

INCLUSION REPORT FOR FULL GOVERNING BOARD – NOVEMBER 2018
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STRATEGIC DEVELOPMENT AND ACTION – linked to School Development Plan

1.The assessment of, provision for and tracking of the performance of pupils who have special educational needs (SEN) and/or disabilities is improved

Action – Following the SEND review I have worked with lead teacher at the Meeds Alliance to change our Pupil Progress Plans (PPPs). They identified that our PPPs were too wordy, not child friendly enough and contained overly complicated learning goals. Our new look PPPs have been implemented across the school. They have been shared with parents and children. I will show an example of the PPPs at the November Q and S meeting.

Impact - Class teachers and TAs have copies of PPPs when working with groups/individuals so that the ‘Steps to Success’ can be regularly tracked. Children seem already to be much clearer about their targets, taking ownership of them and asking teachers to tick off where they have met some of their goals, and TAs are more focussed on what areas of progress they are looking for when supporting children. Feedback from parents has been positive to the new style PPPs.

2. Smarter ways of tracking and monitoring the progress of SEND children are in place

Action –West Sussex have recently developed their own Provision Map, which will allow us to track progress in SEND interventions in a clearer way. The new system was introduced to us at our locality meeting and volunteers were sought to trial it. As this was something OFSTED had picked up on I have agreed to take part in the trial. There is a lot of admin work in setting the system up, and last week I arranged for the lead from West Sussex to come in and work with myself and a TA who will be instrumental in inputting the data.

Impact – The impact will be seen at the end of each period of time of the interventions being run. This will show a range of data: many children took part in each of the different intervention, how much this has cost to run and evidence the progress made by individuals. It will also allow us to see which interventions have been the most effective and cost efficient.

3.Develop the use of teaching assistants so that they can effectively support learners in all parts of the lesson particularly times of whole class teaching

Action – TA appraisals are now being carried out as a rolling ‘year’ process to make this more manageable. So each TA has an initial observation and appraisal meeting where targets are set, a mid-term observation and review and a final appraisal meeting within a 12 months period.

Weekly TA meetings have been used to focus on tracking intervention progress, writing goals, using the learning goals to check for understanding and how to ensure there is challenge in maths etc. New TAs have had opportunities to observe experienced TAs with an initial focus on how to support during whole class input sessions. TAs have been offered a flexible 30 minutes each week where they can come in earlier or leave later in order to meet with the class teacher and discuss planning and how they are going to be used in each lesson.

Impact – 5 TAs have been observed as part of their appraisals so far. They have all been clear about what the learning goals are and how to support the children in reaching them. During whole class sessions TAs have shown a variety of ways to support children, incorporating many of the ideas we highlighted. The PPPs have given them a clearer focus on what the next steps are when a child is making progress. Not all our TAs are able to be flexible with their hours due to childcare etc, but those who are using that time have reported it to be extremely useful. All the evidence suggests that TAs are most effective when they are fully informed about the tasks they are expected to be supporting children on.

UPDATES ON NUMBERS OF CHILDREN AND PROVISION, ASSESSMENTS AND MONITORING, AND BUDGETS

SEND REGISTER (Nov 2018)

11 Children in Year 3 10 Children in Year 4 13 Children in Year 5 19 Children in Year 6	Including – 2 children with an Education, Health, Care Plan and 49 children at SEN School Support 53 Children in total
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This breaks down into 20 girls and 33 boys

4 are of Ethnicity other than 'White British' and 2 have English as an additional language at home.

4 have Medical conditions and 8 are also on the Pupil Premium register (there are currently 18 on the PP register).

The children needs are categorised as -

- Communication and Interaction – 15 (includes children with speech and language difficulties)
- Cognition and Learning – 26 (these may be general learning difficulties in acquiring and retaining a broad range of skills and concepts or they may have more specific learning difficulties e.g. dyslexia, dyscalculia).
- Social, Emotional and Mental health – 8 (this may include children with extremely withdrawn behaviours, self-harming behaviours, anxiety behaviours, difficulty engaging with activities set by adults, ASC)
- Sensory/Physical needs – 3 (moderate or severe difficulties with fine and/or gross motor movements, visual impairment, hearing impairment etc)

PROVISION

We currently have 16 Teaching Assistants who provide both Individual and Class support, working both part time and full time and are also responsible for lunchtime supervision.

This equates to -

- 2 full time TAs in year 3 and 1 x 4 days, plus 5 mornings Individual Needs Assistant
- 1 full time TA in year 4 plus 1 x 4 days and 1 x 3 days
- 1 full time TA, 1 x 3 days and 2 afternoons, and 1 x 3 days plus 5 mornings INA
- 2 full time TAs in year 6 plus 5 mornings
- 3 days Learning Mentor support

We have had 3 new TAs start with us in September.

We currently have the following number of families supported through -

Pastoral Support Programme(In-school meetings)	Early Help Plan (Multi agency meetings)
2	4

Total Numbers in other Categories across the school

	Ethnicity	Pupil Premium - 18			English as an Additional Language	Looked After Children	Medical	Gifted and Talented
		Free School Meals	Ever 6	Adopted From Care (AFC)				
Yr 3	10	0	0	0	5	0	6	0
Yr 4	7	2	0	0	3	0	0	0
Yr 5	4	1	5	1	3	0	2	1 - Maths
Yr 6	3	1	6	1	1	0	2	0
Totals	24	4	12	2	12	0	10	1 - Maths

Analysis of data for children in different groupings : 2017 -2018 final data using target Tracker

1. Special Education Needs and disability groupings - SEND data (based on 42 children)

SEND	2017 6+ steps progress	2018 6+ steps progress	2017 5+steps progress	2018 5+ steps progress
Reading	45%	57%	76%	71%
Writing	27%	62%	39%	71%
Maths	35%	57%	61%	62%

% of children making 6 or more steps of progress	Reading		Writing		Maths	
	SEND	Non-SEND	SEND	Non-SEND	SEND	Non-SEND
Yr3 (5 children)	100%	87%	80%	74%	60%	79%
Yr4 (9 children)	44%	80%	67%	67%	78%	72%
Yr5 (16 children)	44%	75%	50%	78%	25%	69%
Yr6 (12 children)	67%	89%	67%	85%	83%	94%

Age related attainment for SEND children (42 children)	Reading	Writing	Maths
Below	28	33	35
At	10	9	5
Above	4	0	2

2. Pupil Premium (PP) Data (21 children)

Pupil Premium	2017 6+ steps progress	2018 6+ steps progress	2017 5+steps progress	2018 5+ steps progress
Reading	50%	52%	83%	71%
Writing	46%	38%	63%	52%
Maths	46%	62%	75%	76%

% of children making 6 or more steps of progress	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Yr3 (4 children) (0% also SEND)	100%	86%	75%	73%	75%	77%
Yr4 (6 children) (16% also SEND)	50%	78%	17%	71%	67%	73%
Yr5 (7 children) (58% also SEND)	33%	72%	33%	76%	33%	63%
Yr6 (5 children) (60% also SEND)	40%	89%	40%	85%	80%	94%

Age related attainment for PP children (21 children)	Reading	Writing	Maths
Below	14	16	17
At	6	5	3
Above	1	0	1

3. English as an Additional Language (EAL) (10 children)

English as an Additional	2017 6+ steps progress	2018 6+ steps progress	2017 5+steps progress	2018 5+ steps progress
Reading	58%	70%	100%	100%
Writing	75%	70%	92%	90%
Maths	92%	50%	100%	100%

% of children making 6 or more steps of progress	Reading		Writing		Maths	
	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL
Yr3 (3 children)	100%	86%	100%	72%	33%	78%
Yr4 (4 children)	75%	76%	25%	69%	50%	74%
Yr5 (3 children)	33%	70%	100%	71%	67%	61%
Yr6 – No EAL children						

Age related attainment for EAL children (10 children)	Reading	Writing	Maths
Below	4	4	4
At	4	5	4
Above	2	1	2

Other information

NURTURE GROUP

Last year we introduced and ran 2 nurture group, these consisted of 7 children from yr3 to yr 5 with a range of issues such as: social skills, processing of speech and language, behaviour and those who need some enrichment to their everyday experiences.

The groups met 2 afternoons per week for a term, with 2 adults supervising a mixture of activities including gardening, cooking, exploring emotions, friendships etc. We follow a nurture group structure that has evidence based research showing it can have positive effects on children as an intervention. Impact from the groups was highlighted in the last HT report. A third group is now underway for eight year 3 children.

TRAINING

There has been in-house training on Child Protection, 'Stareway to Spelling' (our new spelling intervention), Numicon, Salford Reading test, Provision Mapping, and Epipen and Asthma training. Outside courses attended by staff have included Phonics training for all staff, Teach-Teach, emotional literacy for boys, supporting children a with visual impairment, and a sensory workshop. I have attended training to become the school's link coordinator for mental health, which was run by the Anna Freud organisation. We also have a TA undertaking British Sign Language level 2 to support a child with hearing impairment.