

Annual SEND Report to Governors - July 2017

SEND Register Update

Number of SEND pupils registered 2016-17

Phase	SEND Support	High Needs	EHP	Total
EYFS	2		0	
Phase 1	8	1	0	
Phase2	9		0	
				Grand Total =20

This is a decrease of 2 pupils since September 2017.

Our predicted number of SEND pupils for September 2017 is approximately 15%. In addition to this we have 3 pupils entering Pippin class who have been identified with early concerns and will therefore require monitoring. We are currently waiting for assessments and reports, via external agencies, regarding these 3 children before reaching a decision about their SEND status.

SEND breakdown as it currently stands (September 2017)

Phase	SEND Support	High Needs	EHP	Total
EYFS		1	0	1
Phase 1	4		0	4
Phase2	12		0	12
				Grand Total =17

This currently does not include the 3 additional pupils as mentioned above

SEND Areas of Concern

Our largest areas of concern are:

- 'Cognition and Learning', this includes general learning difficulties such as dyslexia
- 'Communication and Interaction' which includes speech, language and communication needs.

Across the academic year 2016 -2017 we had 4 TAs who attended training courses to up skill their knowledge of phonics, spelling and individual intervention programs. Further training in these areas has already been planned for the next academic year.

We have a number of pupils displaying difficulties with Speech, Language and Communication. As a school we have addressed the needs of these children through our use of targeted Speech and Language Programs as recommended in Speech and Language Care Plans. 3 children have also successfully completed a Talkboost intervention program. We are currently in a position of not having any members of staff officially trained to deliver this intervention however, we are extremely fortunate that one of our TA's, who was previously a speech and language therapist, could easily deliver this intervention if required. Talkboost is a scripted program which could be delivered without specific training as long as the person leading these sessions is given time to read through the program and become familiar with its structure.

ELSA (Emotional Literacy Support Assistant) has been of great benefit to a large number of children across the school including one pupil currently in Pippin class. ELSA has proved to be highly successful for all children involved. We have received many positive comments from parents regarding the benefits of our school providing this intervention.

SEND pupils who also experience medical, sensory and/or physical needs have a Healthcare Plan to support their needs. Healthcare plans are reviewed annually. Care plans are shared with staff via staff meetings and information placed within individual class SEND folders, which are regularly updated.

High Needs Funding

In September 2016 we had one pupil in receipt of higher level funding due to a medical condition. As this condition is currently well managed and adult support for his medical needs has reduced during 2016-17 we are were not in a position to reapply for additional funding this year. However, with the changes to funding applications from September 2017, we will monitor his areas of need and reapply for funding should evidence become available to us. Training to use the new format and structure of additional funding took place during the autumn term. This was introduced during the SENCo / SEN Governor's conference, which was attended by Mrs. Benton and Mrs. Ward. A more detailed explanation regarding funding was delivered through a workshop session attended by Mr. Staddon and Mrs. Ward.

WAVE 3 interventions

Reading and Spelling:

3 members of staff received 'Spelling Detective Training', this is a new intervention for our school. As a result 3 children at phase 2 received group spelling interventions. These sessions showed that 2 children made a good rate of progress whilst, one pupil made a slower than expected rate of progress. Bearing in mind that this is the first time we have delivered this intervention we are happy with the results. 'ILI' (Individual Literacy Intervention) proved more difficult to assess the progress and impact made as a result of this intervention. The required 30 sessions in 10 weeks was not achieved due to staff and timetabling issues. Results show a useful impact but not the substantial rates of progress that we should have seen. We currently have 1 member of staff trained to deliver ILI and 3 members of staff trained in Spelling Detectives.

Numeracy

Two pupils from phase 2 completed a Numicon Intervention. Both children showed a useful progress in this area of the curriculum. 4 pupils from Pippin class (year 1s), worked as a small group on aspects of this numeracy program to support them in understanding the basics concepts of number before they move into Maigold class in September. This group of children also made good progress. We currently have one member of staff trained to deliver the Numicon Program.

Care Plans - Speech and Language Therapy (SLT), Occupational Therapy (OT)

As a staff we have worked extremely hard this year to ensure time has been allocated to the delivery of SLT and OT Care Plans. Teaching staff, SENCo and TAs have established good working relationships with a range of Speech and Language and Occupational Health Therapists. 5 children have received specific input from a Speech Therapist and 4 children have received input from an Occupational Therapist. These sessions have all taken place in school. All of these children will remind on care plans as we move into the academic year 2017-18. There are 3 children in YR waiting for Speech and Language assessments and 2 year 1 children waiting for OT assessments.

We currently have 2 children with EAL (English as an Additional Language) targets. These children were assessed by the county EAL coordinator during the summer term.

This year we continued to welcome the WI ladies for reading sessions across Phase 1. Whilst Phase 2 gained from the weekly support of a parent volunteer, who will continue to work with years 5 and 6 from September 2017.

Transition

Two school entry meetings were held during the second half of the autumn term for pupils in Pippin class.

One Pre-school entry meeting was held for a child who will start in Pippin class this September. A school entry meeting for this pupil will be arranged for late autumn term 2017.

Mrs. Ward attended new parents meetings for all children starting school in September

Mrs. Ward and Mrs. Oliver met to discuss children moving from Little Pips into Pippin class. Speech and Language, OT and medical issues were discussed. This was a new initiative which proved extremely informative.

Attendance

Attendance has been closely monitored this year. All SEN and Pupil Premium children are monitored monthly and this information is shared with the SLT. Children highlighted as unsatisfactory as also monitored weekly and this information is shared with Mr. Staddon. Mrs. Ward met with 3 parents during the summer term to discuss attendance and ways in which the school can support these families in improving their children's rates of attendance. We have had no fixed or permanent exclusions.

Attendance for our 30 Pupil Premium children			Attendance for our 19 SEND children		
	September 2016-2017	July 2016-2017		September 2016-2017	July 2016-2017
Excellent attendance 97-100%	18	17	Excellent attendance 97-100%	12	5
Average attendance 95-97%	2	4	Average attendance 95-97%	2	5
Below Average attendance 91-95%	3	8	Below Average attendance 91-95%	2	4
Unsatisfactory attendance Below 91%	7	1	Unsatisfactory attendance Below 91%	3	5

I have not included in this information 1 child, who was on our SEN register in September, due to that child leaving school midway through the school year. During the period October 2016 - spring term 2017, we had one pupil missing from education for an extended period of time. As we had no medical evidence for this absence our School Attendance Officer become involved. Unfortunately we were unable to resolve this situation and it was mutually agreed with the parents that a fresh start in a new school would be beneficial for the child concerned.

Multi-agency input

SEND consultation meeting - Mark Long (Learning Support) and Josh Dyer (Educational Psychologist - Spring term Mark Long (Learning Support), 30 hours of support, this included assessing 2 children and providing feedback to parents plus consultation meeting.

Nicky Butler- PFSA - support for 1 family

Josh Dyer (Educational Psychologist)

Attendance Officer

Speech and Language Therapist - 4 reviews

Occupational Therapist - 3 reviews leading to 2 children being discharged

1 Pre-school entry planning meeting plus 2 School entry planning meetings

SEND annual reviews with parents

1 PIMMs review leading to child being discharged at present

Area SENCo meetings and conferences

Future SEND development

Audit training needs of teachers and TA's. Arrange for CPD where a need is identified.

Provision mapping in all classes to be reviewed regularly to enable new goals to be set with a review dates set.

Ensure Healthcare Plans are regularly reviewed and updated. Information to be placed in class SEND folders.

SEND passports and goals to be fully established for all SEND pupils.

SEND provision and events to be regularly updated on SIMs to show a historical picture for SEND pupils.

SENCo to establish links with Little Pips SENCo to support sharing of information and aid transition.

Ensure all teachers are following the guidance for early identification of needs and implementing the graduated approach for working with SEND pupils (Graduated approach = assessment, plan, do, review pupils needs).

Mrs. J. Ward

July 2017