



SEND Annual Summary For Parents and Governors



2016 / 17

Areas for Development in 2016-2017 from 2015 – 2016 data

1 Attendance of children with special educational needs, particularly boys (SEN support) has been an issue; however the school has put in many **strategies** to address this:

- Pastoral meetings are held fortnightly and are attended by the SENDCO, Family Support Worker and members of the pastoral team. The attendance of children on the SEND register is discussed and what has been done to address this is discussed. Next steps are decided and actioned before the next meeting.
- Whole school rewards for attendance. Whole school attendance awards, cooking with chef award and class certificates.
- School has bought into the CPOMS system that lets the SENDCO, Family Support Worker (responsible for attendance), DSL and members of the SLT see the pattern of attendance more clearly than in the past and therefore they will be addressed more quickly.
- The SENDCO has regular meetings with the parents of children on the SEND Register throughout the year. The attendance information is now shared with parents and if a concern a discussion of why this is takes place and steps are taken to remedy the situation.
- Immediately a child's attendance starts to drop (from 95%) the FSW contacts the parents and informs the SENDCO she meets with the parents; doing a home visit if necessary.
- The Family Support Worker has regular meetings with parents whose children have persistent absence, she informs the SENDCO of the outcomes of these meetings; verbally and via CPOMS
- Parents whose children are regularly or persistently absent (below 91%) are challenged as to the cause of the absences and steps to support them are put in place. This may be the Family Support Worker picking up the child and bringing him/her into school each morning or referring to the Well-being team or the parent and child working together in school with the FSW on their identified issues.
- If a child is being regularly absent because of mental health issues they are referred to CAMHS or to the community paediatrician and counselling and in house support is offered.
- Parents whose children with SEN are regularly absent are asked to attend an attendance panel and meet with the Chair of Governors. An attendance agreement will be put in place. If attendance continues to drop then the PAS Team is informed and takes appropriate action.

Impact

There has been a positive impact because of this intervention:

The absence rate of children with SEND has dropped year on year since 2014 with a small rise in 2016 - 2017

SEN Support 2014 – 7.8%, 2015 – 6.3%, 2016 – 5.3%, 2017 – 5.7 %

The persistent absent rate in 2016 was

SEN Support 2016 – 22.2, 2017 – 17.8%

Fixed Term Exclusions

The number of fixed term exclusions of children on SEN support was

7 in 2014 with 3 repeated

6 in 2015 with 5 repeated

5 in 2016 -17 with 2 repeated

Annual Cohort Breakdown for the academic year 2016/17 at 1st July 2017

	SEND	SEND with EHC	SEND with PP	Attendance for SEND
Nursery	1	0	0	94.5%
Reception	2	0	1	94.9%
Year 1	5	1	3	93.5%
Year 2	6	0	2	97.5%
Year 3	6	0	4	95.0%
Year 4	7	0	4	90.0%
Year 5	8	0	3	94.2%
Year 6	9	0	7	96.1%

Summary of SEN Attainment for the year 2016/17

For the year 2016/17 progress of SEND pupils is judged to be good overall (data taken from Classroom Monitor for children Year 2 to Year 6) with a high percentage of outstanding examples in maths for those children who are on Special Educational Provision evidenced by:

At Special Educational Provision Level progress overall is **good** with some outstanding examples in all three areas, but especially in maths:

- All pupils (100%) are making progress in reading with most pupils (82%) making progress in line with expectations. The majority of pupils (62%) are making **good or better progress** whilst 26% make **outstanding** progress.
- All pupils (100%) are making steady progress in writing with the large majority (74%) making progress in line with expectations and the majority (62%) **making good or better progress** whilst 24% make **outstanding** progress.
- 94% of children are making steady progress in maths with the large majority (74%) making **good or better progress** and half of children (50%) making **outstanding** progress.

There are currently no children with an EHCP in KS2

At the time of assessment there was only one pupil who is SEND and also a child looked after and his progress is judged as steady in writing; very good in reading and outstanding in maths.

Pupil Premium

Reading : 84% of SEND pupils receiving the Pupil Premium make progress in line with expectations, good or outstanding progress compared to 80% of SEND pupils not receiving the Pupil Premium.

Writing: 68% of SEND pupils receiving the Pupil Premium make progress in line with expectations, good or outstanding progress compared to 80% of SEND pupils not receiving the Pupil Premium.

Maths: 68% of SEND pupils receiving the Pupil Premium make progress in line with expectations, good or outstanding progress compared to 87% of SEND pupils not receiving the Pupil Premium.

EYFS children on SEND Register 2016 – 2017												
	Reading Sept 16	Progress	Reading July 17	Writing Sept 16	Progress	Writing July 17	Number	Progress	Number	Shape/ space	Progress	Shape/ space
Child A	30-50 dev	6	ELG- Em	30-50 beg	4	40-60 dev	30-50 beg	7	ELG- Exp	30-50 beg	7	ELG- Exp
Child B	22-36 dev	8	ELG Exp	22 -36 sec	6	ELG Em	30-50 beg	7	ELG- Exp	30-50 beg	6	ELG- Em

Although neither pupil has attained the level of GLD both have substantially improved from a very low starting point.

KS1	EXS working at expected	PKS foundations for expected
6 Children on SEND Register:		
Reading: PKF – 67% Reading EXS – 33%		
Writing: PKF – 67% Reading EXS – 33%		
Maths PKF – 67% Reading EXS – 33%		
Phonics Screening		
Year 1		
Five Year 1 SEND children took the phonics screening test Working at expected 40% Working towards expected 60%.		
Three SEND Children in Year 2 retook phonics screening Working at expected 67% Working towards expected 33%		

SEND progress of KS 2 children in 2016 -2017 compared to National Standards

In reading Y6 children with SEN Support made slightly better progress (from end of KS1) than all pupils and non SEN pupils.

In maths Y6 children with SEN Support made slightly worse progress (from end of KS1) in maths than all pupils and non SEN pupils.

In writing SEN children made much better progress (from end of KS1) than all pupils and non SEN pupils.

Areas for Development in 2017-2018

- Continue to work to raise attendance of SEND children to national expectations
- Ability to input data and track SEND children on Classroom Monitor needs to be accurate and have a consistency of approach using PIVATS and KLIPS so action can be taken as soon as concerns are raised
- Continue to work towards early identification of children with SEND and provide swift and robust intervention; particularly in EYFS and KS1
- Target SEND children receiving the Pupil Premium for additional support over and above what they currently receive

- Ensure that the teaching of maths (especially) in upper KS2 is differentiated for SEN children's individual needs and that staff use concrete apparatus and picture cues to embed concepts
- Ensure that access arrangements for children with SEND are effective in allowing them sufficient support in SATS (and other assessments) so that their skill and knowledge of maths is fully shown without being compromised due to literacy or speed of processing, difficulties
- SENDCO to focus on encouraging staff using to identify the key skills that SEN children lack such working memory, visual and auditory processing, speech, language and communication and focus and concentration and for teachers to target these via the new learning plan