

SEND REPORT TO GOVERNORS 2015/2016.

Evaluation of SEND provision and pupil progress.

SENCo: Karen Chambers

SEND Link Governor: Helen Yaxley

Children with SEND all have learning difficulties or conditions that make it harder for them to learn than most children of a similar age; these children may need extra or different help from that given to other children.

At William Fletcher School we have high aspirations for all our pupils, and check progress regularly to ensure that all pupils meet their potential. Assessments are carried out three times a year, which will then inform pupil progress meetings. Pupil Progress meetings take place six times a year. At these meetings the class teacher and a member of the SLT analyse data and if needed, put additional support in place. Additional provision is summarised by the SENCo in a termly provision map.

Analysis of numbers of pupils on SEND registers:

At present there are 40 children on the register at William Fletcher School; this represents 16% of the pupil population.

SEND profile by gender:

SEND category	SEND	Boys	Girls
SEN	37	27	10
Statements/EHCP	3	2	1
Total	40	29	11

SEND profile by primary need:

	Cognition and Learning S&L	Communication and Interaction C&I	Social, Emotional and Mental Health SEMH	Sensory and/or Physical S/P
SEN	19	9	9	0
Statement	3	0	0	0

Breakdown by Year group

Status	FS	Y1	Y2	Y3	Y4	Y5	Y6
SEN	3	6	5	7	4	7	5
Statement/EHCP					1	2	

Involvement of Parents and Pupil Voice:

All pupils on the SEND register have a pupil profile which lists the child's strengths and needs; it also provides guidance for strategies/interventions that are used to support learning for that child. The profile lists three SMART targets for children to work towards; targets are agreed using assessments from the classroom, and children know how to work towards each target. Profiles are reviewed three times a year with pupils and parents.

Analysis of provision:

Provision maps detail a range of support throughout the school including in-class support for groups and individuals to help children access the mainstream curriculum, and strategic intervention work to help children close the gap in their learning. Interventions are measured for impact. Work will continue to monitor the quality, effectiveness and measurability of interventions.

Strategic intervention programmes used:

- Volunteer Readers
- Reading Recovery
- Max's Marvellous Maths
- Toe by Toe
- Learning Mentors
- Speech and Language Therapy
- Teddy Talk Time
- Smart Moves
- Success@arithmetics
- Play Therapy
- Quality 1st Writing
- Code X
- Positive Assertive Confidence skills (PACS)

External Agencies:

Over the year, the following agencies have supported some of our SEND children in school:

- Speech and Language Therapist
- Northern House Outreach
- Educational Psychologist
- Family Support Worker
- Autism Advisory service
- PCAMHS/CAMHS
- Community Paediatrician
- Early Intervention Hub
- Play Therapy
- Language and Communication Advisory teacher (LACAT)

Analysis of progress made:

This shows the percentage of children who have achieved or exceeded the standard for their year group.

The school assessment system has now been in place for a year and the senior leadership team and staff team are currently reviewing both strengths and areas of future development. The Learning cards have proved useful for staff in planning next steps in learning and identifying areas of learning, which need reinforcing for individual children. We will be making adjustments to the Writing Learning Cards, which will include reducing the number of learning objectives, which are not directly linked to the national curriculum objectives.

1 child =	
Year 1	2.5%
Year 2	2.5%
Year 3	4%
Year 4	3%
Year 5	3%
Year 6	3.3%

Reading

	Emerging	Developing	Expected	Working at greater depth
Year 1	0	12.5%	2.5%	0
Year 2	0	12.5%	0	0
Year 3	4%	16%	4%	4%
Year 4	6%	6%	3%	0
Year 5	6%	15%	6%	0
Year 6	0	10%	6.5%	0

Writing

	Emerging	Developing	Expected	Working at greater depth
Year 1	0	12.5%	2.5%	0
Year 2	0	10%	2.5%	0
Year 3	4%	16%	4%	4%
Year 4	9%	3%	3%	0
Year 5	6%	18%	3%	0
Year 6	0	10%	6.5%	0

Maths

	Emerging	Developing	Expected	Working at greater depth
Year 1	0	12.5%	2.5%	0
Year 2	0	12.5%	0	0

Year 3	4%	8%	12%	4%
Year 4	3%	12%	0	0
Year 5	9%	18%	0	0
Year 6	0	10%	6.5%	0

Attendance:

Average attendance for pupils with SEND was 94%; this is broadly in-line with that of children with no identified SEND.

Attendance of all children which falls below 90% will be closely monitored by the SENCo.

The school has no recorded persistent absenteeism.

There were no fixed-term or permanent exclusions of pupils.

Expenditure:

As a school we prioritise spending to support the needs of our children who have additional educational needs, and those who are at risk of underachieving.

How was money spent:

- **15 hours TA time for those children with a Statement**
- **Support services**
- **Resources**

Training:

In-house training:

Teaching Assistants undergo a Performance Management cycle. This cycle includes a target chosen by the Teaching Assistant to help them develop their professional skills; from these targets the SENCo is able to organise a training/support timetable.

- Managing behaviour at playtimes
- Pupil Premium
- Phonics

External courses:

- Pupil Premium project
- Visit to Millbrook School
- Inclusion conference
- Every Child Writes training
- Success@arithmetics training
- Play Therapy training

Impact on quality teaching and learning

Teaching assistants have improved knowledge of the range of special needs and how better to support pupils, e.g. the systematic support for maths and literacy through robust interventions such as Success@arithmetics, Reading Recovery, Quality First Writing and phonics in KS1. This is evident in planning, book scrutiny and in lesson observations.

Due to the increased use of the maths intervention through KS2 and the loss of a TA who attended specific training for Quality First Writing, first hand TA training and monitoring of the interventions will be vital in Term 1 2016-17.

The success of nurture groups this year has resulted in the identification of pupils for continued support, and training of a TA in Play Therapy. The school will also continue to be supported by an external Play Therapist. Teachers report that this has impacted on pupils' self-esteem socially and in the classroom. Behaviour in lessons is noted as good and pupil voice during the Profile reviews tell us that pupils feel well supported.

TAs made note of the benefits of ICT apps and programmes to support SEN pupils. During 2016-17 specific apps will be trialled by TAs on a termly basis, and their success monitored.

There are a number of pupils with medical needs and the staff training has led to them having improved access to the curriculum.

Parental involvement in review meetings:

90% of parents attended Profile review meetings.

Key priorities for 2016-17:

- To narrow the attainment gap between children with SEND and non-SEND.
- To ensure new assessment information is tracking progress of learners with SEND.
- To improve the attendance of all groups of children (DC GRT EAL SEND etc).
- Talk Boost training to support language delay in FS/KS1.

See SDP for details

Karen Chambers SENCo September 2016

