

## **Special Educational Needs and Disabilities (SEND) REPORT TO GOVERNORS 2018/2019.**

### **Evaluation of SEND provision and pupil progress.**

**Special Educational Needs Coordinator (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. Assessments consist of the PIRA, PUMA and Youngs spelling test. At pupil progress meetings the class teacher and a member of the Senior Leadership Team 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:**

By the end of the academic year there were 45 children on the register at William Fletcher School; this represented 17.18% of the pupil population. This is significantly above the national average of 14.6%.

### **Breakdown by Year group:**

Status	FS	Y1	Y2	Y3	Y4	Y5	Y6
SEN	6	6	4	5	6	5	10
EHCP	1		1		1		

The number of pupils with special educational needs (SEN) has increased slightly from the previous year from 44 in 2017-18. Pupils who have an Education, Health and Care (EHC) plan has increased from 2 in 2017-18 to 3.

### **SEND profile by gender:**

SEND category	SEND	Boys	Girls
SEN	42	24	18
EHCP	3	3	0
Total	45	27	18

### **SEND profile by primary need:**

	Cognition and Learning C&L	Communication and Interaction C&I	Social, Emotional and Mental Health SEMH	Sensory and/or Physical S/P
SEN	36	1	5	0
EHCP	2	1	0	0

This year we have applied for but been unsuccessful in securing an EHCP. I intend to re-apply in October half-term once more evidence has been gathered and support services have engaged. We received additional funding for 2 children who do not have an EHCP.

The school continued to be well supported by our Educational Psychologist, the C&I service and Speech and Language. The C&I service deployed an advisory teacher to work with the SENCo and class teacher for a term to support a Y3 child.

Social, Emotional and Mental Health was a focus of 2018-19, particularly because support from CAMHS takes 18 months to access. The Boxall Profile assessment tool is used across the school to identify and assess the needs of this cohort; and informs such therapeutic interventions as Forest school and the work of the Emotional Literacy Support Assistant (ELSA). Mrs Gray completed her ELSA training and worked in both key stages on communication, emotional wellbeing, self-esteem, social interactions and self-regulation.

#### **Attainment:**

The SEND cohort is tracked throughout the year for progress and attainment. The relatively small size of the cohort means that statistically it is difficult to see patterns in the data.

#### **Work with the Family Support Worker:**

The aim has been to improve parental engagement, targeting families with children in the SEND cohort. The main focus has been around termly Drop-In sessions, where a range of issues have been discussed; attendance, bedtime routines, supporting your child's learning/homework as well as the importance of keeping your children active.

#### **Involvement of Pupils and Parents:**

All pupils on the SEND register have a pupil profile which lists the child's strengths, needs and provides guidance for strategies/interventions that are used to support learning for that child. The profile also lists 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. All interventions for SEND pupils are measured for impact; they are preceded by an assessment which is repeated at the end of the intervention. Ongoing work monitors the quality, effectiveness and measurability of interventions.

#### **Strategic intervention programmes used:**

- 1 Billion
- Talkboost
- Spirals
- Code X

- Volunteer Readers
- Reading Recovery
- Nessy
- Speech and Language Therapy
- ELSA
- Forest School

**External Agencies:**

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

- Speech and Language Therapist
- Educational Psychologist
- Family Support Worker
- Communication and Interaction Service
- PCAMHS/CAMHS
- Community Paediatrician

**Attendance:**

Attendance of all children which falls below 90% is closely monitored by the SENCo and Family Support Worker. Children from the SEND cohort with poor attendance are identified through weekly attendance analysis, and informal meetings are held with parents to establish any difficulties with children attending school and support is put in place for families.

**Transition:**

We encourage all new children to visit the school with their parents before starting with us. For children/young people with SEND 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 supported transition set up by Marlborough and Gosford School. 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.

**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.

- Phonics training
- Colourful Semantics
- Vulnerable learners
- Developing independent learners

**External courses:**

- Supporting children with ASD
- Jigsaw
- Inclusion conference

**Future work:**

- To audit the school's provision for C&I to identify strengths, access training and revise caseload.
- To focus on those families with English as an additional language (EAL) who are in the SEND cohort. The work will look at tools to identify need, examine provision and track the progress of those accessing intervention.

Karen Chambers SENCo October 2019