

SEN Report to Governors 2018

Evaluation of SEN Provision and Pupil Progress at year ending July 2018

Background

At present there are 43 pupils on the SEN register (10.5% of the school population). This is below national average of 14.4% (Jan '17)

37 children (9% of school population) receive SEN Support

6 children (1.5% of school population) have an EHCP

76.7% (33 chn) of children on the register are boys

46.5% (20 chn) of pupils on the SEN register are also Pupil Premium children

14% (6 chn) are in receipt of Free School Meals

56% (24 chn) of pupils on the SEN register are Summer born children

Attendance has improved by 0.27 between 2017 and 18. The gap between SEN and non-SEN has improved by 1.19%

All of our statemented pupils were converted onto an Education Health and Care Plan before March 2018.

1 pupil about to start in Nursery is awaiting an EHC assessment, we are currently writing an EHC application for 3 pupils and applying for Additional Funding for a further 2 pupils.

This year we have applied for and been successful in receiving 3 EHCP applications and 2 Additional Funding applications

Analysis of Numbers of Pupils on SEN Register

*	C&I	C&L	S/PD	SEMH	Total
SEN Support	9	22	4	8	37
EHCP	2	2	2	0	6
Total	11	24	6	8	43

C&I communication and Interaction/ C&L Cognition and learning /S/PD - Sensory and/or physical needs/SEMH - Social, emotional and mental health difficulties

Moderate Learning Difficulties continues to be the largest category of need. Speech, language and communication difficulties continues to be an area of need and there is a growing number of children who struggle with their social communication skills. Margaret Smith, Assistant SENCo and HLTA, leads on speech and language support across the school. Speech and Language therapists often comment on the good progress and systems we have in place to support this group of children. Communication remains a focus area for the school as a whole. Most of the pupils on the SEN register have secondary needs.

The number of children on the register with a primary need of social, emotional and mental health needs (SEMH) is rising as it is having an effect on their school performance.

	SEN Support	awaiting EHC assessment (Q)	Statement or EHCP	Total for year (2018)	% of year group (2018)
Entering N	0	1	0	0	
FS	1	1	1	2	4%
Year 1	6	0	0	6	12%
Year 2	2	0	1	3	6%
Year 3	7	1	2	9	16%
Year 4	3	1	0	3	7.5%
Year 5	10	0	1	11	21%
Year 6	8	0	1	9	17%
Total	37	3	6	43	Average: 10.5%

Attainment and progress for pupil with SEN

This year the system of measuring attainment and progress for our children has changed to fall in line with that used by the White Horse Federation. All SEN children are assessed three times a year using the Salford test to assess decoding and comprehension, the Sandwell test to assess mathematical ability and the Schonnel test to assess spelling.

Attendance and exclusion data for pupils with SEN

The attendance lead has had a positive impact on the attendance of SEN children. Please see table below

	SEND	Non - SEND	Gap
2016-2017	91.43%	95.88%	4.45%
2017-2018	92.83%	96.09%	3.26%
	1.4% improvement		Gap has narrowed by 1.19%

Identifying pupils with SEN

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'. This guidance sets out

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review and agree outcomes and involve the child and parents in this

Provision for pupils with SEN (TA deployment)

Teachers are responsible for managing support and interventions for the pupils with SEN in their class. TA support is available in all year groups, the quantity available will vary due to the needs of the particular year group. Sometimes TAs are deployed to support specific pupils or for very specific short term tasks. The SENCo will offer advice and support as required in selecting appropriate interventions.

Evaluation, monitoring and review

Pupil progress meetings are held on a termly basis and have helped to support the identification of who may need specific SEN support.

All interventions for SEN pupils are preceded by an assessment which is repeated at the conclusion of the intervention to measure impact.

SEN pupils have a pupil profile which is updated through the year. Interventions will now be recorded using an individual provision map in line with other schools in the White Horse Federation. Input from both pupils and parents will continue to be sought.

Supporting children with SEMH

West Kidlington Primary School has always prided itself on the pastoral care offered to all its pupils. In the past few years the emotional needs of pupils has become more complex and new ways of supporting their needs have been set up in school. For the last few years ClearSky have been financed by school to provide play therapy for particular pupils with social and emotional health needs. Pupil Premium money has been used to finance this provision. There have been a number of circle time groups to support specific children but there is a need for this to be extended. Support from our behavioural support advisory teacher has also helped staff, pupils and parents find strategies to help with acute emotional needs. Safeguarding Team works with specific pupils and their families. These interventions are also monitored and measured for impact.

Outside Agency support

We have access to a range of support services including:

- an independent Educational Psychologist
- SENSS (SEN Support Services), who *support children with communication and language needs, sensory needs and physical needs*
- Downs Syndrome and Complex Medical Needs Service
- a behaviour support specialist
- Primary Child and Adolescent Mental Health Services (*PCAMHS and CAMHS*)
- Oxfordshire School Inclusion Team
- Therapy Services (physio, occupational therapy, speech and language etc..)
- Early Intervention – through the Locality and Community Support Service (LCSS)
- Children's Social Care

Transition

We encourage all new children to visit the school with their parents before starting with us.

For children/young people with SEN we may encourage visits to class before joining the school or a graduated start to ease the change of school setting. We begin to prepare pupils in year 6 for transition into the next stage of their education by participation in the Early Transfer Programme set up by Gosford Hill School. We will also actively encourage all pupils with SEN to take part in the Sumer School offered at Gosford Hill during the Summer vacation.

If transferring to another secondary school, additional visits may be organised for pupils if they are felt to be beneficial. The SENCo will liaise with the SENCo at the receiving secondary school.

