

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

The SEND team consists of Sue Whidborne (SEND Coordinator), Amanda Robson (HLTA and assistant to SENCO), Steph Gilroy-Lowe (Home School Link and SEND governor) and Jo Horn (SEND governor) plus a dedicated team of 24 Teaching Assistants, of which 17 support in SEND roles as well as providing 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, 41 (87%) are at SEND support and 5 (13%) 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	SEND Support	Statements/E HCP
<i>EYFS</i>	3	0
<i>Key Stage 1</i>	11	0
<i>Lower KS2</i>	15	5
<i>Upper KS2</i>	17	0
Totals	46	5

We have 5 children with EHC plans and a further 2 plans in process. We are gathering evidence to apply for 4 Additional Funding Applications. We are working closely with the Educational Psychologist, Community Paediatrician, Speech & Language Therapist and Behaviour Support Services to continue to identify needs, customise provision and secure vital funding to enable these children to make progress in school.

SEND Breakdown by need

Primary need	EYFS, KS 1 & 2
Speech, Language & Communication Needs	22 (inc 1 EHCP)
Specific Learning Difficulty	2
Moderate Learning Difficulty	9
Physical	1 with EHCP
Hearing Impairment	1
Visual Impairment	2
Autism	5 (inc 3 EHCP)
Social Emotional and Mental Health	12

***Some children appear in more than one category**

Progress of SEND pupils 2016/17

STATUTORY DATA:

In 2016/2017 there were 47 children on the register.

EYFS

In the academic year 2016/17 there were 3 children in EYFS on the SEND register; one of them achieved the Good Level of Development (GLD). The number of SEND pupils is likely to rise as we continue to monitor and assess the needs of individuals in the cohort as they progress through the school.

KS1

In the academic year 2016/17 there were 10 children in year 1 & 2 with SEND support. In Year 1, 5 children were SEND-K. In Year 2, 2 children were SEND-K and 3 were children with EHCPs (one of these is in the year group below his chronological age). There are 8 boys and 2 girls on the SEND register.

Reading

In Year 2, 2/5 children achieved the expected standard in the end KS1 assessments.

8 out of 10 children (80%) made accelerated progress (achieving more than 4 steps progress).

1 out of the remaining two made expected progress (4 steps) this child also had PP. We struggled to accurately assess the final child on account of their profound needs*.

Writing

In Year 2, 2/5 children achieved the expected standard in the end KS1 assessments.

7 out of 10 children (70%) made accelerated progress (achieving more than 4 steps progress)

The remaining three made below expected progress (two were also PP, one was difficult to assess accurately*).

Maths

In Year 2, 2/5 children achieved the expected standard in the end KS1 assessments.

5 out of 10 children (50%) made accelerated progress (achieving more than 4 steps progress)

Four made expected progress (4 steps), and the final child was difficult to assess accurately*.

The key areas of assessment were also the prime areas of need with 99% of our SEND children in KS1 having Speech & Language and Communication & Interaction needs. One of these children has a physical disability and uses EyeGaze electronic equipment to access learning. We are confident that the programmes and interventions being used in this Key Stage are having a positive impact on the children's progress.

Lower KS2

In the academic year 2016 to 2017 there were 20 children on the SEND register in this Key Stage. Of these children 9 were in Year 3 which included 6 SEND-K and 3 EHCP and 11 children were in Year 4 all of which were SEND-K.

There were 8 boys and 1 girl on the register in Year 3, and 8 boys and 3 girls on the register in Year 4.

Reading

15/20 children (75%) made expected progress of which 5 children (36%) made accelerated progress (1 of which has an EHCP)

5/20 children (25%) did not make expected progress of these 4 S+L, 2 C&I, 1 ASC, 2 SEMH.

Writing

16/20 children (80%) made expected progress, of these 8 children (50%) made accelerated progress.

4/20 children (20%) did not make expected progress. Of these children 3 children have S+L needs (Dyslexia), 2 children have ASC needs.

Maths

18/20 children (90%) made expected progress. Of which 2 children (10%) made accelerated progress. One child made an amazing 8 points of progress.

2/20 (10%) did not make expected. Of these both have Speech Language and Communication and Interaction needs.

As with KS1 the key areas being assessed were the prime areas of need. Our children with dyslexia or with dyslexic tendencies received intensive support through Wave 2 and 3 intervention. Also reading interventions through ARCH and ORC were in place. Some children were supported using precision teaching in writing and math's delivered by trained staff.

Upper KS2

In the academic year 2016/17 there were 14 children on the SEND register.

In Year 5, 4 children were SEND-K. In year 6, 9 x children had SEND support plus 3 x Statements/EHCPs.

In Upper Key Stage 2 there were 12 boys and 2 girls on the SEND register.

Year 5 Reading

3/4 children (75%) reached the expected standard. Of these 2 children (66%) made accelerated progress. 1 child did not reach the expected standard.

Year 5 Writing

3/4 children (75%) reached the expected standard. 3 children made accelerated progress, 1 child did not reach the expected standard.

Year 5 Maths

4/4 children (100%) reached the expected standard. All children (100%) made accelerated progress.

Year 6 Reading

The attainment of our SEND children in reading was 22% (2 children) achieving the expected standard compared to the national benchmark of 71% (comparing with All pupils). These two children also achieved greater depth standard (GDS) i.e. 67% (2/3) of our children with EHCPs attained higher than expected standard and this is a noteworthy achievement. Average progress for SEN K children was -3.05 and +2.97 for children with EHCPs.

Year 6 Writing

In writing 22% achieved the expected standard compared to a national benchmark of 76%. Of the children with EHCPs, 67% (2/3) achieved the national standard. Average progress for SEN K children was -8.74 and -1.33 for children with EHCPs

Year 6 Maths

In Math's 22% achieved the expected standard compared to 75% national benchmark. Of these 33% (1/3) of our EHCP achieved the expected standard. Average progress for SEN K children was -3.14 and -4.53 for children with EHCPs

**There were many complicated factors affecting the progress of this cohort. Out of the 9 children 5 (55%) were also Pupil Premium. Of the 9 children 2 had Hearing Impairment, 2 multiple SEN (ASC,ADHA, HI), 3 children had SEMH/C&L, 2 children had ASC.*

To add to this 3 of these children joined the school part-way through Year 4 with no SEND diagnosis. The process of diagnosis takes a considerable amount of time and this clearly had an effect on their results. However, all of these children made good progress during their time with us which is supported by the achievement of those children who started St Ebbes in Year 1. We have learnt a huge amount from this experience which has helped us improve our approach to identification of and planning for SEND children.

Interventions

In addition to quality first teaching from class teachers, SEND children continue to be supported in a number of ways, including paired and small group interventions and 1:1 support. As well as a number of interventions generated within the school: Basic Skills Support, Toe by Toe, Oxford Reading Campaign, Reading Quest, Maths Support, we have a number of pupils with SEMH needs and therefore use Phoenix Time (Play Therapy), Legoheads, and Time Together groups to offer targeted support to these children. Some children follow special programmes led by external professionals: Volunteer Reading Helpers (ARCH), English Tuition, Maths Tuition.

Multi-Agency support

Children and staff continue to be supported by the following professionals from both in and outside school:

SENCo – Inclusion Team
Home School Link Worker – HSLW/Inclusion Team
Locality Community Support Service (LCSS)
Play Therapist/Counsellor – Inclusion Team
Oxfordshire Inclusion Team (OXSiT)
Oxfordshire Community Safeguarding Board (OSCB)
Educational Psychologist SENSS Speech and Language
SENSS Occupational Therapist
SENSS Language and Communications
SENSS Autism support
SENSS Physical Disability
Community Paediatrics

Summary:

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 will continue to offer precision teaching and high quality reading interventions to support children with specific learning difficulties e.g. dyslexia. Despite the interventions on offer, attitude to learning and motivation play a significant part in influencing progress. We continue to put even greater emphasis on these factors and are working closely with parents, children and all staff to raise aspirations.

In 2017 we have trained more TAs to deliver phonics to differentiated groups across both Year 1 classes. We support SEMH through Time Together groups, which are informed by the SEAL programme. We have also introduced a mentoring scheme and have increased the number of Phoenix sessions (play therapy) to address the growing needs in this area (SEMH). Teacher's throughout the school work with small differentiated groups of children for math's support with a focus on teaching visual and practical skills and vocabulary. Our aim is that this additional support will enable children with SEND to continue to attain well and reach their full potential.

Next steps:

Further to my ongoing dialogue with other SENCOs across the Cherwell Partnership we are reviewing the SEND provision available to us. This will involve using more individually targeted interventions (Wave 3) with a focus on specific needs, which will help us streamline the process of diagnosis and intervention and will support the children in transitional periods.

There are currently up to 17 interventions recommended by OCC and I plan to introduce up to 5 more (to the 5 we already use) to work in tandem with our whole school SEND approach. This will allow us a wider range of options and greater flexibility in meeting the needs of our learners in line with our SIP Reading and Writing targets.

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