

**Special Educational Needs and Disability (SEND) Report to Governors**  
**November 2016**

The SEND team consists of Sue Whidborne (SEND Co-ordinator) Amanda Robson (HLTA and assistant to SENDCo), Steph Gilroy-Lowe (Home School Link and SEND governor) and Jo Horn (SEND governor) and a dedicated team of 27 Teaching Assistants with SEND roles as well as general classroom support.

There are currently 46 children listed on our SEND register. This is 13% of the children on roll. Of the children with SEND, 39 (85%) are at SEND support and 7 (15%) have Statements or Education Health Care Plans (EHCP). The Raise report puts St Ebbe's in the top quartile for number of Statemented/EHCP children. These children have one or more of the following areas of need: communication and interaction; cognition and learning; social, emotional and mental health needs; sensory and physical.

**SEND register**

September'16	<b>SEND Support</b>	<b>Statements/EHCP</b>
EYFS	1	0
Key Stage 1	8	2
Key Stage 2	30	5
<b>Totals</b>	<b>39</b>	<b>7</b>

Over the course of the year the majority of our children with Statements have had them converted to an EHCP through the annual review process. This is coordinated by the local authority and involves family, school and any other agencies supporting the child. We have completed 5 transfers and have found the process and the EHCP very worthwhile and positive.

**SEND Breakdown by need**

<b>Primary need</b>	<b>EYFS, KS 1 &amp; 2</b>
Communication and Interaction (inc Autistic Spectrum Disorder)	21 (inc 5 statements/EHCPs)
Cognition and Learning	11
Behaviour, emotional and mental health	7
Sensory and Physical	7 (inc 3 Statements)

**Progress of SEND pupils 2015-16**

**STATUTORY DATA:**

**EYFS**

In the academic year 2015/16 there were 0 children in EYFS with Statements/EHCP of SEND. However, since September 2016 1 child has been added to the register.

**KS1**

In the academic year 2015/16 there were 3 children in year 1 with SEND support – all 3 children have statements/EHCPs. 1 x child WT, 1 x child WA and 1 x child disappled. All children made progress but none achieved the expected standard in Reading, Writing and Maths and performed below 'others' in all three subjects. The key areas of assessment were also their prime areas of need: physical development, and communication and language. Of the three children: one could

not access the assessments and one has a physical disabilities requiring the use of 'EyeGaze' electronic equipment to access learning. Children with SEND in years 1 and 2 made good progress in phonics however the style of the test did not enable them to show this.

In the academic year 2015/16 there were 5 children in year 2 with SEND. 3 children have Statements/EHCPs.

In **Reading** 2 x children PKF, 2 x children WTS, 1 x children EXS.

In **Writing** all children are WTS.

In **Maths** 2 x children PKF, 3 x children WTS.

All children made progress, however, all are below the national average in reading and writing and maths compared with national levels. It is important to take into account that teachers took a 'secure fit' approach, and assessed at WTS unless a pupil was consistently demonstrating they had met every criteria.

*This year we are continuing to run differentiated phonics groups across all KS 1 classes to better address the needs of children with SEND. There continues to be a focus on training so that more adults are able to effectively teach phonics. We also have additional interventions in maths with a focus on teaching the vocabulary and concepts in a visual and practical way led by a highly skilled TA. Our aim is that this additional support will enable children with SEND to continue to attain well and reach their full potential.*

## **KS2**

In the academic year 2015-16 there were 31 children with SEND. In year 6, 7 x children had SEND support including 1 x Statement. The attainment of our SEND children in reading and maths was above the minimum progress score. In Writing 1 x child made good progress and 1 x child exceeded progress. Our SEND children made slower progress and achieved lower average scaled scores than others.

*This is a concern and we are carrying out reviews to evaluate SEND provision closely so that we can raise standards amongst our disadvantaged (SEND) children (SiP 2016/17).*

*We will continue to offer 1:1 tuition to targeted children to raise attainment and Close the Gap. We will take the opportunity to invest in experienced English tutors. In addition, our previous year 6 teacher and English coordinator is providing additional writing support for a group of year 6 children with SEND. We are also running precision teaching and high quality reading interventions so support children with specific learning difficulties e.g. dyslexia. Despite the quality of interventions on offer, attitude to learning and motivation played the biggest part in influencing progress for last year's children. We continue to put even greater emphasis on these factors and are working closely with parents, children and all staff to raise aspirations.*

## **Interventions**

In addition to quality first teaching from their class teacher, SEND children continue to be supported in a number of ways, including 1:1 support, paired work and small group interventions. As well as interventions generated within the school, some children follow special programmes devised by external professionals.

## **Multi-Agency support in school**

Children and staff continue to be supported by the following professionals:

Educational Psychologist  
Speech and Language Therapist  
Occupational Therapist  
Language and Communications Advisory Teacher  
Autism outreach support teacher  
Behaviour support teacher

Complex Needs Support  
Physiotherapist  
Social Workers  
Play therapist  
Home, School, Community Link worker (school based)

## **Staff Training**

The SENDCo has attended SEND Network meetings involving local schools 3 times a year and additional training around the changes to SEND provision. All staff have had 'handover' sessions to help with transition prior to the new school year. Since September training has focused on TA induction, Health and Safety, phonics, hearing impairment, language and communication, Autism, maths and physical disability. We have established intervention groups for children in EYFS, Key Stages 1 and 2 and planned support for individual children.

We have close links with Grandpont Nursery which provides strong transition for children with SEND entering our school. Early identification remains a priority. Key staff liaise with the nursery and parents before children begin EYFS. The nursery staff bring vulnerable children into school pre-entry to help them prepare for transition. We also have rigorous tracking of pupil progress, from teacher's and TA's knowledge of individual children and from close liaison with parents/carers. In KS1 the phonics screening test in Y1 also identifies children who need more support. In EYFS we use SPIRALS language programme for children who show early signs of difficulty.

We also monitor the progress of children with SEND through:

- At least two SEND specific learning walks during the academic year
- Work scrutiny
- Observation of specific interventions
- Regular lesson observations
- Visiting professional observations and feedback

## **Finance**

Schools are expected to provide up to 15 hours of support for children with SEND from the delegated budget. In addition, in financial year 2015-2016 we received a designated budget of £37,000 for top up funding for children with statements of SEND entitled to greater than 15 hours support. This covers staff costs (including 1:1 TA support for 9 statemented pupils), specialist teachers and a wide range of resources (full accounts in office).

## **Priorities for 2016-17**

Our School Improvement Plan includes raising standards for children with SEND. We will take a three prong approach: supporting children, supporting families and supporting staff.

This will include:

- Further informing parents, staff and governors about the changes in the code of practice and in the curriculum
- Working closely with families to ensure this is a positive experience
- On-going monitoring and evaluation of intervention programmes
- Staff training in specific areas of need e.g. autism
- Staff training to target new staff so that they have appropriate skills and knowledge
- To increase all children's awareness of SEND and promote positive attitudes

## ***Highlights reflected in overall impact***

- ***Within the year 6 cohort a number of children with SEND or who had previously had SEND made good progress and left St Ebbe's in a really strong position to start their secondary career.***
- ***Oxfordshire Reading Campaign has continued to have a big impact on reading across the school. The average progress in Sentence Reading Age over the 3 month programme was 12 months plus and the average gain in Phonics Age was 26 months. We have a very well trained TA to deliver the programme who is passionate about reading and we will continue to extend it further this year.***
- ***Toe by Toe an intervention to support children with reading and spelling has had a positive impact in our KS2 classrooms.***
- ***Observations and learning walks have shown high quality support from TAs and teachers, in particular for our most vulnerable children. We are developing some of our TAs to have a mentoring role where they have areas of expertise by sharing good practice.***
- ***We continue to develop our support for children with social, emotional and mental health difficulties and Autism to include; Play therapy sessions delivered by a trained Child and Adolescent Counsellor. This has proved beneficial to all involved.***

***For further information please refer to the School's SEND policy and information leaflet for parents.***

***Sue Whidborne (SEND co-ordinator), November 2016***