

Aston and Cote C.E. Primary School

SEN Report to Governors

July 2016



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 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 written with the code's areas of need and with a more rounded approach towards the child, focusing on good outcomes.

New SENCo

This year, a new SENCo, Alison Feast, was appointed. She will complete the National Award for SEN Coordination (NASENCO) course at Oxford Brookes University in January 2017. This is a three module course (60 credits) leading to the award of Postgraduate Certificate in Special Educational Needs. The modules are:

- Policy and Practice for Special Educational Needs
- Teaching and Learning for Special Educational Needs
- Managing Issues in Special Educational Needs

In addition, to the successful completion of the Postgraduate Certificate in Special Educational Needs, a Portfolio of evidence demonstrating achievement of the National College of Teaching and Leadership (NCTL) learning outcomes for SENCos has to be submitted.

Local and School Offer

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-and-disability-local-offer>

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 available on our website at:

<http://www.aston-and-cote.oxon.sch.uk/our-school/4142-Inclusion.html>

Policies

The SEN policy was reviewed and updated by Zoe Pike, the then SENCo in June 2015 and was ratified by the school governors. This is now available on the school website.

Number of pupils on SEN register

In July 2016, there were 18 children on the SEN register with 2 children at the highest level of support (with EHCPs).

Level of provision	June 2014			New Levels of Need from Sept 2014	June 2015			June 2016		
	KS1 FS	KS2	%SEN across school		KS1 FS	KS2	%SEN across school	KS1 FS	KS2	% SEN across school
School Action/EYA	6	9	10.7%	SEN Support	7	8	10.7%	6	10	11.8%
School Action Plus/EYA+	3	0	2.1%							
Statement	2	3	3.5%	Statement/ EHCP	1	1	1.4%	1	1	1.4%

Trends over 3 years

The number of children on the SEND register has slightly reduced since June 2014 but the last two years have been broadly similar. The drop in numbers from 2014 is partly due to children moving on to secondary school and relocating. Additionally, the number of children at SEN Support (which used to be old School Action/School Action+) has reduced in part to some children no longer requiring support and to the new guidance which we follow.

This year, 3 children have been removed from the register as they no longer need support; 1 child has relocated; 3 children have been added from FS; 2 children new to the school and 1 child within the school have been added to the register.

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 'Pupil Profiles' are reviewed three times a year and 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 2015 - Summer 2016

FS

In FS, the progress of children on SEND register is an rate of development for children and a rate of development for child. It is important to remember that the rate of progress for children in FS can vary greatly due to their development level.

Child	Mathematics Num Sph/M	Reading	Writing	PSED
Child A= SEN Support				
Entry	30-50A 30-50B	30-50A	30-50A	22-36A
Review 1	40-60B 40-60B	40-60B	40-60B	30-50C
Review 2	40-60A 40-60A	40-60A	40-60A	40-60C
Final	Exceeding ELG	Exceeding	ELG	40-60A
Steps made by June	5 5	5	4	6
Child B= SEN Support				
Entry	30-50C 30-50B	30-50C	30-50B	30-50A
Review 1	40-60C 40-60C	30-50B	30-50A	40-60C
Review 2	40-60B 40-60B	40-60C	40-60C	40-60A
Final	40-60A 40-60A	40-60A	40-60A	ELG
Steps made by June	5 4	5	4	4
Child C= SEN Support				
Entry	30-50A 30-50B	30-50A	30-50B	30-50B
Review 1	40-60B 40-60C	40-60B	40-60B	40-60C
Review 2	40-60A 40-60A	40-60A	40-60A	40-60B
Final	ELG ELG	ELG	ELG	ELG
Steps made by June	4 5	4	5	5

KS1

In KS1, 100% of children on the SEND register made at least expected progress or good progress. 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.

Year KS1	SEN/PP	Subject	Progress	Attainment
Child				
D	SEN Support	Writing Reading Maths	Good Good Good	Emerging Expected Expected

E	SEN Support	Writing Reading Maths	Good Expected Good	Emerging Emerging Expected
F	SEN Support/ PP	Writing Reading Maths	Good Expected Good	Emerging Emerging Emerging
G	EHCP	Writing Reading Maths	Expected Good Expected	Emerging Expected Emerging

KS2

In KS2, 100% of children have made expected or good progress across all the three core curriculum subjects. This includes two children who have an identified cognitive delay which impacts on attainment and progress.

Year KS2	SEN/PP	Subject	Progress	Attainment
Child				
H	SEN Support	Writing Reading Maths	Good Good Expected	Emerging Emerging Emerging
I	SEN Support	Writing Reading Maths	Good Good Expected	Emerging Emerging Emerging
J	SEN Support	Writing Reading Maths	Good Good Good	Emerging Emerging Emerging
K A	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Emerging Emerging
L	SEN Support	Writing Reading Maths	Good Expected Good	Emerging Emerging Expected
M	SEN Support	Writing Reading Maths	Expected Expected Good	Emerging Emerging Emerging
N	SEN Support	Writing Reading Maths	Expected Expected Good	Emerging Emerging Expected
O	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Emerging Emerging
P	SEN Support	Writing Reading Maths	Expected Expected Expected	Emerging Emerging Emerging

Q	SEN Support	Writing Reading Maths	Expected Good Expected	Emerging Emerging Emerging
R	EHCP/PP	Writing Reading Maths	Expected Good Expected	Emerging Emerging Emerging

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	Reciprocal Reading
Fresh Start	Individual Behaviour Plans
Numicon	Speech and Language Therapy 1:1
Conquer Maths	Nurture Groups
Wave 3 Maths	Social and Communication Groups
Speedy Spellers	Transition Support 1:1
Precision Teaching	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
- SENSS - teacher for Autism and Down Syndrome

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