

SPECIAL EDUCATIONAL NEEDS REPORT TO THE GOVERNORS FOR 2017-8

October 2018

During the academic year of 2017-18 there was an average of 23 children on the SEN register. No children were on an Education Health Care Plan (EHCP), one child was in receipt of Additional Funding; the remaining 22 children met the new SEN Code of Practice guidance for SEN support. The total number of children on SEN support or above makes up 12% of the children on roll, which has remained in-line with previous years. The needs of the children may be in one or more of the following areas:

- Communication and interaction: Speech, Language and Communication needs
Autistic Spectrum Disorder including Asperger's and Autism
- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health:
Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression).
Attention deficit disorder, attention deficit hyperactive disorder
Attachment disorder
- Sensory and/or physical: Hearing Impairment
Visual impairment
Physical disability
Multi-sensory impairment

Progress of SEN pupils 2017 to 2018

The tables below show the percentage of SEND pupils working at the expected level at the end of the year and the average point score progress for the groups of children; individual progress varies around these averages. The progress data is based on entry data to the end of the academic year. Children are expected to make 4 points progress across the year (3 points progress in Year 1).

Foundation Stage		% making ELG
GLD	SEN	NA
	Cohort	73%
Reading	SEN	NA
	Cohort	80%
Writing	SEN	NA
	Cohort	77%
Maths	SEN	NA
	Cohort	83%

Reading		% Working at Expected+	Average Points Progress
Year 1	SEN	20	3.2
	Cohort	82	3.4
Year 2	SEN	50	3.1
	Cohort	85	4.1
Year 3	SEN	96	4.0
	Cohort	100	4.0
Year 4	SEN	50	3.4
	Cohort	87	4.1
Year 5	SEN	100	4.0
	Cohort	88	4.1
Year 6	SEN	50 (National 42.9)	5.3
	Cohort	89 (National 75.2)	4.3

Writing		% Working at Expected+	Average Points Progress
Year 1	SEN	20	2.4
	Cohort	81	3.2
Year 2	SEN	50	3.8
	Cohort	73	4.2
Year 3	SEN	33	4.2
	Cohort	83	4.0
Year 4	SEN	25	3.4
	Cohort	64	3.9
Year 5	SEN	100	4.0
	Cohort	56	4.3
Year 6	SEN	50 (National 41.7)	3.5
	Cohort	82 (National 78.2)	4.1

Maths		% Working at Expected+	Average Points Progress
Year 1	SEN	20	3.0
	Cohort	81	3.3
Year 2	SEN	50	3.3
	Cohort	81	4.2
Year 3	SEN	67	3.8
	Cohort	88	4.0
Year 4	SEN	50	4.0
	Cohort	64	3.9
Year 5	SEN	100	4.0
	Cohort	76	4.0
Year 6	SEN	50 (National 41.7)	4.1
	Cohort	82 (National 75.5)	4.2

Interventions

In addition to quality first teaching from the class teachers, SEN children continue to be supported in a number of ways, including 1:1 support, paired work and small group interventions. As well as interventions generated within the school, some children follow special programmes devised by external agencies. At Appleton School our mission is to support all children to achieve their potential, so children across the school also access a range of interventions, even if there needs are not such that they are on the SEN Register.

The interventions we currently have on offer at different points in the year include the following:

Intervention	Area of support
ELSA (Emotional Literacy Support Assistant)	Developing emotional intelligence, social skills, anger management or building self-esteem
FFT	Developing Early Reading
Friendship Support Group	Supporting children in building and sustaining friendships, nurturing a common interest
Handwriting groups	Developing correct grip and pressure, letter formation, joins and fluency
High frequency reading	Reading fluency (daily reading beyond that usually done in class)
Memory Games	Practising skills for supporting poor working memory
Num skills maths	Consolidation of number skills through games
One to one support	As appropriate to individual needs
Phonics booster	Additional phonic work to build skills at appropriate level
Physio	Stretching and strengthening muscles following advice from OT
Precision Teaching	Building fluency reading/spelling high frequency words or knowing number bonds
Pre-teaching	Preparing children for the content of a lesson so they have extra time to understand new concepts
Sensory Equipment	Calming time with sensory equipment, developing gentle hands and calming techniques
Speech Therapy	Working on speech targets following advice from SALT
Spelling booster	Additional spelling work to practise words/patterns at an appropriate level
Spirals	Developing language and communication skills through small group work
Reading and Thinking	Reading comprehension skills
Write Away	Building confidence and accuracy in writing

The impact of each intervention is tracked by the SENCo on a provision map, as well as individually on the children's intervention tracking sheet. The needs of each child are assessed and the most appropriate intervention is put into place.

Multi-Agency Support in School

Children continue to be supported by the following professionals:

Educational Psychologist – bought in privately as necessary.
Speech and Language Therapist
Communication and Interaction Advisory Teacher
Hearing Impairment Service
Occupational Therapist

Staff Training

The SENCO is undertaking the NASENCO award at Oxford Brookes University and has attended fortnightly sessions throughout the year, completing 3 graded assignments. This qualification is ongoing into 2018-19. She has attended a SENCO Survival course for new SENCOs and has been supported by fortnightly visits from a SNA.

The SENCO has also attended the OXSIT inclusion meetings 3 times per year, termly SEN WOSP meetings where valuable information is exchanged and OCC's Inclusion Briefing. Kirsty Bungay has continued her ELSA training and monitoring. Emma Thompson attended training for teaching children with Autism. All TAs received training on supporting phonics. Helen Bayliss and Marcella Smith received training on Precision Teaching intervention. Individual teachers and teaching assistants are briefed by professionals about individual programmes for the children they work with. Teachers received training on Teaching for Inclusion and SEN paperwork.

The SENCO meets weekly with the Teaching Assistants. This allows staff to discuss any concerns about interventions and children, as well the opportunity for the SENCO to lead training.

Priorities for 2018 to 2019

- To review deployment of support staff to ensure timetable of interventions reflects the needs across the school
- To improve systems for tracking attendance and impact of interventions, including teacher training regarding responsibilities and accountability.
- To develop greater understanding of speech and language difficulties and how to support, especially in Early Years.
- To develop interventions and support for pupils with SEMH to enable them to reach their full potential, e.g. lego therapy, pastoral TA, HSLW, PACE
- To diminish the difference for pupils with SEND, with a focus on writing.
- To develop staff understanding and use of strategies for inclusive teaching to support accelerated progress within the classroom