



Clayton Village Primary School
SEND REPORT -End of Year 2018 - 19

At Clayton Village Primary School 20% of children have been identified as having a special educational need; the National average is 14.9%.

Children with SEND are placed at ranges depending on the severity of their need, range 4+ being the most complex and significant need to range 1 where needs are met through quality first teaching. Our current register has, 6 children range 4, 8 children at range 3 and 29 children within range 2 and 1.

Provision for SEND children takes the form of in –class support (alongside quality first teaching), 1:1 and small group interventions, booster sessions and access to learning mentors and key workers.

At the end of this academic year there were 43 children on the SEND register (20%of our cohort)
 SEN Support - 42 EHC plan- 1

V.I.	H.I	S/L and COMMUNICATION	MODERATE L/DIFF	SPECIFIC L/DIFF	SOCIAL/EMOTIONAL AND MENTAL HEALTH	PHYS & MED	AUTISM INCL COMM AND INTERACTION
1	3	8	6	12	8	0	4

VI Visual Impairment

SLCN Speech, Language and Communication Needs

SpLD Specific Learning Difficulties

PD Physical Disability

HI Hearing Impairment

MLD Moderate Learning Difficulties

SEMH Social, Emotional and Mental Health

ASD Autism Spectrum

MSI Multi-Sensory Impairment, SLD Severe Learning Difficulties and PMLD Profound Moderate Learning Difficulties- N/A

Number per year group-

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2	4	8	4	12	6	7

Children funded in school-

1 EHC plans

3 going through EHC assessments

2 EHC requests currently being written

Impact

Early Years / Key Stage one:

2 children in reception

1 child is currently on the waiting list for ASD assessment.

1 child has a diagnosis of SpLD assessments of need are ongoing. School are currently interviewing for a 1:1 support assistant for this child as needs are highly complexed and will continue to have a significant impact upon progress.

4 children in Year 1

1 child range 1 HI.

2 children SLCN. Both have specific intervention. 1 passed phonics screener.

1 child SEMH has a EHC plan assessment currently school provide 4 days 1:1 support to ensure highly differentiated timetable and curriculum provided which matches identified needs. Early Help support provided. 5 children out of 30 did not pass the Year 1 Phonic screener and 2 of these children were SEND (5%).

8 children in Year 2

1 child diagnosis of ASD needs met through QFT.

2 children have Irlens diagnosis, both use coloured overlays in class to support reading.

1 child is currently awaiting an OT appointment for possible dyspraxia.

4 children are identified as working at PKS level. They receive small group support daily in reading, writing and maths.

Key Stage two:

4 children in Year 3

1 child has diagnosis of SpLD (dyslexia) needs are met through QFT.

3 children identified as MLD in class support has focused upon developing independent learning.

12 children in Year 4

3 children have Irlens diagnosis and use coloured overlays in class to support reading.

2 children have HI, needs are met via QFT.

1 child has SpLD (dyslexia) needs are met through QFT.

2 children are awaiting a post 5 ASD assessment.

1 child has significant SEMH needs. An EHC application is currently being written with consultation from professionals in the authority.

6 children in Year 5

1 child has an ECH plan and a diagnosis of ASD. 1:1 / small group support provided to ensure outcomes sought in EHC plan are met.

1 child is awaiting EHC assessment and specific and complex SEMH assessments which will be completed by a private clinic in Newcastle.

2 children have SpLD (dyslexia) and 1 SpLD (irlens) needs are met through QFT.

1 child MLD receives small group support in reading, writing and maths.

7 children in Year 6

1 child has received diagnosis of ASD Spring term. EHC plan is currently being written to ensure successful transition to secondary setting.

1 child SEMH (LAC) is awaiting EHC assessment.

1 child diagnosed with ASD.

2 children with SEMH will receive additional and differentiated transition plans.

1 child SpLD (dyslexia and OT). This child uses a range of resources included coloured paper and wobble cushion to enable them to access the year 6 curriculum.

1 child VI needs met through QFT.

Progress and Attainment

SEND Progress 2018-19						
	Y1	Y2	Y3	Y4	Y5	Y6
Autumn Reading	100	100	100	91	100	67
Spring Reading	100	100	100	100	100	71
Summer Reading	100	100	100	100	100	71
Autumn Writing	100	100	100	83	100	83
Spring Writing	100	100	100	100	100	85
Summer Writing	100	100	100	100	100	86
Autumn Maths	100	100	100	91	100	67
Spring Maths	100	100	100	92	100	71
Summer Maths	100	100	100	100	100	71
SEND Attainment 2018-19						
	Y1(2)	Y2(7)	Y3(4)	Y4(12)	Y5(6)	Y6(7)
Autumn Reading	0	29	0	25	33	50
Spring Reading	25	44	0	33	44	71
Summer Reading	25	38	0	33	33	71
Autumn Writing	0	29	0	8	17	50
Spring Writing	25	44	0	25	33	57
Summer Writing	25	38	0	25	33	57
Autumn Maths	0	29	0	41	33	50
Spring Maths	25	44	0	42	55	57
Summer Maths	25	38	0	50	50	71

Over view of the year:

Over the year a great deal has taken place to support children with SEND throughout school with a focus on wider outcomes for children and more consistent assessment of attainment and progress.

The school has implemented a system of SENDCo drop in support sessions. These are offered weekly to all members of staff. Examples of projects / support that have taken place are; developing ICT use to scaffold independent work in year 5, improving a child with complex SEMH needs self-confidence as a reader and using video reviews to develop behaviour management strategies for a teacher supporting a child with ASD.

The SENDCo has also ensured that teachers have accessed free consultations with specialists via Bradford's HUB system. This has ensured that 3 individual children have received support from educational psychologists and 2 children have received support from autism specialist teachers.

The use of p-scales as an assessment tool was replaced this year with the Pre Key Stage Standards. All teachers have received training in these materials. Judgements have been moderated by the SENDCo and monitoring shows that a greater focus is beginning to be placed upon ensuring that basic key skills are continuously revisited for our send children.

Parents of children with SEND have the opportunity to meet with the SENDCo during parents evening and the introduction of Assess Plan Do Review cycles has ensured that parental involvement continues to improve.

School have employed 3 apprentices this year to ensure that our most vulnerable send children receive additional support within the classroom.

School continue to screen children for Irlens, dyslexia and speech and language disorders. Screeners continue to ensure that children receive the correct support in a timely manner. All child diagnosed with Irlens are provided with a coloured over lay.