

Annual SEND Report to Governors December 16

Our current SEND register

We currently have 67 SEND children in the academy, which is 3 less than in January 2016. This is 23% of our whole academy population. 66 children (22%) are currently at SEN Support of which 19 children (6%) are equivalent to School Action +. 1 child in year 5 has a statement of SEN which will shortly be transferred into an Education and Health Care Plan (EHCP). These numbers are constantly under review.

The numbers in these categories break down across the academy as follows:

Year group	Number of children in each group						
	SEN Support	SA+ equivalent within SEN Support	Statement / EHCP	EAL	EAL with SEND	Disadvantaged children (PP)	Disadvantaged children with SEND
R	0	0	0	3	0	0	0
1	10	2	0	5	1	4	1
2	15	8	0	2	0	6	3
3	5	3	0	5	1	7	3
4	13	1	0	3	1	12	4
5	10	2	1	4	1	7	2
6	13	3	0	3	1	9	4

Our EAL/Ethnic Minority pupils include Algerian, Bengali, Chinese, French, Lithuanian, Malayalam, Polish, Portuguese, Rumanian and South African, Thai and Vietnamese backgrounds.

The new code of practice

The new code of practice which came into force on September 1st 2014 is embedded in the school. This puts a greater emphasis than previously on parents and children being involved in deciding what support is best for the child and therefore what are appropriate targets and resources. It also puts more emphasis than previously on teachers identifying whether a child in their class or set has SEND, supported by the SENCo. It uses a graduated approach to help ensure the right level of support for each child. Currently the school has 64 My Plans (equivalent to the previous Individual Education Plans, IEPs) which are updated at each parents' meeting or before if required. The school also has 3 My Plan + with another 2 currently being created. The one statement for a Y5 child will shortly be transferred into an Education and Health Care Plan, EHCP.

There have recently been changes to the Gloucestershire graduated approach. Whereas the next step following a My Plan was a My Plan + if additional support was required for a child, this has been split into two steps. These are a My Assessment which is used to give detailed background about a child and their family and a simplified My Plan+ which focuses on setting short term, achievable objectives for the child.

As part of the new SEN Code of Practice, we are required to publish our own Information Report as our contribution to the Local Authority's Local Offer, outlining our SEN provision. This was published on our website in Autumn 2014 following consultation with staff and parents and has recently been updated. Use the SEND tab to access.

Our SEN policy, produced in Autumn 2014, in light of the new code, is also published on our website and has also recently been updated.

Current Provision

We currently have fourteen Teaching Assistants of which two are Higher Level Teaching Assistants. They support SEN pupils' learning as follows:

Year	Number of full time equivalent TAs	Roles
Reception	3	Learning support 1 TA full time, 2 job share
Y1/2	3 and a half	Learning and behaviour support 1 TA working mornings, specifically with 3 children, one with an existing My Plan + and one with a My Plan + being created.
Y3/4	2 and a half	Learning support 2 TAs work as job share 1 TA working mornings (afternoons in the nurture group)
Y5/6	2 and a half	2 Learning support (HLTAs) 1 TA working mornings giving behaviour and learning support for child with statement and others, (afternoons in the nurture group)

Learning support may be within class or withdrawn and may be 1:1 or as part of a group. A range of interventions are used with provision for each phase of school (R, Y1/2, Y3/4, Y5/6) being outlined on provision maps. These are used to ensure appropriate balance and to help monitor interventions for their impact. Different vulnerable groups are highlighted on these, eg SEND, Pupil Premium, EAL. In addition, two TAs are leading on pastoral support, see below.

Nurture Group - The Nest

To help address the particular needs of several children, we have created a nurture group. The work in the room is based particularly around addressing the effects of attachment disorder. The group works in a purpose-equipped room and runs for four afternoons a week. It is staffed by Mrs. Poltock, It is overseen by Mr. Wright SENCo. Mrs Poltock and Mr Wright have attended nurture training specifically for this. There has also been whole staff training. There are currently 5 children from years 2 and 5 working within the group, with the aim that they will be able to return to class full time after a period of months, to be replaced by other children. The approach taken has gradually moved away from strict nurture group principles in response to our growing understanding of the children's diverse needs. The effectiveness of this work is carefully monitored. The INSET in February 2017 will build on this work by focusing on how staff react to challenging behaviour exhibited by children and how we can manage these behaviours.

Mental Health

We are currently part of a LA pilot into how best to identify and provide support for children with mental health issues. This is in response to a growing problem nationally. Mr Wright leads on this, supported by Claire O’Connell as link governor. We have been linked to an expert in the Child and Adolescent Mental Health Service (CAMHS), Jane Beamish. During the first year of the pilot, she visited us every two weeks. This year she is visiting us as required until the end of March ’17 when the pilot ends, which is currently approximately twice each half term. She offers advice to staff, parents and pupils, has lead bespoke pupil interventions and makes referrals to agencies to support pupils and their families.

Achievement of SEND pupils at the Academy

Overview:

Children under the category of SEND support are generally performing below national and below non-SEND children in all areas except Y1 phonics screening. This reflects the performance of other vulnerable groups including pupil premium children.

From KS1 to KS2, middle attaining children haven’t made expected progress in enough numbers. This can be seen in the results of children attaining L2c, 2b and 2a at KS1.

Attainment against National

Early Years % of children showing a good level of development (children achieving Early Learning Goal)

	Whole cohort 2015		Whole cohort 2016	SEN Support 2016 (5 children)
	Academy	National	Academy	Academy
Reading	82	76	72	40
Writing	82	71	65	20
Number	77	77	65	40
GLD	73	66	60	20

Y1 Phonics screening test

Whole cohort		Non SEN 34 children		SEN Support 15 children	
Academy	National	Academy	National	Academy	National
80%	81%	86%	86%	67%	46%
Strengths: Gap closed on national. Children on SEN Support exceeding National figures.					

Y2 Phonics screening test

Whole cohort 41 children		Non SEN 34 children		SEN Support 5 children	
Academy	National	Academy	National	Academy	National
95%	91%	100%	96%	60%	69%

Strengths: Whole cohort and non-SEND children have outperformed national.
 Areas for development: SEN Support behind National (by 9% only 1 child)

KS1 SATS

% expected +	Whole Cohort 41 children		Non SEN 36 children		SEN Support 5 children	
	Academy	National	Academy	National	Academy	National
Reading	71%	74%	81	82	0	74
Writing	61	65	69	73	0	65
Maths	73	73	83	80	0	73

Strengths: Whole cohort gap closed with national or within 2 children.
 Areas for development: To close the gap on national for SEN Support children.

KS2 SATS

	Whole Cohort 41 children		Non SEN 32 children		SEN Support 8 children	
	Academy	National	Academy	National	Academy	National
Reading % scaled score 100+	73%	66%	84%	73%	38%	66%
Writing Expected standard+	56%	74%	69%	84%	13%	74%
Maths % scaled score 100+	49%	70%	59%	78%	13%	70%
GPAS % scaled score 100+	78%	82%	78%	82%	13%	72%

Strengths: Whole cohort and non-SEN reading performance vs national
 Areas for development: Gap between whole cohort and national in writing and maths to be closed.
 SEN Support children significantly behind national SEN Support figures-gap to be closed.
 Gap between non-SEN children and national in writing and maths to be closed.

Progress against National

End of Early Years to KS1 SATS including SEN figures

Whole cohort 41 children	% expected standard and above		% greater depth	
	Academy	National expectation for good progress	Academy	National
Reading	71	74	17	24
Writing	61	65	15	13
Maths	100	86	17	18

KS1 to KS2 SATS

Progress score compared to national	All pupils (39)	SEN with statement or EHC Plan (1)	SEN Support (8)	No SEN (30)
Reading	0.00	-0.76	0.31	-0.04
Writing	-4.69	-10.14	-8.19	-3.61
Maths	-3.91	-6.11	-7.19	-2.96

The Academy is doing the following to address current performance shortfalls for all children:

Reading

- Track girls' performance vs. boys'
- Identify learning barriers for girls and put changes in place

Writing

- Talk 4 Writing to be re-launched with additional training, particularly for new members of staff.
- Focus on most effective deployment of teaching assistants.

Maths

- Ladder approach re-launched
- Track girls' performance vs boys
- Identify learning barriers for girls and put changes in place.
- Focus on most effective deployment of teaching assistants.

Overall impact

- Share results with staff
- Ensure all staff know who their vulnerable group children are via cohort information sheets
- Adopt 'Growth Mind-set' following work by Ed Neale and Janine Hardwick as a way to strengthen pupils' meta-cognition and feedback use.
- Consider whether peer tutoring can be used in targeted areas, e.g. aspects of maths.

- Identify last year's middle ability children and analyse what stopped them making more progress
- Identify this year's middle ability children and track performance. Consider possible learning barriers for these children.
- Re-launch modified provision mapping to help monitor provision and its impact for children in vulnerable groups
- We have taken part in a Trust Pupil Premium review to analyse the impact of our PP spending and identify next steps-see review paperwork.
- We continue to adopt the Achievement For All (AFA) programme as a way to engage families with the learning in school. We recently achieved AFA Quality Mark.

Behaviour and safety of pupils in the Academy

The academy's teaching and learning profile over time indicates good behaviour for learning overall with some low level disruption from a minority of children being actively managed. With the removal of levels we use the following stages of learning: Working Towards, Achieved and Mastery of Age Related Expectations (ARE). In any lesson, children should be able to describe what they have achieved and what they need to do next to move on with their learning. The behaviour of a few children has to be continuously managed.