

Annual SEND Report to Governors November 17

Our current SEND register

We currently have 57 SEND children in the academy, which is 10 less than in Dec 2016. This is 20% of our whole academy population. 56 children (19%) are currently at SEN Support of which 8 children (3%) are equivalent to School Action +. 1 child in year 6 has 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	2	1	0	3	1	1	1
1	3	0	0	4	1	1	1
2	9	1	0	5	1	5	0
3	10	1	0	4	1	7	6
4	8	1	0	6	1	6	3
5	11	3	0	2	1	10	2
6	11	1	1	4	1	6	4
	54	8	1	28	7	36	17

Our EAL/Ethnic Minority pupils include Bengali, Chinese, French, Polish, Portuguese, Slovakian, Romanian and South African, Taiwanese and Vietnamese backgrounds.

The SEND code of practice (2014)

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. This offers My Profile, My Plan, My Assessment and My Plan+ then Education and Health Care Plans (EHCPs) as ways of targeting increasingly focused support to a child or family as required.

Currently the school has 43 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 8 My Plan + with another two currently being created and one EHCP.

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 was updated in December 2017. Use the SEND tab to access.

Our SEN policy, produced in Autumn 2014 and most recently updated in November 2017 in light of revisions to the new code, is also published on our website and has also recently been updated. Again, use the SEND tab to access.

Current Provision

We currently have fourteen Teaching Assistants of which three are Higher Level Teaching Assistants, one Support Adult and one Specialist Teacher. They support pupils' learning as follows:

Support Adults hours and roles

Year group / phase	Role of Support Adult	Hours worked per week
EYFS	Classroom support / interventions delivery as job share Forest School	Monday, Thursday Friday morning Forest school
	Classroom support / intervention delivery as job share	Tuesday, Wednesday, Friday
	Classroom support / intervention delivery	Full time
	1:1 support for child	10.30-3.15 daily
Y1/2	Classroom support / intervention delivery and lunchtime supervisor	Full time
	Classroom support/ intervention delivery including safe-adult for one child	Mornings: Monday, Wednesday and Friday All day: Tuesday, Thursday
	Classroom support / intervention delivery	Full time
	1:1 support for child in Year 1	Full time
Y3/4	Classroom support / intervention delivery for specific children including looked after child, Lunchtime supervisor for looked after child Jointly runs breakfast club	SB
	Classroom support / intervention delivery / HLTA	Full time
	Classroom support / intervention delivery	Monday and Tuesday
	Classroom support / intervention delivery Lunchtime supervisor	Monday to Thursday all day Friday mornings
Y5/6	Classroom support / intervention delivery HLTA delivering planning, preparation and assessment time (PPA)	Full time
	Classroom support / intervention delivery HLTA delivering planning, preparation and assessment time (PPA) Lunchtime supervisor	Full time
	Individual pupil support providing EHCP hours Classroom support / intervention delivery Nurture group leader Jointly runs breakfast club Lunchtime behaviour support	8.15-4.00 daily

	Parent Support Advisor role	
All phases	EAL specialist support (Specialist Teacher)	Monday 9.00 -3.00 Wednesday 11.00 -3.00

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 in each phase of school (R, Y1/2, Y3/4, Y5/6). These are currently being recorded on class charts electronic provision maps. These provision maps will be used to ensure appropriate balance and to help monitor interventions for their impact. Different vulnerable groups will be indicated on these, eg SEND, Pupil Premium, EAL.

Behaviour support is used to help some children engage in their learning by helping them to manage their emotions. In addition, one TAs is leading on pastoral support, see below.

Nurture Group - The Nest

To help address the particular needs of several children, we have a nurture group. The work of this group 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 as well as some sessions during mornings. 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. An INSET in February 2017 offered training to all staff focusing on how staff react to challenging behaviour exhibited by children and how we can manage these behaviours.

There are currently 12 children from years 3 to 6 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. This provision includes lunchtime sessions for 4 of the children about how to be a good friend. The effectiveness of this work is carefully monitored through different sources of evidence including Class Charts.

Mental Health

We were recently part of a LA pilot into how best to identify and provide support for children with mental health issues. This was in response to changing funding arrangements by the government and a growing problem nationally. Mr Wright leads on this, supported by Neil Grecian as governor with responsibility for mental health. Mr Wright and Mrs Poltock received Mental Health Lead training whilst a teacher and TA from each phase of school received Mental Health Lite training. Through this we hope to have staff members who can respond appropriately to pupil's mental health needs throughout the school, either by offering the necessary support directly or through signposting to agencies. We are also linked to two staff from Children and Young People's Services (CYPS) who are offering two six week packages for between 6 and 10 children, one in the Spring Term 2018, one in Summer Term 2018. The main focus of these sessions will be to manage anxiety but they can be tweaked to encompass other specific needs.

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 KS2 Reading and Maths progress figures. However, almost all figures are better than in 2016, in some cases significantly so, with the exception of Y1 phonics screening.

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)	Whole cohort 2017 (44 children)	SEN Support 2017 (1 child)
	Academy	National	Academy	Academy	Academy	Academy
Reading	82	76	72	40	72.7	0%
Writing	82	71	65	20	68.2	0%
Number	77	77	65	40	79.5	0%
GLD	73	66	60	20	68.2	0%

SEND Statutory Test Performance Summer 2017

Subject Area	Pupil Group (size)	Progress Score	% achieving expected standard	
			The Academy	National Benchmarks
KS2 Reading	All pupils (39)	1.23	74% (+1%)	71%
	SEN Support (11)	1.26	45% (+7%)	71%
	No SEN (31)	1.22	84%	79%
KS2 Writing	All pupils (39)	-2.02	69% (+13%)	76%
	SEN Support (11)	-2.16	27% (+14%)	76%
	No SEN (31)	-1.97	84%	86%
KS2 Maths	All pupils (39)	-1.86	69% (+20%)	75%

	SEN Support (11)	-1.87		27% (+14%)	75%
	No SEN (31)	-1.86		84%	83%
		Ave score Academy	Ave score Nat		
KS2 GPAS Nb Boys signif < girls	All pupils (42)	102.7	106.0	69% (-9%)	77%
	SEN Support (11)	95.8	106.0	36% (+22%)	77%
	No SEN (31)	105.0	107.4	81%	86%
KS1 Reading	All pupils (44)	-		77% (+6%)	76%
	SEN Support (15)	-		67% (+67%)	76%
	No SEN (29)	-		83%	83%
KS1 Writing	All pupils (44)	-		64% (+3%)	68%
	SEN Support (15)	-		40% (+40%)	68%
	No SEN (29)	-		76%	76%
KS1 Maths	All pupils (44)	-		77% (+4%)	75%
	SEN Support (15)	-		53% (+53%)	75%
	No SEN (29)	-		90%	83%
Y1 Phonics Screening	All pupils (43)	-		77% (-3%)	81%
	SEN Support (9)	-		44% (-23%)	81%
	No SEN (34)	-		85%	87%

Y2 Phonics screening test 2017

Cohort 9 children		Non SEN 3 children		SEN Support 6 children	
Academy	National 2016	Academy	National 2016	Academy	National 2016
67%	91%	67%	96%	67%	69%

Progress against National

End of Early Years to KS1 SATS including SEN figures 2017

Whole cohort 44 children	% expected standard and above		% greater depth	
	Academy	National	Academy	National
Reading	77	76	16	25
Writing	64	68	9	16
Maths	77	75	11	21

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

Literacy

- Improved teacher subject knowledge in relation to expected and greater depth standards in writing. Introduction of key standards for each year group to inform planning.
- Tracking of EGPS (English Grammar, Punctuation and Spelling) attainment through termly testing, plus more explicit teaching of language/ grammar focus within T4W.
- Tracking of spelling ages and sharing of best practise in teaching spelling.

Maths

- Ladder ('Growth Grid') approach re-launched
- Involvement in Glow Maths project

Overall impact

- 'Growth Mind-set' work adopted following work by Ed Neale and Janine Hardwick as a way to strengthen pupils' meta-cognition and feedback use.
- Use peer tutoring to share best practice and strengthen provision in targeted areas, e.g. aspects of maths.

Behaviour and safety of pupils in the Academy

Behaviour is at least good within the Academy and in order to move to outstanding we have implemented a new behaviour system called Class Charts. This indicates that currently, positive behaviour points outweigh negative ones by 99% to 1%. However, the behaviour of a small group of children has to be carefully managed on a day to day basis. Class Charts is integrated into SEND targets from My Plans, My Plan + or EHC Plans, enabling children to be awarded positive points if they successfully demonstrate these targets in action.