

SEN Report July 2017

At St John the Baptist Primary School we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children.

The current SENCO role was taken on by Class 3 teacher (Claire Brown) since April 2016 and the named Governor for SEN is Mrs. Laura Upton.

Number of Children with SEN

In the academic year 2016/2017 there are 11 children identified as having a SEND, which is approximately 14.1% of children on roll (78)

Arrangements for Identification & Assessment of SEND pupils

Pupils are identified using the Graduated Response Tool and via monitoring of data; progress and ARE. The SEN co and Sen co governor also visit classes to make observations and Blinks re SEN provision, use of resources and deployment of TAs. Chn receive a wide range of interventions (see list below) or are referred to outside agencies for support and advice.

All pupils have a Provision Plan, 2 pupils with a Statement were converted to an Education Health and Care Plan, (ECHP). 2 referrals were made this year to the EP.

We have also supported all children who have had a need in a specific area. Over this academic year we have supported them through specific, highly individualised intervention programmes. Some pupils have taken part in two or three different interventions, such as a reading, a spelling speech and language, English and maths pre and post teaching sessions, maths programmes such as Number Count, Third space learning and Counting to Calculating, handwriting and phonic, social and emotional support and Fun fit. Children receiving interventions and those on the SEN register are monitored for both attainment and progress over the year. At the end of each term children who have not made expected progress are discussed at pupil progress staff meetings and with the SEND Co. Interventions are tracked in order to evaluate their effectiveness and make sure that the support given is making a significant impact on children's learning.

Progress of Pupils with SEN

SEN progress (ARE)

All SEND chn	Reading	Writing	Maths
Progress Summer 1 st half	+1.3	+1.2	+2.7
Progress Summer 2 nd half	+2.5	+2.2	+3.6

Impact of interventions

The results from recent speech and language assessments, reading and maths tests and the SAT tests have shown that intervention have had a positive impact in the school. All children who have participated in an intervention programme have made progress although some may still be below national expectation.

SEND staffing resources

We currently have 5 highly trained TA's in our school who run interventions and support children with pre and post teaching.

We have 2 TAs who are highly trained and experienced with Autism, and TA s who run Fun Fit, Phonic, maths, reading and speech and language interventions.

In Y6 two children who had a statement took part in interventions and were supported by a trained and named TA.

A number of children have physical difficulties as either their primary or secondary need consequently 'Fun Fit' runs which supports children with difficulties in fine and gross motor skills. From baseline assessments a number of children were identified who we felt would benefit from the program. 10 children have

received Fun Fit support (3 times a week for 15minutes). Further assessments were completed in the year to measure the success of the intervention.

Third Space Learning Maths intervention programme was run again this year. We have currently targeted chn at upper KS2. It has been successful with clear improvements being made with an underperforming Y6 group, all gaining in confidence from the programme.

Language and Speech link is a computer based program which screens and supports children with language and speech difficulties. In September the language link program was used to assess all children in Reception. Mrs Lang continued to support 1 child four times a week. This child was continually monitored in class and made good progress and was able to be taken off the SEN register.

Number Count

2 Children in Year 2 received 40 sessions of 1:1 number intervention to increase both their number knowledge and confidence. Sessions were regularly monitored and observed by the Number Count accreditor (Caroline Wregitt), Mrs Hamilton, Mrs Natalie Jackson (School Governor) and Mrs Mary Cox (Plymouth Cast).

Statemented pupils:

Two Annual Reviews took place in Dec and Jan. Provision and need for their transition was carefully planned.

Both children were working at age related expectations across reading, writing and maths portrayed in their end of KS2 SATs results.

Referrals:

2 referrals were made this year to the EP

1 was made to the Dyslexia Outreach Team.

Continued links were made with the Speech Therapist and Autism team

Referrals were made to the Attendance Officer.

Links with Outside agencies and new initiatives in past 12 months to improve quality of SEND provision

Ed Psych involvement

Speech Therapist visits

Sensory Outreach involvement.

Number Count link teacher and observations/training.

Autism team meetings re children .

Dyslexia team (to observe chn and train staff).

Jeanette Savage (SEN advisor)

0-25 team

EH4MH (Early help for Mental Health Training to all staff)

Attendance Officer

The impact of partnerships with external agencies has helped to improve the quality of SEND provision in past 12 months.

Behavioural Support Team:

0 referrals were made.

Speech and Language:

(See above)

Transition:

Enhanced transition has been set up for 2 Y6 pupils transferring at end of summer term. Transition meetings for all Yr 6 chn on the SEN reg were set up with local senior schools and the SEN Coordinator in order to share relevant information to ensure a smooth transition in the Autumn Term.

Transition for new Reception children (Sept 2017) recognises 6 pupils who will require specific support and some very complex needs.

Provision Mapping

Provision maps are reviewed each term. All staff use these proficiently as a working document in order to assess children working on the SEN register. Provision plans are created with specific targets for every child on the SEN register and are shared and signed by parents

Progress in any other school specific whole school measure, e.g. attitude to learning

All classrooms promote a positive mind set and have a learning pit display.

Progress in improving attendance of all SEND pupils

Attendance of each class is reported weekly. The SEN co has tracked attendance half termly and we have had a close liaison with the school attendance officer. Any fall in attendance with a child on the SEN register is dealt with immediately by all class teachers who have an immediate meeting with parents.

Average SEND Class attendance 16/17

Class 1 92.0%

Class 2 97.4%

Class 3 98.8%

Class 4 95.1%

Next Steps

- To continue to review and make changes to the SEN paperwork, eg DAFs and new EHC plans on line.
- To monitor planning and teaching in relation to SEN with a focus on SEN provision in all classrooms. This will involve individual observations, or blinks, tracking of progress and book scrutiny.
- To continue to liaise with relevant outside agencies to improve our provision.
- Staffing requirements for September to meet specific needs of children in Reception.
- Staff training CPD - all staff to undergo Autism Training,
- EH4MH training to continue.
- Staff training CPD -Dyslexia training as part of a 2 year accreditation.
- To update the schools SEN policy.
- To liaise with Jeanette Savage to observe SEN throughout the school (Spring Term)
- To invite the SEN Governor into school to observe the current SEN provision (Autumn Term).
- To monitor the impact that the Writing Project (for all CAST schools) will have on our writing results.