



Deddington C of E Primary School
Report to Governors
Academic Year 2016-2017

At the end of the 2016-2017 academic year there were 17 pupils on the official Special Educational Needs/Disabilities (SEND) register, 1 of whom had an EHCP; this represents 9% 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/Pupil Premium/Additional Needs at July 2017

	C & I	C & L	SEMH	SPN	EAL	PP	AD
F1	3					2	
Y1						4	8
Y2	3		1			4	1
Y3		1					2
Y4	1	1				4	
Y5	1	3			1	2	3
Y6		2	1			5	1

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

Nationally Oxfordshire schools have higher than national proportions of children registered with Moderate Learning Difficulties (at both primary and secondary), with Specific Learning Difficulties (Dyslexia) and Autistic Spectrum Disorder being higher than National at secondary level. Schools in Oxfordshire also have higher proportions of children at primary level registered for Social, Emotional & Mental Health (SEMH) than national. The reasons for this are not clear but I have checked registered needs thoroughly. We do not have an unacceptable level of pupils within any category and where children are registered C & I or C & L there is most often Paediatric reports/Educational Psychology reports supporting the analysis of need.

Gender of Pupils on SEN Register-July 2017

Total Number of Boys	Total Number of Girls
11	6

Number of Pupil Premium School Allocation 2016-2017

FSM 6	Service Children	Post LAC	Total
14	5	2	21

Policy Update

The policy for SEND has required no further changes for 2016-2017.

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.

A new system has been introduced to track attainment; Target Tracker is now in place and being embedded across the tool.

We examine the progress of children with special educational needs closely, and consider all data held to establish how well a child is doing. I am currently re-designing a one-page progress sheet to track SEND children's progress. This will include attainment data/charts/graphs from Target Tracker as they become available. However, in addition the progress overview will also include other measures of progress such as; reading and spelling ages, Readiness to Learn scores, % of targets met and other measures of progress dependent on the child's needs.

SEND pupils often participate in Interventions designed to 'close the gap' between them and their peers. Intervention Sheets capture progress and attendance data. The process of becoming secure in a new skill is assessed in many ways including using the NOFAN approach – Never, Occasionally, Frequently, Always, Naturally.

Phonics screening check: this year's data:

Y1 Check	SEND School result
% meeting the standard	93.3% (2 pupils to re-take)
Y2 Check	SEND School Result
Re-take	
% meeting the standard	100% (5 pupils passed retake)

Monitoring throughout the year

Pupil Questionnaire: In March, in her role as SEND governor, Anne Hunsley completed a pupil questionnaire with a small, sample group of 5 SEND pupils with diverse needs and a spread of ages. Results were broadly positive, for example:-

-100% of pupils stated 'they worked as hard as they could'

-100% stating 'they know who to ask for help if they need it'

80% were 'involved in a school club'

-80% found the work 'easier than I did before'.

-60% felt good about themselves, 20% weren't sure and 20% said they did not feel good about themselves.

Pupil responses varied about some things like, 'working in or out of the class' or 'enjoying school', but it was clear that children were honest about how they felt regardless of the question and answer, and felt able to tell us. All pupil comments in reviews are monitored by teachers and, in the main, illustrate that children are able to share their thoughts and feelings openly. All identify a person they can go to for help.

Monitoring with External Agencies: I have worked closely with SENSS to monitor the progress of identified pupils who have significant or complex needs. Monitoring in liaison with Emma Masefield (SENSS advisory teacher) has included pupil questionnaires and interviews, classroom observations and monitoring of additional adult teaching of specialist intervention.

Monitoring Provision and Profile: Pupil Profiles and Outcome Plans are monitored termly by teachers with parent and pupil input, more complex cases have SENCo and external service involvement/progress measures included.

- Data is gathered about a pupil and may include; QCA Scores, Boxhall Profiles, Reading and Spelling Ages, Literacy and 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 via intervention sheets and 'spot' checks on teaching to ensure they have a positive impact on pupil outcomes. I undergo Reading Recovery 'live lessons' in Abingdon as part of the monitoring of my own teaching.
- Learning Walks/spot checks are carried out to monitor the quality of the interventions and to assess pupil participation, learning behaviours and engagement. New 'Readiness for Learning' scores have been introduced to measure the impact of BLP on approaches to learning.
- The Whole School Profile for SEND is monitored annually; the profile for 2016-2017, as at July 2017, is above.

Intervention	Average Impact	Cost in time per pupil
Close the Gap Maths	+ gains on scaled score predictions per pupil, all did better than expected. Average gap was -3 behind pass on scaled score in final results.	£30/week
Reading Recovery	3 children discontinued successfully, 1 moved school.	£72/ week
Write from the Start- Fine Motor/Gross motor work	Begun with pupils in F1 to measure against impact on mechanics of writing-ongoing work.	£30/week
Alpha to Omega Spellings	+ 3 month gain in 6 weeks.	£30/week
Speech and Language programmes	6 children, one has been discontinued successfully, 1 has been referred to another service and 4 are on-going. Monitored by SENSS.	£25/week
Lego Therapy	2 children: good progress made against outcomes planned and monitored by SENSS using ASD Progression Framework.	£12/week
Play Therapy	No worker allocated at present	£40/week
Toe by Toe	1 child using and making good progress +2 months in 2 month period for Reading + 7 month gain in 2 month period for spelling	£30/week
Rapid Readers/1:1	Gain of + 8 months in Reading over 8	£30/week

Readers	weeks.	
RWI Phonics 1:1	Gain of +20 months in Spelling over 8 weeks.	£30/week
RWI Get Writing-Cursive Script Phonics-patterns	+ 5 months in 6 week block.	£30/week
First Class @ Number	Not in use at present	£30/week
The Waldon Approach	New to us this year, staff still in training. Progress is monitored against ASD Progression Framework, early signs are progress is being made steadily.	£22 per week

Attendance

Attendance data for pupils with SEND/PP is monitored frequently and is good overall but with individual concerns addressed. This is done weekly via intervention participation and termly by taking 'snapshots of percentage attendance' from register data. Where attendance and punctuality is a concern meetings are held with parents, sometimes this involves the Home-School link worker but can also involve a worker from the Local Authority who meets with parents to form an improvement plan if need be.

Multi-agency support in school

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

- Educational Psychologist-Mark Corness-involved this year to assist in the application of an Education, Health and Care Plan.
- Speech and Language therapist-Emma Gough with support from Helen Walker.
- Language and Communication Advisory teacher-Peter Cour-Palais and the Emma Masefield. Visiting professional for specialist CPD was Richard Brooks.
- PCAMHs and CAMHs-*referrals made and accepted but no worker allocated as the waiting list is beyond 9 months at present.*
- Early Intervention Hub Workers-*The hub no longer exists in its previous form. It has been restructured as the Locality Community and Support Service (LCSS). The introduction of Early Health Assessments (EHAs) has replaced the Common Assessment Framework (CAF). This involved training for the Home-School Link worker and Mr Evans and further staff training will be needed.*
- Home-School Link Worker-paid for by the partnership. Currently working with three of our families and completing new EHAs for two of them.
- SEN Officer-Colette Ashley LA; I have submitted an application for an Education, Health and Care plan this year. Colette has recently confirmed it will go to panel in September. We await final decision from them. Additional Funding applications will also be submitted in the Autumn.

Staff Training, 2016-2017

As SENCO I have continual professional development (CPD) through attendance at network meetings held by the Warriner Partnership of schools, membership of NASEN, and termly attendance for Reading Recovery CPD delivered through the Institute of Education. I have also attended additional training on Autistic Spectrum Conditions (via Autism Oxford and CAMHs).

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:

- Social and emotional needs (in house/pupil specific cases)
- Lego Therapy (SENSS) and Partnership Training

- The Waldon Approach-specialist training via SENSS
- Autism Training and Sensory Needs (SENSS)
- Speech and Language Therapy input (SENSS)

SEND Action Plan 2016-2017

Action Plan	Progress
To ensure teachers rigorously monitor interventions in all classes with a focus on accelerating learning for pupils receiving SEND support.	Intervention sheets are now consistently completed, entry and exit data and attendance consistently tracked. Lunch time SENCo surgeries proved useful in capturing learning journeys and Pupil review sheets in capturing advice/conversations. These will continue.
To improve Quality First Teaching in all classes through establishing peer teacher monitoring of Building Learning Power and sharing of good practice.	SENSS training for pupils with ASD completed and training evaluation comments very positive. Pupil feedback also very positive, reduced SENCo input in Spring term related to operation caused disruption.
To ensure all pupils with SEND make accelerated progress, particularly in reading, before the end of Key Stage 1.	TAs fully versed in NOFAN and using intervention sheets to comment on progress. Comments are much more evaluative and useful in planning next steps.

Possible Priorities for 2017/18-

- To ensure revised Pupil Profile and Outcome Plans effectively capture the progress and attainment *and* progress towards long term agreed outcomes.
- To build capacity/expertise within the current staff team to ensure that pupils with Social, Emotional and Mental Health needs, *and their families*, are well catered for and that robust and timely procedures are in place to facilitate positive outcomes, including improved attendance.
- To ensure pupils with SEND benefit fully from their entitlement to Quality First Teaching in all classes. Withdrawal intervention work will always be additional, different, measurable, SEND specific and time limited.

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SENCo
SEN Governor

Sue Lenihan
Anne Hunsley July 2017