

SEND Annual Report to Governors for academic year 2017-18

At St Peter's RC Primary School, we are committed to providing for the needs of pupils with identified additional needs and ensuring that they are included and make progress. In keeping with the Catholic ethos of the school, we recognise that each child is a gift from God with his or her own abilities and needs. This reflects our Mission Statement.

All teachers in St Peter's have a responsibility for providing our children with a broad, balanced and relevant curriculum, which is differentiated, as far as possible, to meet the needs of each child. We aim to ensure that every child develops to his or her full potential and that the school and parents do everything possible to ensure that each child is included fully in all aspects of school life and is happy, motivated and achieving.

SEND profile –

In the academic year 2017-18, 14% of our school pupils had some identified special educational needs who required support, additional to and different from the rest of the pupils. Pupils were identified with needs in one of the following categories

- Communication and interaction – 38% of SEND pupils
- Cognition and learning – 57% of SEND pupils
- Social, emotional and mental health – 5% SEND pupils
- Sensory and/or physical needs – 0%

1 pupil had an EHC in this academic year, where the school received top up funding to meet the identified needs. All SEND pupils were supported from school resources from the school budget.

Identification of SEND

As a school, we continue to identify pupils with SEND using our assessments, observations and in discussions with parents. We aim for early identification and 48% of SEND pupils are in Early years and KS1. 5% of the pupils at the end of KS1 no longer required any additional help or support and were taken off the SEND register in the summer term. In the summer term Mrs Bacon and Mrs Mussell also attended nursery transition visits to prepare for pupils joining us in September 2018 with identified additional needs/SEND.

Provision

Any child identified on the SEND register receives additional support. This is outlined on the pupil's school support plan which is shared with parents and written by class teachers sometimes with advice from the SENCO, Mrs Mussell. This outlines any support in addition to quality first teaching which is needed for pupils within the class, and clearly outlines the pupil's current level, targets linked to their next steps in learning and suggested activities which will take place within an agreed time frame. After that time the plan is reviewed and shared with parents. We also met with, contacted and gained advice from professionals from other agencies which we into action in school as interventions.

For further information, please see the School Local Offer on the SEN section of the school website.

Attainment and Progress of SEND Pupils 2017-18

EYFS

100% of SEND pupils made developmental progress from teacher assessment. 50% of pupils with SEND achieved a "Good level of development"

KS1

25% of SEND pupils attained at expected levels in reading, writing and maths end of key stage assessments.

KS2

100% of SEND pupils in y6 attained at expected levels in reading and maths end of key stage tests.

75% of SEND pupils in y6 attained at expected levels in writing in their end of KS2 assessments.

SEND Budget

TA support in class – 13,229

TA support interventions – £36118

Dedicated SENCO time - £3677

Bought in external services – £2087.50

Resources -

Total Spend – £55,111.50

Key Priorities for 2018-19

Monitor effectiveness of interventions to ensure pupils make progress better than or in line with their peer groups.

Ensure parental involvement in school support plans and their reviews