Sensory and Physical	8

Progress of SEND pupils 2013-14

Our *School Improvement and Development Plan 2014-2015* incorporates the objectives and provision for pupils with Special Educational Needs and Disabilities (SEND). The objective that is especially relevant to this group is ***to continue to focus on SEN children's progress and how well this can be accelerated through well targeted teaching and interventions.***

STATUTORY DATA:

EYFS

In the academic year 2013/14 there were 7 children in EYFS with SEND. This included 3 statements. 14% of these children achieved 'Good Level of Development' comparable to a National figure of 11%.

KS1

In the academic year 2013/14 there were 10 children in year 2 with SEND. On average children with SEND attained better than nationally in reading and writing and in line with national levels in maths. On average children attained below those without SEND, but the gap in attainment was similar to the national gap. In year 1 our SEND children (8) did significantly better than nationally

in the Phonic Screening Check and in year 2 5/8 children with SEND passed the Phonic Checker. This is also broadly in line with national figures.

This year we are continuing to run differentiated phonics groups across all KS 1 classes to better address the needs of children with SEND. There has been a focus on training so that more adults are able to effectively teach phonics. We also have additional interventions in maths with a focus on teaching the vocabulary and concepts in a visual and practical way led by our maths coordinator and a highly skilled TA. Our aim is that this additional support will enable children with SEND to continue to attain well, but also to begin to close the attainment gap with their peers.

KS2

In the academic year 2013-14 there were 10 children in year 6 with SEND. The attainment of our children with SEND was significantly above national figures in all areas. 100% of children with SEND made expected or better than expected progress in reading and writing and 1 child made less than expected progress in maths. Our children achieved particularly well in reading where our Value Added (progress) was significantly higher than nationally.

This year we are continuing to offer high quality reading interventions alongside 1-1 tuition. We are continuing to use differentiated maths groups across years 5 and 6 to better meet the needs of all learners. Our lower ability group is being taught by a strong maths teacher alongside two experienced TAs.

Interventions

In addition to quality first teaching from their class teacher, SEND children continue to be supported in a number of ways, including 1:1 support, paired work and small group interventions. As well as interventions generated within the school, some children follow special programmes devised by external professionals.

Multi-Agency support in school

Children and staff continue to be supported by the following professionals:

Educational Psychologist
Speech and Language Therapist
Occupational Therapist
Language and Communications Advisory Teacher
Autism outreach support teacher
Behaviour support teacher
Complex Needs Support
Physiotherapist
Social Workers
Play therapist
Home, School, Community Link worker (school based)

Staff Training

The SENDCo has attended SEND Network meetings involving local schools 3 times a year and additional training around the changes to SEND provision.

All staff have had an introduction to the changes on the coming reforms to SEND as well as 'handover' sessions to help with transition. Since September training has focused on TA induction, Health and Safety, phonics, sensory processing, hearing impairment, language and communication, Autism, maths and physical disability. We have established intervention groups for children in EYFS, Key Stages 1 and 2 and planned support for individual children.

We have close links with Grandpont Nursery which provides strong transition for children with SEND entering our school. Early identification remains a priority. We achieve this through rigorous tracking of pupil progress, from teacher's and TA's knowledge of individual children and from close liaison with parents/carers. In addition in October we screen children in reading across

Key Stage 2. This highlights where additional provision is needed and ensures no child slips through the net. In KS1 the phonics screening test in Y1 also identifies children who need more support. In EYFS we use SPIRALS language programme for children who show early signs of difficulty.

We also monitor the progress of children with SEND through:

- At least two SEND specific learning walks during the academic year
- Work scrutinies
- Observation of specific interventions
- Regular lesson observations.

Finance

In addition to our base budget, in financial year 2013-2014 we received a designated budget of £7,029 for SEND provision plus significant top ups for children with statements of SEND. This covers staff costs (including 1:1 TA support for 6 statemented pupils), specialist teachers and a wide range of resources (full accounts in office).

Priorities for 2014-15

The central priority for the beginning of next year is the implementation of the SEND reforms for the benefit of our children and families.

This will include:

- Further informing parents, staff and governors about the changes
- Identifying which school action and school action plus children meet the criteria for the new single category for children requiring SEN support and preparing for the transfer of statements to Education Health and Care Plans
- Introducing Pupil Profiles alongside Support Plans
- Rewriting the SEN policy to reflect the new SEN Code of Practice
- On-going monitoring and evaluation of intervention programmes
- To increase all children's awareness of SEND and promote positive attitudes

Highlights reflected in overall impact

- ***A significant number of children with SEND made outstanding progress from year 2 to year 6.***
- ***The introduction of the Oxfordshire Reading Campaign has had a very positive impact on reading progress in years 1-4. The average progress in Sentence Reading Age over the 3 month programme was 8 months and the average gain in Phonics Age was 19 months. Staff have been well trained to deliver the programme and we will continue to extend it further this year.***
- ***Observations and learning walks have consistently seen high quality support from TAs, in particular for our most vulnerable children.***
- ***We have further developed our support for children with social, emotional and mental health difficulties to include; play therapy, nurture club, SEAL groups, Socially Speaking and 1-1 art therapy.***
- ***We have had 100% parental attendance at review meetings in the summer term 2014.***

For further information please refer to the School's SEND policy and information leaflet for parents.

Clare Whytes (SEND co-ordinator), October 2014