

SEN Information Report July 2018

Context	
Number of pupils on roll	455 (including nursery)
Number of pupils on SEN Register	47
Number of pupils at School SEN Support	41
Number of pupils at SEN Support Cognition and Learning (CL)	16
Number of pupils at SEN Support Communication & Interaction (CI)	12
Number of pupils at SEN Support Physical Disability (PD)	10
Number of pupils at SEN Support Social, Emotional and Mental Health (SEMH)	3
Number of pupils with EHCPs Cognition and Learning (CL)	1
Number of pupils with EHCPs Communication & Interaction (CI)	4
Number of pupils with EHCPs with Physical Disability (PD)	0
Number of pupils	1

with EHCPs for Social, Emotional and Mental Health (SEMH)	
Has communication between key staff and home been effective and how do you know?	<p>Yes Termly meetings with parents of SEN children. IEP and provision map feedback is usually positive and is discussed separately from the main parent teacher interviews. Any concerns are dealt with by SENCo or Inclusion manger. Any outside agencies involved will have joint meetings with parents to discuss concerns and involve all parties.</p>
Were there any adaptations to the curriculum mid - year for identified children and how successful was this? Was the curriculum you used an effective one for children with SEN and how did you measure this?	<p>Yes Some children received a differentiated curriculum to meet their specific needs. It successfully allowed the children to make progress in line with their peers from their starting points. Small targets are set by the EP, SLCN and OT service to measure progress made. As a school, teachers follow Cornerstones, White Rose (mastery maths) and Rising stars. Half termly, the Head Teacher, SENCo and Inclusion manager review progress of SEN children and target those who are a concern.</p>
How many children had access arrangements? Did this have an impact on their results?	<p>Four children met the criteria for access arrangements this year. This enabled them to have time to think more carefully about the questions, in a less intimidating / stressful environment. This did have a positive impact on their results and reduced their anxiety levels prior to the assessments.</p>
Has there been any evaluation of social and emotional provision and how has this been	<p>Fun Friends programme to support anxiety and foster resilience has been extremely successful. The outcomes were measured by a pre and exit anxiety questionnaire completed by parents. Children who had ELSA support</p>

<p>measured?</p>	<p>were given one or two objectives at the beginning of the intervention. These are always reviewed at the end of the intervention, with the stakeholders, to measure the progress made and exit strategies suggested. SMILES therapy was also used to support those children transitioning to secondary school and will hopefully be embedded in the school by Summer 2019.</p>
<p>Has there been an Accessibility Audit? What adjustments need to be made?</p>	<p>Yes, last January 2018. The Accessibility Plan and Disability Equality Scheme are due for renewal in September 2019.</p>
<p>Have any partnerships been particularly successful? Have any lacked capacity and why?</p>	<p>Under the new system of buying into delegated services, we have purchased the EP service, Speech & Language and the behaviour support team. We also use some of our SLCN hours to purchase OT time. In addition to this, we use the Clinical Nurse service at the Limes College and our own specialist teacher for Learning Support. All have made a difference, in particular supporting class teachers and ultimately the children's progress. Each service is evaluated at the end of the year and objectives reviewed to ascertain progress.</p>
<p>How successful have transition arrangements been?</p>	<p>All children with SEN have been offered appropriate secondary school placements to support their needs. Transition meetings and additional visits by pupils with their TAs have been very successful. Communication between SENCOs, and attendance at the secondary transfer day to summaries individual needs has been a benefactor in its success.</p>
<p>Have you evaluated your SEN Policy ?– include brief feedback</p>	<p>All policies have been reviewed, discussed with parents and are published on the school's website. The SEN policy was reviewed and approved by governors in January 2017 and</p>

	the next Review Date will be January 2020.
Data on proportion of pupils with SEN making expected and more than expected progress in Years 2 and 6. Separate out children on SEN Support and EHCPs	<p>Year 2 Year 2 EHCP'S</p> <p>Reading 66.7% Reading 0% (5 steps of progress instead of 6)</p> <p>Writing 71.4% Writing 100%</p> <p>Maths 57.1% Maths 100%</p> <p>Year 6 Year 6 EHCP's</p> <p>Reading 100% Reading 100%</p> <p>Writing 100% Writing 100%</p> <p>Maths 100% Maths 100%</p> <p>8 children came off the register, due to rapid progress.</p>
Attendance of pupils on SEN Support and with Statements/EHCPs	Non SEN overall attendance is 96 % SEN overall attendance is 96%
Exclusions (as above)	None reported
Evidence of successful interventions and interventions which need adaptation	Quality feedback has had the most impact on learning and immediate intervention to support where needed. Precision teaching has been the most successful intervention with all children (with the exception of one child – EP involvement as a result) making expected or better than expected outcomes against their particular exit level. Some interventions have been adapted partway through; this is due to close monitoring of the interventions and any deemed to be making little or no progress have been abandoned. As a school we need to investigate a handwriting intervention and a handwriting scheme of work, as this seems to be an emerging issue.
Summary of Successes and areas for development	Success: The majority of children have made progress in line with their peers. Those children who have not, will be closely monitored and additional support from outside agencies will be discussed. Those children who made less than expected progress, class teachers have written case studies, outlining the reasons /

	<p>circumstances for lack of progress.</p> <p>Areas for development: Continue to closely monitor progress of children on the SEN register to ensure they continue to make expected or better than expected progress. Priority for SENCo and Inclusion manager are those children, who didn't make expected progress.</p>
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