



Autumn Term 2018 2019 AAB report

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1) Profile of SEN in the School.

From the end of the last academic year to the beginning of this academic year the SEND register has changed considerably. There are now 40 pupils on the register which is a drop of 23 percent. There are now 25 boys (62%) and 15 girls (38%); 8.3% of pupils. Nationally the figure for SEND pupils overall is 14.6% with the figure for academies at 12.5%; both of these show a rise from 2017.

Categories of need:

12 pupils with SEMH (30%)

12 pupils SLCN – including 2 with a diagnosis of ASD (5%)

8 pupils with SpLD (20%) and 4 with MLD (10%)

2 pupils with PD (5%)

1 with Hearing impairment (2.5%)

1 other. (2.5%)

There are no children with Education, Health and Care plans. 1 pupil is in the process of statutory assessment.

The number of children may rise once end of term assessments are complete as we have 11 pupils in Year 3 who have come up on Early Monitoring.

2) Progress

Learning reviews completed in April indicate accelerated progress in Year 3 and year 6 for all SEND pupils; progress in Year 4 and Year 5 shows expected progress for all pupils.

End of year data demonstrated good progress across all year groups.

Year 3 Headlines

Maths

100% of pupils are working within their year group curriculum and are making expected progress with 78 % at ARE or above.

5 pupils have made accelerated progress.

66 % of the WTS students have made accelerated progress and are now secure in the Y3 curriculum.

Reading

100% of the pupils are now working within their year group curriculum. 66% of the WT pupils have made accelerated progress and are now expected or greater depth.

78% of the pupils are now at ARE or above.

The pupils at expected or greater depth have maintained their progress.

Writing

Year 3 are making more than expected progress with 88% of pupils making accelerated progress.

4/9 (44%) are already at or above ARE with all 9 working within Year 3 curriculum.

100% of pupil premium pupils have made accelerated progress.

Year 4 Headlines

Maths

75 % of the pupil premium pupils have made accelerated progress from KS1. The other pupil has taken an extended family holiday this year.

63% of pupils are working within their year group curriculum.

5/6 (83%) of the pupils who are not attaining at ARE are secure within the year 3 curriculum 4 of those having made greater than expected progress.

Reading

100% of the SEN pupils have made good or better progress; this includes those working below ARE.

38% of the pupils have made greater than expected progress.

38% of the pupils are at ARE.

All of the pupil premium pupils have made good or better progress.

69% of the pupils are working within their year group curriculum; 55% of these pupils are making accelerated progress.

Writing

Pupils who came up as 2C are generally doing better than those who came up as W; 85% of them are now accessing their year group curriculum, 42 % of them are now secure. There is one exception who has made accelerated progress.

Of those 8 pupils who are not working at their year group curriculum, 4 of them are secure at the year group below curriculum and a further 3 working within that curriculum compared to a starting point of W.

Year 5 headlines

Maths

50% of the pupils have made expected progress with 25 % now at ARE.

66% pupils are working within their year group curriculum.

3/12 pupils are more than 1 year behind

Reading

75% of the SEN pupils have made good or better progress; this includes those working below ARE – highlighted yellow.

Attainment at ARE is now at 25%.; 58% are working within their year group curriculum.

Writing

50% of the pupils are accessing their year group curriculum and have made good progress from KS1.

33% of the pupils not accessing the year 5 curriculum have made accelerated progress whilst a further 33% have made expected progress.

There is a group of 3 pupils accessing a more personalised curriculum as they are working more than 2 years behind the curriculum for their age group.

Year 6 headlines

Maths

66% of the pupils have made expected or better progress with 44% now at ARE.

88% of the pupils are working within their year group curriculum with 7/16 pupils at ARE and a further 6/16 scoring 94 or above.

LA attaining pupils on track. Higher attaining pupils did not make progress to greater depth;

Reading

47% of the SEN pupils have made good or better progress; based on their SATs results; including the 4 pupils whose TA is 6S but test score is 96 or 98 that figure would rise to 73%.

Pupils with SEND not making sufficient progress in Reading. LA attaining pupils on track. Middle and higher attaining pupils were targeted for intervention against their specific need but did not make expected progress.

Writing

81% pupils at expected level of attainment based on the progress from KS1 to KS2. 38% made accelerated progress.

Pupils with SEND generally making good or better progress in writing. All pupils made progress but 2 did not make the progress expected from end of KS1.

3) SEND review.

The projects that came out of the SEND review have all been received favourably by the children. Analysis of the reading project data showed that all of the children made progress; the majority of them making more than 6 months progress in 3 months.

The staff have all received training from Voice 21 and the oracy project has begun to gain momentum with the lead teacher setting the school a target for each class to set their discussion guidelines. He has prepared the resources to enable this to be completed.

The maths and reading cafes will take place again this half term aimed at raising the attainment of the lower ability pupils.

We are now also awaiting confirmation of an extensive project that will be delivered through SEMH team and the Educational Psychologists.

4) Website

The SEND section of the website now has a link on the front page and all the policies that link to SEND are all now available.

5) Summary of work with external agencies.

This year children on the SEN register have been supported where necessary by the following external agencies:

- Educational Psychologist.
- Social, Emotional and Mental Health Team (SEMH).
- Complex Learning, Communication and Interaction Team (LCI).
- Vision Support and Hearing Support Team.
- Community Paediatrician.
- Autism Outreach.
- Social Services.
- Community Physiotherapists and Occupational Therapists.
- School Nurse

6) Work with other schools.

Liaison with both the infant feeder schools and the secondary schools that the children will be transferring to has been positive. Liaison with Uplands Infant School in the Summer Term ensured that the children were organised into 4 classes that took into account the needs of the pupils. Liaison with all of the secondary schools that the pupils were transferring too has been completed and the SENCo from each of the schools attended the end of year review for any pupils with an EHCP. To ensure a smooth transition for Year 6 children with SEN, additional transfer arrangements were implemented during the summer term. Close liaison between SENCos took place to ensure the effective transfer of records took place in order for support programmes to be in place immediately.

7) Accessibility:

In line with the DDA, the accessibility of the school premises has been increased over time. This can be seen in the signage from the school car park and the improved reception area enabling wheelchair access. There are two disabled toilets and two lifts.

Advice has been sought and followed from VISTA to improve accessibility for visually impaired pupils, e.g. improved lighting, painting of handrails and manifestations on glazing. Careful consideration is always given before transition periods, about the suitability of classrooms for pupils with disabilities.

Pupils with special educational needs and disabilities have equal access to the curriculum. Teachers use different teaching strategies and differentiate their work according to the needs of pupils. Advice from outside agencies is also sought and acted upon to improve accessibility for children with more complex needs.

All pupils are included in trips with risk assessments identifying any special provision required, this has included, for example, the borrowing of a wheelchair and the hiring of a taxi. Pupils with SEND are encouraged to attend extra-curricular activities with adjustments made as necessary. The P.E. coordinator organised an inclusive football club and SEND children have attended inclusive sports festivals, including one at a local Rugby Club.

The Assessment and Reporting Arrangements (Standards and Testing Agency) are followed to ensure that pupils with SEND have equal access to tests.

The SENCo liaises with the school's P.E. teacher to ensure that resources and activities are adapted where necessary.

