

## Aston and Cote C.E. Primary School

### SEN Report to Governors

10th July 2015



#### **Background**

This year we have continued to strive to meet the needs of all children at Aston and Cote Primary school. We strongly believe in giving all children access to high quality teaching and learning, regardless of need.

If a teacher has concerns about a child's learning and/or progress, they will use the OCC guidance on identifying whether or not a child requires support through being placed on the Special Educational Needs and Disability Register. If a child is placed on the register, they will receive carefully planned interventions and/or support to ensure the gap in progress does not widen.

If further intervention is required, external agencies such as the Educational Psychologist, Speech and Language Therapy or specialists from SENSS (Special Education Needs Support Services) and PCAMHs (Primary and Adolescent Mental Health Services) may become involved. Their advice is shared with all involved with the child, and used to tailor provision.

If the child's progress remains a concern, despite interventions and advice being implemented from external agencies, the school may pursue an application for an Education and Health Care Plan (EHCP)

#### **The new SEND Code of Practice**

We have embedded the new SEND Code of Practice into our practice within the school. Teachers and TAs have been trained on the new guidance and what that may mean for specific children within the school. Pupil Profiles are now written with the code's areas of need and with a more rounded approach towards the child, focussing on good outcomes.

As part of the new SEN Code of Practice, local authorities have to provide details of a 'local offer' which Oxfordshire's can be found at:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

This outlines the service and provision the county can provide for children with special educational needs. In addition to this, schools have a duty to publish a 'school offer', outlining their provision they provide and stating how they support children with special educational needs. This is be available on our website at:

<http://www.aston-and-cote.oxon.sch.uk/our-school-2/special-educational-needs/aston-and-cote-ce-primary-school-school-offer-final/>

### **Polices**

The SEN policy was reviewed and updated by Zoe Pike, SENCo in June 2015 and will soon be ratified by the school governors. This will then be made available on the school's website.

### **Number of pupils on SEN register**

At present there are 17 children on the SEN register with 2 children at the highest level of support (with a statement).

Level of provision	June 2013			June 2014			New Levels of Need from Sept 2014	June 2015		
	KS1 FS	KS2	%SEN across school	KS1 FS	KS2	%SEN across school		KS1 FS	KS2	%SEN across school
School Action/EYA	4	11	11%	6	9	10.7%	SEN Support	7	8	10.7%
School Action Plus/EYA+	3	2	3.6%	3	0	2.1%				
Statement	3	4	5%	2	3	3.5%	Statement/EHCP	1	1	1.4%

### **Trends over 3 years**

The number of children on the SEND register slightly reduced over the last three years, particularly for those with a statement/EHCP. This is in part, due to children moving onto secondary school and relocating. The number of children at SEN Support (old School Action/School Action+) has reduced in part to some children no longer requiring support and the new guidance which we follow. It is likely that this may continue to reduce.

## Involvement of pupils in their SEN review

Pupils (where appropriate) and parents are encouraged to attend review meetings to discuss their progress and set new targets with Teachers, Teaching Assistants and sometimes the SENCo. The new 'Pupil Profiles' are reviewed three times a year and are written in child friendly vocabulary. Pupil profiles take into account the child's strengths as well as their areas for development. In addition, they include both strategies and provision made; ensuring barriers to learning are reduced.

## Progress of pupils with SEN: Summer 2014 - Summer 2015

### FS

In FS, the progress of children on SEND register is expected for one child and below expected for another. The rate of progress for children in FS can vary greatly due to their development level. However, we endeavour to improve on the progress made this year by using a variety of learning methods, conducive to creating resilient learners.

Child	Mathematics		Reading	Writing	PSED
	Num	Sph/M			
<b>Child A= SEN Support</b>					
Entry	30-50B		30-50B	40-60C	30-50A
Review 1	30-50B		30-50A	40-60C	30-50A
Review 2	30-50A		40-60B	40-60B	40-60C
Review 3	40-60C		ELG	40-60B	40-60B
Final	40-60A		ELG	ELG	ELG
Steps made by June	4		5	3	4
<b>Child B= SEN Support</b>					
Entry	30-50B		30-50C	30-50C	30-50C
Review 1	30-50A		30-50A	30-50C	30-50A
Review 2	40-60B		40-60B	30-50A	40-60B
Review 3	ELG		ELG	40-60C	40-60B
Final	ELG		ELG	40-60A	ELG
Steps made by June	5		6	5	6

## KS1

In KS1, 83% of children on the SEND register made at least expected progress and the majority made good progress. Where children have not met 'expected' or above progress, their needs are more complex. Overall, for the majority of children with SEND, provision has ensured that children on the SEN register usually make progress in line with children not on the SEN. We have almost met last year's aim of 85% of children making expected+ progress, however each child is equivalent to 17%.

Year KS1	SEN/PP	Subject	Progress	Attainment
<b>Child</b>				
C	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Emerging Emerging
D	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Expected Expected
E	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Emerging Emerging
F	Statement	Writing Reading Maths	Emerging Expected Emerging	Emerging Emerging Emerging
G	SEN Support	Writing Reading Maths	Expected Expected Expected	Expected Expected Expected
H	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Emerging Emerging

## KS2

In KS2, the 67% of children make expected or good progress across all the three core curriculum subjects. This has declined from the previous year as the new curriculum expectations have significantly increased for each year group therefore there has been a leap in what we consider expected progress. In addition, 3 of the children in the KS2 group have an identified cognitive delay which impacts on attainment and progress.

Year KS2	SEN/PP	Subject	Progress	Attainment
<b>Child</b>				
I	SEN Support	Writing Reading Maths	Emerging Emerging Expected	Emerging Emerging Emerging
J	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Expected Expected
K	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Emerging Emerging
L	SEN Support	Writing Reading Maths	Expected Expected Expected	Expected Expected Expected
M	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Emerging Emerging
N	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Emerging Expected
O	SEN Support	Writing Reading Maths	Emerging Emerging Emerging	Emerging Emerging Emerging
P	SEN Support	Writing Reading Maths	Emerging Emerging Emerging	Emerging Emerging Emerging
Q	SEN Support	Writing Reading Maths	Expected Expected Expected	Expected Expected Expected

### Provision and Impact

Provision maps are drawn up 3 times a year and are based on the most current data available. Provisions/interventions are then reviewed and cost evaluated for their value for money in terms of impact on pupil progress. Once the provision map is disseminated, individual teachers are responsible for organising the programme timings and ensuring TAs have time to gather resources etc... Children who are not on the SEN register may

also take part in an intervention, if it is felt necessary to ensure progress is maintained and gaps in learning are closed. The class teacher remains responsible for the progress of the child receiving the intervention, along with the SLT.

The SENCo will observe provisions, monitor provision registers and support TAs in their delivery of intervention. Various intervention groups have been run this year (see below), the vast majority of which have had a positive impact on pupils' progress and learning behaviours.

### **Interventions/Provisions:**

- RWI 1:1
- Fresh Start
- Numicon
- Conquer Maths
- Wave 3 Maths
- Speedy Spellers
- Precision Teaching
- Reciprocal Reading
- Individual Behaviour Plans
- Speech and Language Therapy 1:1
- Nurture Groups
- Social and Communication Groups
- Transition Support 1:1
- Fine Motor Skills

### **External Agencies**

Various outside agencies have been involved in supporting our SEN children in the school:

- Educational Psychologist
- Speech and Language Services
- Physio Therapists
- Occupational Therapists
- SENSS - teacher for Autism and Down Syndrome

Report Author: Zoe Pike (SENCo)