



## **SEND Report**

### **Annual report to Governors on Special Educational Needs and Disabilities.**

Date:	January 2018
Acting SENCo:	Laura Sims
SEND Governor:	Henry Murray

#### **Rationale**

Fairmeadows Foundation Primary School has a duty to report annually on the provision for Special Educational Needs and Disability (SEND). At Fairmeadows we believe in providing every possible opportunity to develop the full potential of all children.

The Special Educational Needs & Disability Code of Practice 0-25 years (2014) lies at the heart of our school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. So increasingly, interventions and SEND support can be put in place to help overcome the difficulties a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in an Education Health and Care (EHC) plan.

The Special Educational Needs (SEND) Policy was reviewed and amended in March 2016. This is available to any parent on request and is published on the school website. This is due to be reviewed in March 2018.

#### **The School SEND System**

We operate a three stage approach to provision for our SEND children. Firstly, we provide in class support for the pupils to enable them to access the mainstream curriculum. We have eleven Teaching and Learning Assistants (TA's) who support alongside the class teachers. Most of our TA's are employed on a full (KS1) / part time (KS2) basis and the majority of support is given in the core subjects namely Maths and English. This is known as WAVE 1 support.

Secondly, we provide strategic intervention work to help the children close any gaps in their learning. These WAVE 2 'catch up' programmes include; Rapid Phonics, Inference Training, BR@P and Maths

Interventions. In addition, we also run other support programmes such as Nurture Groups and POW Play.

Thirdly, we provide specific and targeted support (IEP's) for individuals. Wave 3 offers an individualised programme of support tailored to the pupil's specific learning needs.

### **Number of pupils with SEND**

There are currently **22** pupils in school who have been identified as having special education needs.

This represents **9.7%** of the school population (226 children currently on roll - December 2017). This shows a decrease of over 50% of our SEND register from the past year. Whilst this is a significant change, this has allowed school to allocate staff and resources to provide precise, quality provision for children who are **one or more** academic years behind their peers in one or more areas of learning. Our current school percentage brings us below the national average of **14.4%**.

Academic Year 2017/2018					
Year group	Number of pupils	Number of pupils needing SEND support	Number of pupils with an EHCP	% SEND per year group	National % average
Foundation 1	17	1	0	6%	
Foundation 2	30	1	0	3%	
Year 1	30	3	1	10%	
Year 2	30	8	0	27%	
Year 3	31	4	1	13%	
Year 4	29	1	0	3%	
Year 5	30	2	1	7%	
Year 6	29	2	0	7%	
Total School:	226	22	3	9.7%	14.4%

(Figures from December 2017)

We have 3 children who have a Statutory Assessment for Education, Health and Care Plans (EHCP). These are for children who need more support than is available through existing school provisions and are in receipt of additional funding to provide for their additional needs.

### **Gender of pupils on school's SEN register**

Total number of boys	Total number of girls
<b>17</b>	<b>5</b>

## The correlation between SEND and Disadvantaged pupils

Percentage SEND	Percentage Disadvantaged	Percentage both (SEND and disadvantaged)
<b>9.4%</b>	<b>26.8%</b>	<b>6.5%</b>

## Current attainment of SEND pupils - (Autumn Two Data- December 2017)

Attainment - Autumn 2017/2018						
	SEND% <u>below</u> ARE	SEND % <u>at or beyond</u> ARE	Average SEND Points Progress (since Sep 17)	Non-SEND% <u>below</u> ARE	Non-SEND % <u>at</u> <u>or beyond</u> ARE	Average Non- SEND Points Progress (since Sep 17)
<b>Foundation One</b>						
Reading	100%	0%	1 sub level	66%	33%	
Writing	100%	0%	0 sub levels	44%	56%	
Maths	100%	0%	0 sub levels	66%	33%	
<b>Foundation Two</b>						
Reading	100%	0%	1 sub level	43%	57%	
Writing	100%	0%	1 sub level	50%	50%	
Maths	100%	0%	1 sub level	43%	57%	
<b>Year One</b>						
Reading	100%	0%	1 sub level	34%	66%	
Writing	100%	0%	1 sub level	38%	62%	
Maths	67%	33%	1 sub level	28%	72%	
<b>Year Two</b>						
Reading	87%	13%	7	21%	79%	10
Writing	100%	0%	11	32%	68%	41
Maths	87%	13%	15	16%	84%	23
<b>Year Three</b>						
Reading	50%	50%	4	0%	100%	6
Writing	100%	0%	6	7%	93%	12
Maths	100%	0%	8	11%	89%	15
<b>Year Four</b>						
Reading	100%	0%	15	41%	59%	17
Writing	100%	0%	13	41%	59%	31
Maths	100%	0%	9	34%	66%	21
<b>Year Five</b>						
Reading	50%	50%	9	27%	73%	9
Writing	50%	50%	13	23%	77%	15
Maths	50%	50%	26	47%	53%	29
<b>Year Six</b>						
Reading	100%	0%	8	21%	79%	9
Writing	100%	0%	9	48%	52%	22
Maths	100%	0%	3	14%	86%	22

Analysis of Autumn Attainment shows that currently Reading is strong with some cohorts having SEND children working at age related expectations (ARE) or above. This is a result of these SEND pupils either; being of a higher ability, which have Social and Emotional needs (such as Autism) which

does not affect them academically; or are in receipt of Rapid Phonics and Boost Reading at Primary (BR@P) Interventions, which is proving to have a positive effect.

Due to the small number of SEND pupils in each year group, there are no significant or consistent trends that can be identified across the school. However, data is continually monitored at cohort levels to ensure any trends can be identified and appropriate action taken to narrow any gaps.

Following our recent OFSTED inspection (July 2017), they supported our SEND tracking processes outlining that "Leaders have acted effectively upon the recommendations of a recent external review of provision for pupils who have special educational needs and/or disabilities. The progress of these pupils is tracked closely. As a result of carefully targeted intervention and support, most of these pupils make rapid progress from their starting points."

### **Quality of Teaching and Learning**

The quality of SEND provision has recently been monitored by the SENCO (January 2018), 9 out of the 10 Teaching and Learning Assistants observed were seen to provide good to outstanding sessions for SEND pupils. This helps to support our work towards the School Improvement Plan (SIP) target to 'ensure teaching is good, improving outcomes for pupils in all groups.' Teaching and SEN provision will continue to be monitored termly; this is outlined on the school monitoring calendar.

OFSTED (July 2017), outlined in our recent report that "Teaching assistants are generally used effectively to support the learning of pupils of different abilities, including disadvantaged pupils and those who have special educational needs and/or disabilities." They also highlighted that "Occasionally, the impact of this extra support is not as good as it could be, because the adults are not skilled in adjusting work to meet the needs of pupils who require more support or challenge to help them make progress." This is something which Senior Leaders and the SENCO will continue to monitor and offer targeted support/training where needed; as offering our pupils appropriate challenges is essential for all learners.

Individual Education Plans have also been monitored (Spring 2018) and feedback has been shared. Teachers who have been asked to make changes to their IEP's have targets and strict review dates to ensure that IEP's meet the high standards expected by the SENCO and the SLT.

IEP record books have been introduced so that IEP provision can be tracked and monitored more effectively. These are helpful in supporting parents to understand the type of activities that we deliver and for the child to have a learning journal of their progress.

### **Budget allocation**

The total budget allocated specifically to SEND in 2017/18 financial year was £30,795. This money is used for Teaching Assistant support and SEND resources.

## **Deployment of staff and resources**

This year our 11 TA's and the Family Support Worker (FSW) have been involved in delivering range of individual support and intervention programmes such as:

- Individual Education Plans (IEP's)
- Maths Interventions
- Rapid Phonics
- Boost Reading at Primary (BR@P)
- Reception and Nursery Narrative in EYFS.
- Every Child a Talker (ECAT) in EYFS.
- Nurture Groups (Chatterbox Club)
- Happy Club (Family Support Worker - Social Skills)
- Sensory Space time
- 1:1 Tailored Programmes for EHCP Pupils.

Following our recent OFSTED inspection (July 2017), they noted the effectiveness of this, stating that "Leaders make increasingly effective use of the additional funding to support those pupils who have special educational needs and/or disabilities to plan and implement a range of specific interventions. The progress of these pupils overall is improving, and in line with that of other pupils in the school."

We have also funded an external professional, Liana Cunliffe, to deliver POW (Play Out Worries) Sessions.

In relation to our SEND resources, a new sensory space has been put in place, within the Foundation One Classroom. This is located in a private bay for SEND children to access with an adult on a scheduled basis. This is helpful for children with sensory processing difficulties to regulate their need for sensory breaks and reduces their anxieties/frustrations associated with their needs.

## **External agencies**

This year the school has liaised with the following agencies and professionals: Educational Psychologist, Speech and Language Therapist, Autism Outreach service, Parent Partnership, Behaviour Support Team and SSEN service. These have helped to support SEND assessments and offered support and advice to teachers; explaining effective ways to meet our pupils needs.

## **Parent support**

At Fairmeadows Foundation Primary School, in addition to the SENCo, we have a Family Support Worker who offers parental support and signposting for parents who have children with SEND. Feedback from meetings is always very positive and parents tend to be very supportive of the school's work.

Parents/Carers are invited to attend and contribute to all review meetings. Parents/Carers of children with SEND are invited to attend a consultation three times annually, in which there is a high number of attendance. Parents and carers are well informed about all aspects of their child's

achievement, well-being and development, and are given effective guidance regarding how they can support their child at home.

### **Staff development**

Staff have attended various training programmes over the last academic year to help with their professional development around SEND and additional provision interventions. These include:

- Epilepsy Awareness training.
- Social Stories training.
- Inference training (KS2)

The new acting SENCO (Miss Sims) shall attend several training courses in the Spring/Summer term which will help in developing the role further.

Miss Laura Sims  
Acting SENCO

January 2018