



# SEND Governor's Report September 2018

## Evaluation of SEND Provision and Pupil Progress

### Analysis of Numbers of Pupils on SEND Register

At present there are 96 pupils on the Special Needs register. This is 26.30% of the children on roll. One child has an EHCP and five more assessments will be requested this year. We currently have 33 children with communication and interaction needs and 2 registered with ASD; 14 with social, emotional and mental health needs; 45 with learning needs including specific learning needs such as dyslexia. One child with significant visual needs and one with hearing needs as their primary need. Many of the children are on the register for more than one area of need.

### Analysis of SEND Pupils Progress

#### Pupil Progress Analysis July 18

SEN support and statement

	Y1	Y2	Y3	Y4	Y5	Y6
	Based on annual school assessment data					Based on progress from KS2
Reading	4.95	6.3	6.0	5.8	5.7	-4.4
Writing	4.95	4.8	5.6	6.6	4.9	1.4
Maths	6.2	4.7	4.8	6.0	4.6	-2.1

In the Key Stage 2 SATs 35% of the SEND children achieved the expected level in reading higher than the previous year by 8%; 65% in writing then same as last year; 48% in maths which is 10% lower than last year.

#### **Interventions:**

Provision Trackers are used to monitor interventions across the school. The intervention groups are run by teaching assistants and specialist teachers and children receive support in either small group or 1-1 sessions. There are interventions for reading, phonics, maths, EAL and speech and language. This academic year we are also introducing Talk Boost.

Intervention delivered last year included:

- last academic year we had six non-class based teachers to support pupil premium children and SEND;

- we continue to use Assertive mentoring which has a positive effect on behaviour, punctuality and attendance and attitudes to learning as children are taking more responsibility for their own learning and behaviour;
- teaching assistants had been trained to deliver a reading recovery programme based on every child a reader which has supported children with poor decoding and comprehension skills;
- precision teaching for spelling was delivered to a number of children who have specific spelling issues.
- Weekly input from a speech and language therapist in Early Years

Interventions to be delivered this year will include:

- this academic year we have three non-class based teachers to support pupil premium children and SEND;
- we will continue to use Assertive mentoring which has a positive effect on behaviour, punctuality and attendance and attitudes to learning as children are taking more responsibility for their own learning and behaviour;
- teaching assistants that have been trained to deliver a reading recovery programme based on every child a reader will support children with poor decoding and comprehension skills;
- precision teaching for spelling for a number of children who have specific spelling issues.
- Weekly input from a speech and language therapist in Early Years.
- Talk Boost interventions in each year group.
- Thrive class actions and individual/small groups for children who are struggling with their social and emotional skills
- Specific support from TA's for individual language issues in Year 1 and 2

### **Multi-agency interventions/support**

Regularly in school:

- Educational Psychologist (6 days purchased)
- Speech and language therapist
- Advisory teachers for the blind

We also consult with:

- Autism Advisory Teacher
- Language and Communication Advisory teacher
- Occupational Therapy service
- Visual advisory service
- Primary Child and Adolescent Mental Health Service
- Child and Adolescent Harmful Behaviour Service
- Spurgeons (Young Carers)
- Social care
- Local community support service (LCSS)
- English as an Additional Language advisory service
- Looked After Child team (LAC)

- Attendance and Engagement
- Liaise with local secondary schools for transition.
- Kingfisher Team as needed

### **SEN Staff Training During 2017/18**

A variety of courses and in-house training was completed by staff. These have included training on maths, grammar and spelling and writing. There was continued support and training from the literacy consultant on reading writing and vocabulary. The Deputyhead and Welfare Officer completed the THRIVE training and are now Certified THRIVE practitioners and trained staff in how to baseline their class and create an action plan to support their class. There was training in bar modelling for maths. All staff had positive handling training.

Network Meetings: The SENCO attends Network briefings for SENCOs, Domestic Abuse, LAC and Safeguarding.

For this academic year 2018-19 we have the following training booked in for staff:

- THRIVE (Welfare Officer and Deputyhead) recap on how to baseline and create an action plan to support children's social and emotional development.
- Continued training and support from the reading/literacy consultant (teaching staff).
- Mastery training in maths for all staff and further training for coordinators who will disseminate to whole staff.
- Training for two TAs on how to screen children for specific needs and create individual and group sessions based on their needs.
- Talk Boost Training for all staff.
- Training on how to support a child with visual impairment and braille training.

This was completed with the SEND Governor.