

Sibford Gower Endowed Primary School

SEN Governor's Report October 2017

Evaluation of SEN Provision and Pupil Progress

In January 2015 the Department for Education and the Department of Health published new guidance for organisations working with children/young adults with special educational needs or disabilities. They have updated the SEN Code of Practice and guidance on its implementation.

Please click on this link for further information: [SEND Code of Practice January 2015](#)

SEN support: *'Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists.'*

A Statement of Special Educational Needs is now replaced by an **EHC (Education, Health and Care) plan** *'when a formal assessment has been made. A document is in place that sets out the child's needs and the extra help they should receive.'*

Analysis of Numbers of Pupils on SEN Register because they require SEN support.

At present (2017-18) there are 13 pupils on the register who are receiving SEN support. This is 11 % of the children on roll. Four of these pupils have been assessed by the Educational Psychologist as having significant and ongoing learning needs. The Educational Psychologist has been involved in assessing and giving advice regarding three further SEND pupils. We are currently working towards application for an EHCP for one pupil. One further pupil is being considered for an EHCP and two are being monitored for SEN. According to primary need, 85% of the children are on the register for Cognition and Learning needs (including global learning delay and dyslexia) and 15% for emotional and behavioural difficulties. Many of the children are on the register for more than one area of learning need, including speech, language and communication need.

Analysis of SEN Pupils Progress – academic year 2016-17

Pupil Progress Analysis July 2016

Because of our small cohort size and the wide range of need and/or ability within our SEN group, analysis of the reasons behind varying rates of progress need to be on an individual basis rather than cohort groups.

% attaining within/above age-related expectations (ARE) all SEN (including 1 pupil with a statement)

	Y1 (1)	Y2 (2)	Y3 (3)	Y4 (2)	Y5 (3)	Y6 (2)
Reading	0%	0%	0%	50%	33%	50%
Writing	0%	0%	0%	0%	0%	0%
Maths	0%	0%	0%	0%	0%	50%

% making expected/better than expected progress (in year)

	Y1 (1)	Y2 (2)	Y3 (3) No progress data for 2/3 –	Y4 (2)	Y5 (4)	Y6 (2)

			arrived in Term 3			
Reading	100%	0%	33% (33%+)	50%	75% (50%+)	50%
Writing	100%	0%	33% (33%+)	100% (50%+)	75% (50%+)	0%
Maths	100%	0%	33% (33%+)	50% (50%+)	50% (50%+)	50%

Interventions: Provision Maps are used to record and monitor interventions across the school. Following termly Pupil Progress meetings (terms 2,4,6), class teachers produce a 'class plan' outlining interventions/additional support for all 'under achieving' pupils, including those with SEND.

Adults running interventions liaise with class teachers on an on-going basis to monitor the impact and effectiveness of the provision, reviewing and adapting the intervention as appropriate.

A list of 'vulnerable' children is also maintained where there are either short or long term concerns about a child's learning or the possible impact of circumstances on their learning. This list is reviewed and discussed termly (terms 1,3,5) as Pupil Profiles/Individual Education Plans (IEPs) are updated.

The SENCO and headteacher work with teachers and TAs to improve the quality, effectiveness and measurability of all interventions, liaising with external agencies, as appropriate. We currently employ Teaching Assistants who have daily allocated hours for the provision of personalised SEN support for individuals and small groups and who receive training to support with specific, identified needs.

In addition to the termly tracking of SEN pupil progress and attainment within each cohort, the individual progress of all SEN pupils is recorded, tracked and analysed on a termly basis with a record of interventions and their impact on pupil outcomes.

Arch Reading provide weekly individual extended reading/communication support sessions for up to 6 KS2 children.

Current interventions:

- Dedicated SEN/ Pupil Premium (PP) Teaching Assistant (TA) hours timetabled across the school for adults to work on small group and 1 to 1 interventions/support in liaison with class teachers, and to provide additional support to identified pupils and groups within lessons.
- There is a focus on additional phonics and writing support in KS1.
- Small group/individual interventions to support learning in maths are running across the school as needed.
- Reading interventions based on decoding, inference and comprehension skills have been introduced, as well as Rapid Reading for pupils in KS2.
- TAs regularly support with the delivery of Speech Therapy interventions. (TAs observed a session with a speech therapist where she modelled approaches to language development. The understanding gained through this has informed subsequent practice.)
- There are also timetabled slots for additional writing support for identified individuals.
- Intervention TAs have attended a range of SEN focused training events including those focused on maths, reading, emotional & behavioural support, including Lego Therapy, autism and attachment, & have had 'in-house' training on Precision Teach strategies. This has informed subsequent provision for both SEN and 'vulnerable' children.

- ARCH reading support was extended to enable sessions for double the number of children last academic year because of the perceived impact on pupil confidence and learning. This will continue into the 2017-18 academic year.

Analysis of Quality of Pupil Profiles/IEPs

Pupil profiles are currently written for most children on the SEN register, identifying clear targets/learning steps which match individual learning needs and priorities.

The Pupil Profile outlines individual strengths and needs and provides guidance for strategies and interventions that are used to support learning for that child. These continue to be reviewed with parents on a termly basis. Feedback from parents is that Pupil Profiles are useful and that the focus on pupil and parent voice is welcomed.

Multi-agency interventions/support

Regularly in school:

Educational Psychologist – partnership.

Speech and Language therapists

Arch Reading Support

Play Therapy sessions.

SEN Staff Training During 2016/17.

TAs have attended various SEN focused training sessions, incl.

- **Vocabulary and Memory**
- **Talking for Writing**
- **Working with pupils who have had trauma in their lives**
- **Anxiety & Behaviour**
- **Maths Building Blocks**
- **Lego Therapy**
- **Autism & Attachment**

Two members of staff have attended Team Teach training.

Our current playleader/TA is enrolled on a Level 3 childcare course.

The SENCO has regularly attending partnership and OXSIT SEN network meetings.

In-house training:

Regular TA meetings have been used to deliver specific training and discuss administration around interventions..

Working with external agencies

- The SENCO has liaised with the Family outreach Worker (FLOW) who currently supports three families represented within the school.
- Two pupils have completed a series of Play Therapy sessions.
- The Speech and Language Therapist visits regularly to work with SEN pupils in both Key Stages, with positive impact.
- A SENSS advisory teacher made regular visits to assess our EHCP child and advise teaching and support staff.
- The SENSS advisory teacher recently attended the Annual Review meeting for our statemented child.
- Two Arch reading volunteers have attended twice-weekly throughout the year to give additional support in reading and communication skills to three pupils with SEN and Pupil Premium pupils.
- Staff have worked with our Partnership Educational Psychologist to conduct assessments on pupils with identified need.

- Staff have worked closely with the SENCo from Bishop Carpenter Primary, newly appointed in an advisory/support role within the WMAT.

Physical or Medical Disability

The school continues to support pupils with both physical and medical disabilities. Our Disability and Accessibility policies reflect our commitment to inclusion for individuals with a variety of need. This could include physical and medical conditions and learning disabilities.

The nature of our school site can present accessibility issues and regular reviews of facilities are undertaken, such as wheelchair access, accessibility of the National Curriculum and addressing the provision of communication in alternative formats if necessary.

Members of staff have liaised with outside agencies and parents to support a pupil with complex needs to attend last year's residential visit.

Staff have received asthma training and the headteacher has liaised with the school nurse regarding the medical needs of specific pupils.

Appointment of SENCo

The school appointed a qualified SENCo from the beginning of academic year 2016-17 who has dedicated SENCo time within the working week.

We will continue to work with the SENCo from Bishop Carpenter in her advisory capacity.