

Special Educational Needs and Disabilities (SEND) Report to Governors and Parents for the Year 2018 - 2019

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

In the school year 2018 – 2019, there were 26 pupils with SEN attending this school. Of these 4 were subject to Education and Health Care Plans – EHCP, and 22 were designated ‘SEN Support’ which is coded as ‘K’.

There are a range of SEN needs including

- Communication and Interaction: Speech, Language and Communication needs
Autistic Spectrum Disorder including Aspergers and Autism
- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health (SEMH) difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment, Visual Impairment,
Physical disability, Multi-sensory impairment

The school is working with a number of outside agencies to provide support to SEN children including:

- The Educational Psychology Service.
- The SENSS Team - Communication and Interaction advisory teacher.
- Speech and Language Therapists.
- Locality Social Worker.
- Occupational Therapists.
- The School Nursing Team.
- Community Paediatrics.
- Child and Adolescent Mental Health Service (PCAMHS).
- Teacher of the Deaf.
- Local GPs.
- Physiotherapists.

Attainment and Progress of Pupils with SEN

In line with government expectation, we aim for all pupils, including those with special educational needs to make expected progress from the end of Key Stage 1 to the end of Key Stage 2.

As part of the 2019 KS2 SATs results analysis, the attainment and progress of SEN pupils was evaluated.

9% of this cohort had identified SEN (at SEN support ‘K’) but this was just 2 pupils so as their outcomes will be identifiable, data will not be made public.

17% of the Year 2 cohort were SEN pupils (all at SEN support 'K').

100% of the SEN pupils in Year 2 Summer 2019 made the expected progress between Yr 1 and Yr2 in each of Reading, Writing and Maths.

33% of the SEND pupils in Year 1 met the phonics screening threshold but all had made significant progress over the year in their phonics scores.

100% of SEN Yr 2 Phonics retake pupils met the standard at end of Year 2.

Throughout the rest of the school the progress of the SEN pupils is generally good. We emphasise the importance of progress rather than purely attainment for all pupils, particularly those with SEN. Progress is tracked closely throughout the year and helps to form and amend the 1:1 provision and intervention programmes. Overall in Reading 77% of SEND pupils made at least expected progress, in Writing 81% made at least expected progress and in Maths 81% made at least expected progress.

Whilst it is not a statutory requirement, all children with special educational needs have an individual education plan that sets out personalised objectives and the support needed to meet these. The IEPs are reviewed three times a year in school and parents are invited and encouraged to come into school over the year to be part of the review process. At the review meetings the progress made by the child is discussed and the next steps of learning are identified. If parents are not able to attend, reviewed paperwork is sent home with copies of the new targets.

Budget

Our annual special needs funding is derived from the number of children on roll, the % of pupils on the SEN register, our geographical location (postcode) and the level of deprivation in the local area.

Some additional funding is also allocated to named pupils with EHCPs for particularly high levels of need.

SEN funding is used for Teaching Assistants, resources, buying in educational psychologist time and support, provision of specialists for some interventions, equipment and staff training.

We spend in excess of the SEN allocation each year and this money comes from other revenue areas of our school's budget.

Teaching Assistants

We provided 213.5 hours of TA support per week – covering Foundation Stage to Year 6. TAs provide high quality support working with SEN pupils in small groups, 1:1 and carrying out specific intervention programmes such as 'Toe by Toe' and speech and language programmes and O.T. exercises. The support is both academic and pastoral. Supporting all children with emotional needs is as much of a priority within the school as pupil attainment and progress.

We value the support of parents and families of pupils with SEN and we strive to continuously improve the provision for learners with difficulties and disabilities.

SEN Governor: James Webber

Head teacher and SENCo: Charlotte Haynes