



Special Educational Needs and Disabilities (SEND) Report - Autumn Term 2017



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1. Introduction

In line with all the Children and Families Bill and the revised Code of Practice 2014, which came into force on 1st September 2014. 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 SEND Governor is Mrs Julia Lomas and the SENCo is Mrs Zoe Franks, assisted by Assistant SENCo, Mrs Pauline Constantine.

The school has a SEND Information Report and an SEND Policy these outline our school offer and is available to any parent on request.

The SEND Information Report and SEND Policy are updated annually and are written in line with the Children and Families Bill and the revised Code of Practice 2014. The code details the rights and responsibilities of parents and children throughout the process. We audit and monitor all our practices yearly.

2. Identification procedures for pupils with SEND

The method of identification and provision for children with special needs follows a graduated approach and staff are guided by the Schools SEND criteria and discussion with parents.

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 is placed on the SEND register and considered to be receiving SEN Support.

When providing support that is 'additional to' or 'different from' we engage in a four -stage process: Assess, Plan, Do and Review.

- **Assess** - this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.
- **Plan** - this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Individual Learning Plan and will form the basis for termly review meetings with Parent/Teacher consultations and Children/Staff meetings.
- **Do** - providing the support - extra assistance for learning or learning aids - as set out in the plan.
- **Review** - measuring the impact of support provided, and considering whether changes to that support need to be made.

All of those involved - child, their parents or carer, class teacher, Assistant SENCo and SENCo contribute to this review. This stage then informs the next cycle, if necessary. In some cases where a child's needs cannot be met by the school then an Education Health Care Plan (EHCP) will be requested.

Most children who experience some degree of special educational need continue to have their needs met through classroom differentiation and a note is made of teacher and parent concerns which we monitor.

The number of children who currently receive support remains fairly constant with the children having communication and interaction difficulties, cognition and learning difficulties, social, emotional and mental health difficulties and sensory and physical needs as their primary need.

3. Number of Children with SEND

Last academic year SEND pupils made up 10% of the school population. Currently, SEND pupils make up 13% of the school population. The SEND numbers can change throughout the term. They are updated each month.

Currently there are 26 children on SEN Support and 1 child with a statement.

Code of Practice	Ladybirds	Y1	Y2	Y3	Y4	Y5	Y6	Total
SEN Support	0	4	6	4	5	5	2	26
Statements/ EHCP	0	0	0	0	0	1	0	1
Total	0	4	6	4	5	6	2	27

In Ladybirds there are currently 0 children who have been identified as having special educational needs, on SEN Support although there are 4 children who we are currently monitoring.

In Year 1 there are 4 children who have been identified as having special educational needs, on SEN Support.

In Year 2 there are 6 children who have been identified as having special educational needs, on SEN Support and 1 of the children has significant needs and we currently waiting to hear the outcome of applying for an EHCP.

In Year 3 there are 4 children who have been identified as having special educational needs, on SEN Support.

In Year 4 there are 5 children who have been identified as having special educational needs, on SEN Support.

In Year 5 there are 6 children who have been identified as having special educational needs, 5 are on SEN Support. 1 child has a statement.

In Year 6 there are 2 children who have been identified as having special educational needs, on SEN Support.

4. Deployment of Staff and Resources

Zoe Franks is SENCo and works closely with Pauline Constantine, our Assistant SENCo, during her leadership and management time they meet and work together. Zoe and Pauline coordinate provision for children with special educational needs. Zoe monitors teaching and learning and the progress the children are making. Pauline oversee the records of all children with SEND. Makes and sources resources for SEND children. She does a variety of testing, assessments

and observations of children. Helps monitor progress and difficulties. Zoe and Pauline liaise with and advise fellow teachers, TAs and Lunchtime staff. They ensure staff are trained and confident with all SEND children, to help meet their needs and have all the latest up to date information. They both contribute to the in-service training of staff. Pauline helps write and support teachers writing ILPs, IBPs, termly reviews and Annual reviews. Pauline liaises closely with parents of children with SEND and liaises with external agencies including the LA's/Entrusts support and educational psychology services, health and social services, and voluntary bodies. Pauline organises and plans multi agency meetings/ EHAs and liaises and support transition for SEND children.

5. Training

Zoe Franks and Pauline Constantine attend SENCo update meetings and termly meetings with BLNC. Staff training has been audited for gaps in knowledge in the different areas of SEND, Zoe is going to organise a timetable of different training to be given to staff. Teaching staff have had training in Differentiating for SEND pupils, training in Maths - calculations policy, Bar modelling and MyMaths, Creativity across the curriculum, marking standardisation, ipad training, writing moderation and assessment moderation. Pauline Constantine has had training in HOPE. Pauline Constantine and Zoe Franks have had attachment training.

6. Progress of Pupils with SEND

There were no exclusions of pupils with SEND in school during last academic year. The attendance of pupils with SEND with an Education Health and Care plan was 96.54% which is slightly higher than whole school attendance figures, pupil with Statement during last academic year was 94.68%, pupils on SEN Support it was 94.67% which is lower than whole school attendance figures at 96.03%. Often our SEND pupils have medical appointments or SALT appointments which affects their overall attendance figures. (See Appendix 1).

Each term the progress of children with SEND is reviewed, with their individual targets set out in their Individual Learning Plans set in December, March and July, taking into account the results of PIRA, PUMA and teacher assessment. Some of the SEND children are measured against Pebbles which runs alongside Chris Quigley's milestones, which teacher use to assess the progress made. All the children who are currently receiving support are making some progress and meeting their individual targets set out in their Individual Learning Plans. SEND PIRA and PUMA results can be found in Appendix 2.

However the children on the register have diverse severe and complex needs; many of these have a range of Speech and Language difficulties, Dyslexic tendencies, have dyscalculia, have ADHD, Dyspraxia as well as being on the Autistic Spectrum in varying degrees of severity.

7. Provision being made for individuals

A private psychotherapist is doing some 1:1 work with a few children. (A Year 1 child, two Year 2 children, one Year 3 child, one Year 4 child, two Year 5 children and a Year 6 child). Three of our Year 6 children will benefit from some 1:1 mentoring and transition support through XLM mentoring.

A Year 2 child is struggling with Key stage 1 provision and having taken advice from the Educational Psychologist we have applied for an Educational Health Care Plan (EHPC) in May and we are currently waiting to hear the outcome.

A Year 5 statemented child is receiving 17½ hours Teaching Assistant support (we have some AEN funding for this child). A Year 5 child needs catheterising once a day. Two members of staff have had training and supervise this procedure.

8. External Personnel and Other Agencies

Last academic year we liaised with a private psychotherapist (Barry Pope), XLM Mentoring (Gary Coleman), our Educational Psychologist (Caroline Fearon) Special Needs Support Advisor (Crystal Baikie), the school nurse, (Joanne Hall), Parent support workers (Dawn Rowell, Lyndsey Cope, Isha Hall, Janice Sullivan and Martin Heelis) and Speech and Language therapists (Emma Boulstridge, Helena Turton) and Austim Outreach (Tracy Garton and Steph Walker). Hearing impaired teacher (Maxine Harden) and Hearing impaired Speech Therapist (Alison Hennessey).

9. Inclusion

All pupils with SEND take part in all aspects of school life including out of school activities, and indeed all children have participated in the full range of opportunities and events arranged by the school, including trips and Y5 and Y6 residential trips.

10. Future Plans

This year we will be working on:-

- Introducing SEND Profile books
- Planning a variety of SEND training to support staff.
- Embedding Pebbles with the staff, so staff can effectively assess and track the children on Pebbles.
- Comprehensive monitoring will continue to ensure that the SEND children's needs are being met and that the work is being differentiated to meet the children's individual needs.

11. Secondary School Liaison

We continue to maintain links with our local secondary feeder schools and have liaison meetings to ensure information is passed on to schools prior to transfer. We did extra visits to the feeder schools for 7 of the Year 6 children to help support their transition. The SENCO and Assistant SENCO attends the BLNC SENCO meetings to discuss related issues with other primary SENCO's and those from the local feeder secondary school. The SENCO's from the local Secondary schools are always invited to the Y6 SEN annual reviews. Special attention is also made for younger SEN children transferring in from other schools and nurseries. The home visits to reception children were very successful and helped highlight issues and have helped build early relationships with the new parents and aid to a smooth transition for the children.

12. Communication with parents

This continues to be a very strong area, the Termly ILP review meetings are always well supported by parents. The Autumn, Spring and Summer ILP review meetings went well last year and were well supported. We try hard to cater the appointments to the parents' work needs and commitments. Communication and links remain very good. Parents will happily use the open door policy and ask to meet with Ms Constantine or their child's class teacher if they have any concerns. All the staff at William MacGregor Primary School continue to value the contributions made by all children, professionals, and parents/carers to help develop our inclusive school community. The yearly parent confidence questionnaire was very encouraging again and did not highlight any concerns.

Appendix 1 - Attendance

SEND attendance - 2016-2017

Period: 06/09/2016 AM to 25/07/2017 PM

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Education, Health and Care Plan	1	96.54	3.46	0.00	0.80	0.00
SEN Support	23	94.67	4.37	0.96	1.59	0.48
Statement	1	94.68	5.32	0.00	0.00	0.00

Appendix 2

SEND Progress 2016-17

SEND Children's PIRA and PUMA results - September 16 - July 17

SEN Status	Class	PIRA						PUMA					
		Reading			Hodder scale			Maths			Hodder scale		
		Raw Score						Raw Score					
		A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su
SEN Support	1F (6)	2	1	1	74	71	66	1	2	6	67	65	69
SEN Support		20	16	20	113	107	112	2	21	22	113	110	112
SEN Support		18	24	24	109	125	122	20	27	28	113	125	129
SEN Support		8	8	9	87	88	85	16	16	21	103	98	110
SEN Support		8	8	5	87	88	76	20	16	21	113	98	110
SEN Support		11	8	4	93	88	73	10	15	17	88	96	99
SEN Support	2Y (3)	5	4	4	83	66	70	10	12	6	80	91	78
SEN Support		5	4	3	83	66	68	13	16	15	88	101	99
SEN Support		5	3	3	83	63	68	6	7	6	70	79	78
SEN Support	3T (4)	15	13	16	89	82	92	13	19	19	91	99	99
SEN Support		21	13	18	99	82	95	17	24	24	98	108	108
SEN Support		32	35	32	117	112	121	22	21	21	107	103	103
SEN Support		-	18	26	-	91	108	-	20	20	-	101	101
SEN Support	4T (7)	23	24	27	108	100	108	15	13	21	93	91	100
Statemented		23	24	14	108	100	85	15	8	18	93	83	94
SEN Support		-	-	*	-	-	*	-	-	*	-	-	*
SEN Support		23	26	19	108	104	94	15	4	11	93	76	81
SEN Support		-	-	*	-	-	*	-	-	*	-	-	*
SEN Support		30	36	36	126	122	122	26	30	33	114	119	122
SEN Support		15	9	9	93	73	73	15	10	16	93	86	90
SEN Support	5W (2)	14	14	5	82	87	71	7	6	6	81	79	91
SEN Support		20	15	10	94	88	81	8	10	10	83	84	96
SEN Support	6K (3)	7	16	15	70	90	91	16	19	10	90	85	80
SEN Support		29	21	26	108	99	109	8	9	11	80	75	81
SEN Support		20	20	16	101	97	89	14	22	23	88	83	99

- = No data available * SEN tests used not PIRA and PUMA

Communication and Interaction ■

Cognition and Learning ■

Sensory and physical needs ■

Data Analysis

Reading - 27% of children have made progress in their PIRA test.

Maths - 68% of children have made progress in their PUMA test.

Outcome for 2016-2017

- Current children on SEND register 25. (We do not have Yearly data for three children).
- PPG - 10 children (We do not have Yearly data for 2 PPG children)
- Current boys - 19 (We do not have Yearly data for 3 boys)
- Current girls - 6

Communication and Interaction 9 children

- Reading Age - 22% of children have made progress in their PIRA test.

- Maths Age - 66% of children have made progress in their PUMA test.

Cognition and Learning 15 children (We do not have Yearly data for three children).

- Reading Age - 33% of children have made progress in their PIRA test.
- Maths Age - 66% of children have made progress in their PUMA test.

Sensory and Physical Needs (SPN) 1 Child.

- 0% of children have made progress in their PIRA test.
- 100% of children have made progress in their PUMA test.

Pupil Premium (PP) 10 Children (We do not have Yearly data for 2 PPG children)

- 12.5% of PPG children have made progress in Reading this year.
- 37.5% of PPG children have made progress in Maths this year

Boys (16) (We do not have Yearly data for three boys).

- 30% of boys have made progress in Reading this term.
- 84% of boys made progress in Maths this term

Girls (6)

- 33% of girls made progress in Reading this term
- 66% of girls made progress in Maths this term