



REPORT ON SEND 2016/2017

Head Teacher: Jane Burr

SENCO: Holly Wrigley

SEN Governor: Samantha Frost

At North Cerney C of E Primary Academy we passionately believe that all children should be able to reach their full potential. We are a fully inclusive school and our school team work hard to support all children to reduce barriers to learning.

The SEND Policy was re-written in accordance with the new Special Educational Needs and Disabilities (SEND) Code of Practice and as a direct result of changes in the Law (i.e. Section 3 of the new Children and Families Act March 2014). This was completed in consultation with staff, parents and Governors. The school also wrote its School Local Offer which forms part of Gloucestershire's Local Offer and is a document that highlights to parents the provision and procedures for children with Special Educational Needs and/or Disabilities at our school. It is written as part of the DGAT (Diocese of Gloucester Academy Trust) and will be reviewed annually.

SEN PUPIL NUMBERS

Tracking

Date	Sept '15	Jan '16	Apr'16	May'16	Sept'16	Jan'17	Mar'17	May '17
SEN Supt	4	4	4	4	2	2	3	4
EHCP				1	1	1	1	1
HSP								
CAF								
Total	4	4	4	5	3	3	4	5

CURRENT SEN REGISTER MAY 2017

Number on roll: 60 SEN: 5 Statements/EHCP: 1

% of school supported at School Need: 6.6

% of school supported at Statement or EHCP: 1.6

% of children with SEND at North Cerney C of E Primary Academy 8.3%

The national average proportion of the school population for SEND remains at 14.4%

The Law requires that all pupils, without a Statement or EHCP, now be classified as 'SEN Support' before January 2015. We have completed this. We currently have one child at SEN Support that is being considered for an Education, Health and Care Plan.

We currently have no children with a Health Support Plan.

SEN PROVISION

Programmes of support offered

- ❖ Better Reading Partnership
- ❖ Adult/Parent Reading Support
- ❖ Rapid Maths
- ❖ Plus 1 Numeracy Support
- ❖ Daily Handwriting Support
- ❖ Dancing Bears Reading Support
- ❖ Apples and Pears Spelling Support
- ❖ Precision Teaching Speed Writing
- ❖ Precision Teaching Speed Reading
- ❖ Tricky Word/ Phoneme Fan/ High-Frequency Word Practise
- ❖ Speech and Language Support
- ❖ 'Fizzy' Co-ordination Support

- ❖ 1:1 Teacher Intervention Support
- ❖ 1:1 Teaching Assistant Intervention Support
- ❖ SENCO with HLTA working as Pastoral Lead using ad hoc social skills programmes

Current provision is planned as a result of the graduated response to identified needs in accordance with the SEN Code of Practice. This is a Government document that applies to all education settings in the country. This sets out that the needs of all children are expected to be met in school, with co-operation from other agencies as needed. For a few children with complex needs, the school investigates whether these can be better met with the support of an *Education and Health Care Plan*. Children on the SEN register have *My Profiles* which set out the strengths, worries and aspirations of the child (sometimes with some support/input from parents). Each child also has a *My Plan* setting out their needs, planned support and the outcomes of this support. These are reviewed regularly and in consultation with the child and their family.

MONITORING

We use a number of methods to assess and track the progress of all pupils

- ❖ Classroom monitor
- ❖ Personal targets
- ❖ Benchmark reading assessment
- ❖ Vernon spelling assessment
- ❖ Salford reading assessment
- ❖ Durham Baseline assessment
- ❖ Phonics Tracker
- ❖ Maths passports

NB ways of measuring attainment have changed away from levels to AGE RELATED steps with National Tests giving scaled scores.

STANDARDS

There was one recorded pupil with SEND in Year Six for 2016/2017 (SEN Support).

TRANSITION OF PUPILS WITH SEND

The school liaises closely with other providers prior to transfer from Pre-School to Reception, in-year transfers and from KS2 to KS3. Assessment information is shared and helps to make the transition as easy as possible for pupils with Special Educational Needs and/or Disabilities. Children transferring to local secondary schools have induction days as well as an additional visit for children with additional needs. Any other visits necessary in addition to this are arranged with the pastoral managers/inclusion co-ordinator and Head of Year 7 by our school SENCO. There was one child with SEND transferring to KS3 this year. They were visited at North Cerney C of E Primary Academy to ensure that the correct support would be available to them on arrival at their secondary placement as well as the offer of extra visits to the school.

ATTENDANCE AND EXCLUSION

Attendance and exclusion of pupils with SEND is monitored by the Head Teacher. Data for 2016-2017 shows that attendance of the SEND pupil group was SEN Support 92.51% (unauthorised 0.12%) and EHCP 90.32% (unauthorised 1.34%).

There have been no fixed-term exclusions in the past year. There have been no internal exclusions in the past year.