



Deddington C of E Primary School
SEND Report to Governors
Academic Year 2015- 2016

At the end of the 2015-16 academic years there were 17 pupils on the official Special Educational Needs/Disabilities (SEND) register, 1 of whom had an EHCP; this represents 8.5% of children on the school roll.

Children on the register may have had one or more of the following areas of need:

- Cognition and learning need (including dyslexia)
- Social, mental and emotional health
- Communication and interaction
- Sensory and/or physical needs

Profile of Pupils with SEN with Areas of Need as at July 2016

	C & I	C & L	SEMH	SPN	EAL	PP	AD
F1						4	1
Y1	2					4	
Y2	1	1				1	
Y3	1				2	3	2
Y4	3	2			1	2	1
Y5		1	1		1	5	1
Y6	1	2	2		2	3	

C & I-Communication and Interaction
 C & L-Cognition and Learning
 SEMH-Social, Emotional and Health
 SPND-Sensory, Physical Needs and Difficulties
 EAL-English Additional Language
 PP-Pupil Premium
 AD-Additional Need

Gender of Pupils on SEN Register-July 2016

Total Number of Boys	Total Number of Girls
13	4

Policy Update

The policy for SEND has been approved by Governors. No further changes for 2015-2016 were required.

Tracking Pupil Progress

Progress for each individual pupil and groups of pupils, including those on the SEND register, is regularly and closely monitored by class teachers and Senior Leadership Team to ensure that no child is at risk of under achievement and appropriate interventions are in place.

For Maths, Writing and Reading, assessments are recorded on our attainment and progress tracking sheets 4 times a year. These consist of: a baseline assessment, plus an end of autumn, spring and summer term assessment. These allow us to quickly see children who are on target and to identify individuals or groups of children who will need further support to help them to reach their targets.

Intervention groups are formulated to support these children's needs and move their learning forward. Analysis of progress is assessed to reset targets. We examine the progress of children with special educational needs closely, and consider all data held to establish how well a child is doing.

Tracking sheets have small steps that describe how secure the pupils are with their age related expectations. These steps are described as follows:

Entering	Developing	Securing	Mastering
Evidence of a few aspects of the criteria - up to about 20% of the criteria. May be occasional but not frequent	Secure in many aspects of the criteria – up to about 50%	Secure in more than half of the criteria – up to about 90%	Secure in all, or almost all, of the criteria and most likely showing 'glimmers' of the criteria for the next year group

The process of becoming secure in a new skill is assessed in many ways including using the NOFAN approach – Never, Occasionally, Frequently, Always, Naturally.

Pupils with SEND have individual tracking sheets.

The progress data below is an initial summary of data for KS2 results showing that pupils with SEND are making accelerated progress. This will be reconsidered following the official data from Raise Online in October; this will also give further information on how our school is compared with others nationally.

Year 6 – End of Key Stage 2 SAT tests

Key Stage 2 Progress Results:

	Reading	Maths	Writing
All Pupils average steps of progress (KS1 APS to Scaled Score)	+1.9	+1.5	+0.9
SEND Pupils average steps of progress (KS1 APS to scaled score)	+12	+5	No funding formula available yet.
SEND Pupils Average steps of progress from baseline Y6 to end of Y6	+6.5 Better than expected is 6 steps of more	+6	+6
National Comparisons	The gap in performance between the school's SEN Support cohort and National non-SEN Support was not 'in line/narrowing' for this 2016 cohort. The school is above for County comparisons.		

Results are based on 3 pupils who took the Key Stage 2 SAT. 1 pupil (who joined the cohort in Y5) was added to the SEND register in time for transfer to Year 7, after Educational Psychology involvement and 3 terms of intervention with us. This pupil therefore will not appear in SEND data in Raise Online but features in the progress data above. There was one pupil with an EHCP plan whose progress is measured through the EHCP Outcome Planning and is not shown here.

Phonics screening check

Y1 Check	SEND School result
% meeting the standard	100%
Y2 Check	SEND School Result
Re-take	
% meeting the standard	100%

As there was only one pupil registered with SEND in the Year 2 cohort at the time of the Teacher Assessments the data is not shown here as there is a risk of identifying that pupil. Their data will however feature in Raise Online.

Monitoring throughout the year

- There has been a focus on High Quality Teaching. Activities have included a number of 'Building Learning Power' lesson observations with Mr Evans and with Mrs Becky Jones, Chair of Governors, across

Y1 to Y6 classes. High Quality First Teaching for all pupils is also known as Wave 1 provision.

- Pupil Profiles and Outcome Plans are monitored termly, often with external service involvement/progress measures.
- Data is gathered about a pupil and may include; QCA Scores, Boxhall Profiles, Reading and Spelling Ages, Literacy and Maths Assessments and other screening checks. All these help us to monitor where and how a pupils makes progress.
- Intervention monitoring is carried out. This includes looking at progress data and attendance data monitored termly to ensure they have a positive impact on pupil outcomes.
- Learning Walks are carried out to monitor the quality of the interventions and to assess pupil participation and engagement.
- The Whole School Profile for SEND is monitored annually; the profile for 2015-2016, as at July 2016, is above.

Intervention	Average Impact	Cost in time per pupil
Close the Gap Maths	+6 steps progress across a term (better than expected)	£30/week
Reading Recovery	Gain of 18 book levels/+1.5 year gain in reading age	£72/ week
Write from the Start-Fine Motor	Increase in confidence and handwriting production	£30/week
Pre-Teach Vocab	Extending vocabulary /increasing participation	£30/week
Speech and Language programmes	Improvement in speech production and confidence	£25/week
Lego Therapy	Improvements in communication and interaction	£12/week
Play Therapy	Improvements in confidence and emotional regulation	£40/week
Toe by Toe	Gain of +1 months reading age	£30/week
Rapid Readers	Gain of +9months reading age	£30/week
Phonics 1:1	+11 words in Phonics Screening	£30/week
Precision Teaching	+ 7 months in RA	£30/week
First Class @ Number	+ 6 steps in progress across an 8 month period	£30/week

Multi-agency support in school

Pupils, staff and parents are supported by a number of visiting professionals which include:

- Educational Psychologist-Mark Corness
- Speech and Language therapist-Emma Gough
- Language and Communication Advisory teacher-Michael Parker/Peter Cour-Palais
- PCAMHs and CAMHs-various
- Early Intervention Hub Workers

- Health Professionals-various

Staff Training, 2015-16

The SENCO has continual professional development (CPD) through attendance at network meetings held by the Warriner Partnership of schools and termly attendance for Reading Recovery CPD delivered through the Institute of Education. The SENCO also attended additional training on Autistic Spectrum Conditions (Autism Oxford and CAMHs), Developing Mastery Learning (Andy Hind) and Anti-Bullying for pupils with SEND (Anti-Bullying Alliance).

Individual teachers and support staff have been briefed by professionals about individual programmes for the children with whom they work; there are too many briefings to list here. Staff members have undertaken training, examples are as follows:

- First Class @Number (in-house)
- Social and emotional needs (in house)
- Miscue Analysis for Reading (in-house)
- Lego Therapy (SENSS)
- Autism Training (Autism Education Trust Levels 1-3)
- Numicon

SEND Action Plan 2015-2016

Action Plan	Progress
Ensure that pupils with SEND are building learning power and developing independent working skills	Building Learning CPD both in-house and external took place for all staff. Lesson observations and individual feedback completed. Task Management cards and other resources to aid independence are used across the school.
Develop a system for tracking pupil progress to include clear entry and exit data for interventions, attendance details and gains made in standardized scores.	All pupils with SEND have individual tracking sheets; these show progress from start points. The EP recently reported these are very visual and clearly show where acceleration in progress occurs. As appropriate pupils have individual intervention sheets showing gains made in standardized scores etc.
Enhance the parent and pupil voice in profiling and outcome planning for pupils with SEND.	Pupil voice is evidenced in reviews and All About Documents. Where possible pupils attend Outcome Planning meetings. Parental engagement is evident by a variety of means which include profiles but also Home-School communication books.

Priorities for 2015/16

- To continue to improve 'Quality First Teaching' in all classes through establishing peer teacher monitoring of Building Learning Power and the sharing of inclusive good practice.
- To ensure teachers rigorously monitor interventions in all classes with a focus on accelerating the progress of pupils receiving SEN support.
- To ensure that all pupils with SEND make accelerated progress, particularly in Reading, before the end of Key Stage 1.

SENCo
SEN Governor
September 2016

Sue Lenihan
Anne Hunsley