

SEND Report to Governors

At Reepham C of E Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND) and those with a high level Education Health Care Plan (EHC), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development.

We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

School Profile: Due to the size of the school the percentage of pupils with SEND fluctuates in each year group. The school has increased in size over recent years and this has also led to an increasing number of pupils with SEND across its year groups. Census shows the proportion of pupils with SEND across the school is 'average'

SEN support by year, previous year and current year:

<i>Previous Year</i>	Rec	Y1	Y2	Y3	Y4	Y5	Y6
2017-18 SEN Support:	1	1	4	2	5	6	5
2017-18 EHC:	1	0	2	0	1	0	0
<i>Current Year</i>	Rec	Y1	Y2	Y3	Y4	Y5	Y6
2018-19 SEN Support:	0	1	1	4	3	5	6
2017-18 EHC:	0	1	0	2	0	1	0

Identifying Special Educational Needs:

Children's needs may be categorised into four bands areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Early identification:

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children.

To support us in our early intervention we:

1. Carry out visits for all Reception pupils at pre-school settings and talk to key workers
2. Attend all transfer reviews for all pupils with SEND transferring to us
3. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Providing all adults with the opportunity to discuss concerns at any time
4. Liaising with parents.

Any child identified on the SEND register receives additional support. This is outlined on a provision map which is written in conjunction with the class teacher and TA. This outlines any support in addition to quality first teaching which is needed for pupils within the class. Most pupils on our SEND register will have an Individual Education Plan (IEP) which will clearly outline the pupil's current level, targets linked to their next steps in learning and suggested activities. TAs and Teachers use these plans to deliver daily intervention sessions. At the end of the intervention, the class teacher and TA review the pupil's learning and state the exit level. Parents/Carers are invited to meet termly with the class teacher and where appropriate SENCO to review their child's learning and celebrate their successes.

For further information, please see the School Local Offer on the SEN section of the school website.

Attainment and Progress of SEND Pupils 2017-18

Across all subjects and over different year groups SEND pupils achieved well. At the end of the year 30.4% of identified SEND pupils achieved combined Age Related in Reading, Writing & Maths (compared with 2017 National Data 18%). 56.5% Achieved Age Expected or higher in at least 1 subject area. This showed positive progress from Winter assessment where it was 20% and 30% respectively.

Some pupils in school have progress and attainment measured using PIVATS, a strategy for measuring small steps of progress, all pupils have made good relative progress from their starting points and against IEP targets.

Externally Reported data 2017-18:

EYFS

Percentage of Pupils with SEND no EHC achieving a Good Level of Development: 0%

Percentage of Pupils with SEND with an EHC achieving a Good Level of Development: 0%

KS1 Phonics

Percentage of Pupils with SEND no EHC 'passing' Y1 phonics screening: 0%

Percentage of Pupils with SEND with an EHC 'passing' Y1 phonics screening: NA

Percentage of Pupils with SEND no EHC 'passing' Y2 phonics retest: 100%

Percentage of Pupils with SEND with an EHC 'passing' Y2 phonics retest: 0%

Year 2

Percentage of Pupils with SEND no EHC achieving Expected level in Reading: 100%

Percentage of Pupils with SEND no EHC achieving Expected level in Writing: 50%

Percentage of Pupils with SEND no EHC achieving Expected level in Maths: 50%

Percentage of Pupils with SEND with an EHC achieving Expected level in Reading: NA

Percentage of Pupils with SEND with an EHC achieving Expected level in Writing: NA

Percentage of Pupils with SEND with an EHC achieving Expected level in Maths: NA

Year 6

Pupils with SEND had a higher progress score in their Year 6 SATS, than the Lincolnshire average.
Reading School= +0.3 Local Authority Average= -2.4
Maths School= +1.9 Local Authority Average= -2.3

Percentage of Pupils with SEND no EHC achieving Expected level in Reading: 60%
Percentage of Pupils with SEND no EHC achieving a high level in Reading: 20%

Percentage of Pupils with SEND no EHC achieving Expected level in Writing: 40%
Percentage of Pupils with SEND no EHC achieving a high level in Writing: 20%

Percentage of Pupils with SEND no EHC achieving Expected level in Maths: 100%
Percentage of Pupils with SEND no EHC achieving a high level in Maths: 20%

Percentage of Pupils with SEND no EHC achieving Expected level in Reading, Writing, Maths combined: 40%

No child in Year 6 had an EHC

Parental Feedback:

In our parent Survey 100% of parents and careers agreed with the following statements:

My child enjoys school;

My child is achieving;

My child does not have a problem with bullying or exclusion due to their differences.

SEND Budget:

SEND sum into core budget 2017-18: £44,340

High needs EHC support for 2017-18 is currently £42,279 (after LA school delegated fund deduction of £24,000). LA target support is currently £11,744

SEND sum into core budget 2018-19: £64,279

High needs EHC support for 2017-18 is currently £36,499 (after LA school delegated fund deduction of £24,000). LA target support is currently £11,725

This money is spent on supporting individual pupils with a EHC through:

SENCo and wellbeing support

SENCo meeting times

1:1 TA support

Additional staffing

Staff training for quality first teaching

Specialist resources

Specialist technologies

Specialist Equipment

Pupil assessment tools

External Assessment

Specialist teaching and outside agency support including; support and advice from outside agencies such as Specialist teachers, Behaviour Support, Educational Psychologist, Dyslexia Support, Autism Outreach, Counselling and Subscriptions to services

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

Key Priorities for 2018-19

- 1) Mental Health and wellbeing training
- 2) Review the structure of SEND progress tracking
- 3) Review the use of provision mapping to ensure progress can be monitored against new national age expectation assessments
- 4) Staff training in early identification
- 5) Staff training in assessing progress of pupils with SEND
- 6) Staff training in using new equipment
- 7) Increase the progress of pupils with SEN, specifically looking at narrowing the gap to Age Expectation in writing