



All Saints' CE(C) Primary School Special Educational Needs (SEND) Report November 2017

In assessing the success of our SEND policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The SEN Governor is Mark Emly. The School SENCo is Zoe Brockington

The school has a SEND Policy that defines our aims and objectives and can be viewed on the school website. A hard copy is available to any parent on request.

The code details the rights and responsibilities of parents and children throughout the process. Although we audit and monitor all our practices regularly, an SEN audit supported by Staffordshire Local Authority and the Specialist Teaching Service will take place in January 2018. The audit will be based on the school's provision for children within class and in intervention sessions. Outcomes from this audit will be fed into the school's development plan.

Provision for children with SEND

The method of identification and provision for children with special needs follows a graduated approach and staff are guided by SEN Code of Practice. Assessment data from PIRA and PUMA assessment is used alongside Verbal/Non-Verbal reasoning assessment scores. Pupil progress tracking is closely monitored by the SENCO and the headteacher in half-termly review meetings. Concerns are first raised and addressed through normal classroom practice. If the child does not respond and it is felt his or her needs are additional or different from normal classroom practice, then the child may be identified as needing SEN Support. Strategies to support will be agreed between the child's class teacher, SENCo and parents. These will be reviewed regularly. If the child requires

further additional and different provision, with significant needs, an Education, Health and Care plan (EHC plan) may be sought. As part of this, specialist advice and targets will be agreed to support the child. These will be reviewed regularly.

Most children who experience some degree of special educational need continue to have their needs met through classroom differentiation.

The number of children who currently receive support remains fairly constant with the children having learning difficulties, specific learning difficulties, speech, language and communication difficulties, physical disability and mental, emotional and social difficulty as their primary need.

Number of Children with SEND

We currently have 23 children who have been identified as having special educational needs according to the new Code of Practice, this being approximately 10% of children on roll. These include 23 receiving SEN support provision and 1 receiving provision through an EHC plan. 1 child has been referred for an EHC plan. The number of children on the SEND register has decreased this year, however the percentage of children with SEND remains the same.

Deployment of Staff and Resources

10 Learning Assistants (LAs) support alongside the class teachers, by delivering specialised programmes and offering general classroom support. The majority of support is given in the core subjects namely Maths and English. Two of our Teaching Assistants are HLTAs. Children with an EHCP receive support from a Learning Assistant - this may involve 1:1 work, working in a small group or supporting children in the classroom environment. This work focuses on enabling children every opportunity to achieve the learning outcomes identified in the EHC plan. Intervention schemes are targeted and used for more specialist support. These include evidence based interventions such as Code Breakers Reading, Turnabout, Fischer Family Trust Wave 3 and Precision teaching programmes. We also use phonic screening to support dyslexia support. We have an LA who delivers sensory support, Forest Schools and 'Listening Ear' sessions to support emotional health and emotional well-being. We also have specialist equipment in school, such as writing slopes, sensory tents and hearing loop equipment.

Progress of Pupils with SEN

Progress of children with SEND is measured from their individual starting points. This takes in to consideration the progress towards achieving targets set in their EHCP or SEND action plan, including behaviour targets, speech, language and communication targets and well-being.

Using the average points scale (APS), children with SEND made the following progress by the end of KS2 in July 2017.

Subject Value-Added for KS2 children with SEND (average for Y6 - July 2017)

Reading -5.71 (1.43)

Writing 0.79 (2.4)

Mathematics -7.54 (-4.08)

Expected progress at the end of KS2 is the equivalent to being in the range of -5.0 to 5.0

All teachers have time with the SENCO to discuss and review progress of children with SEND, and agree the most appropriate support for children to make progress.

Data Analysis for SEND from Reception to Year 5

Summer 2016 - Summer 2017

Writing

Year Group	Ave points progress - all	Average points progress - SEND	Average points progress - PP
Rec	6.9	3.4	2.6
1	1.6	1.1	1.3
2	5.8	4.1	5.8
3	5.5	7.2	5
4	7.1	6	6.8
5	5.1	2	4.4

Reading

Year Group	Ave points progress - all	Average points progress - SEND	Average points progress - PP
Rec	6.8	4.8	4.3
1	4.6	5.6	4.3
2	5.6	3.6	5.8
3	6	6	6
4	7.2	0	5.1
5	5.9	5	6.1

Maths

Year Group	Ave points progress - all	Average points progress - SEND	Average points progress - PP
Rec	6.6	4.6	4
1	4.6	5.6	4.1
2	5.9	4.8	6.4
3	5.8	5	5.7
4	6.9	0 (n/a)	7.5
5	5.9	3.5	5.7

EYFS:

Average point score from 'on entry' to end of Summer 2017 across all areas:

Whole cohort: 6.4

SEND: 9.12

Pupil Premium: 8.3

Please note: The above progress measures are based on our internal system and do not correlate to the progress scores published for the end of KS2.

External Personnel and Other Agencies

The school has built good working relationships with a number of agencies such as the Specialist Support Team, Educational Psychologist, School Nurse, CAMHS, and the Speech and Language Therapist. We use these services to ensure that children receive the best possible support to help them achieve. We aim to assess children experiencing difficulties in the classroom quickly and to effectively plan, implement and review the support needed.

Inclusion

All pupils with SEN and/or disability take part in all aspects of school life including out of school activities, and all children have participated in the full range of opportunities and events arranged by the school, including trips.

Training

Staff have attended various training programmes. These include: Listening Ear, Fischer Family Trust Wave 3, White Rose, SPAG curriculum, calculation sessions, counselling, phonics support, EYFS training, reading intervention.

Leaders have undertaken Early Help training.

Teachers have regular SEN review meetings with the SENCO. These are focused on reviewing the progress of each child along with reviewing the impact of any intervention.

Our SENCO holds the National SENCO Award and is supported by the SEN governor, Mark Emly, with whom there are termly meetings.

Secondary School Liaison

We liaise very closely with our main feeder school -John Taylor High School-and other secondary schools to ensure a smooth transition for children transferring to secondary education. Additional visits are arranged between the schools for pupils with SEND and meetings are held between key members of staff and parents to pass on vital information, and ensure they continue to receive the correct support.

Disability Equality Scheme Access Plan

Under the Equality Act 2010, schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents and other people using the school are treated equally. The school's current accessibility plan is published on the school website.

Parents as Partners

We work in close collaboration with the parents of children with SEND, regularly meeting to discuss provision and progress. Parents are encouraged to attend workshops to help them support their child's learning.

Complaints Procedure

If parents have any concerns about their child's special educational needs they should raise this with the class teacher in the first instance. Parents may also ask to speak to the

SENCO. If they are still concerned, they should ask for an appointment with the Head Teacher. Following this if they continue to be concerned about the provision the school is making for their child, they should write to the Chair of Governors, care of the school address. Parents are always welcome to discuss their children's progress with the appropriate Class Teacher, SENCO and/or Headteacher. All the staff at All Saints' continue to value the contributions made by all children, professionals and parents/carers to help develop our inclusive school community.

Z.Brockington

November 2017