



Wroxton CE(A) Primary School

SEND Governor's Report Annual Year 2018-2019



Currently there 24 pupils on the official Special Educational Needs/Disabilities (SEND) register, 2 children have Education Health and Care Plans (EHCP) and 1 child has Additional Funding.

Whole School SEND Profile

	C & L		C & I		Complex Need	SEMH	CAF/TAC	Total
	MLD	SPLD	SLCN	ASD	Profound difficulties			
SEN Support	5	1	8	1	1	4		24
Additional Funding						1		
EHCP				1	1			

Children on the register may have had one or more of the following areas of need:

- cognition and learning need (including dyslexia)
- social, mental and emotional health
- communication and interaction
- sensory and/or physical needs.

Gender of Pupils on SEN Register-November 2018

Total Number of Boys	Total Number of Girls
17	7

Profile of Pupils with SEN/Pupil Premium at July 2019

	C & I	C & L	SEMH	Complex	PP
F1					0
Y1	2		2	1	2
Y2	3				0
Y3		2	4		1
Y4	2	2			2
Y5	1		1		1
Y6	1	2	1		0

Communication and Interaction - C&I

C & L-Cognition and Learning

SEMH-Social, Emotional and Health

SPND-Sensory, Physical Needs and Difficulties

EAL-English Additional Language

PP-Pupil Premium

Policy Update

The 2018-2019 policy for SEND was updated by Mili Wright the SENCo.

Tracking Pupil Progress and Attainment

Progress for each individual pupil and groups of pupils, including those on the SEND register, is regularly monitored by class teachers and Senior Leadership Team to ensure that no child is at risk of under achievement and appropriate interventions are in place. Target Tracker is utilised across the school to facilitate this.

The attainment of children with SEND are often, but not always, below what is called 'age related expectation', however measures of progress for SEND are taken from the child's entry point. Attainment alone is not a good indicator of the progress a child has made. For pupils with SEND additional information forms part of their progress review and includes measures of progress such as; reading and spelling ages, 'Readiness to Learn' scores to help build a picture of their achievement and attainment.

2018-2019 Attainment Summary

Y6 % at ARE Scaled Score	Reading	Writing	SPAG	Maths
SEN (3) EHCP (0)	100% Expected 66.9% GD	100% Expected 33.3% GD	100% Expected 33.3% GD	100% Expected 33.3% GD
Non-SEN (14)	100% Expected 42.85% GD	92.85% Expected 35.7% GD	100% Expected 35.7% GD	100% Expected 35.7% GD
Disadvantaged (1)	100% Expected 0% GD	100% Expected 100% GD	100% Expected 0% GD	100% Expected 100% GD

2018-2019 Progress Score Comparison- *There was a change in methodology for calculating scores which means that 2018/2019 are not directly comparative.

KS2	Reading	Writing	Maths
All Pupils	2.3	0.7	3.3
SEN (3)	7.59	4.02	4.06
Disadvantaged (5)	7.8	-0.14	4.55

Phonics Screening Check

All

Year 1: 79% / National TBC

Year 2: 100% /National TBC

Disadvantaged:

Year 1 - 100%

Year 2 - 100%

SEN Support (4)

Year 1 : 75%

Year 2: 66.7%

Key Stage 1 Attainment (12 in cohort)

KS1 % at ARE	Reading	Writing	Maths
SEN (3)	0% Expected	0% Expected	33% Expected
Non SEN (8)	87.5% Expected 37.5% GD	87.5% Expected 37.5% GD	87.5% Expected 50% GD
Disadvantaged (1)	0%	0%	0%

End of Reception Year Outcomes

All Pupils (10)	% at Good Level of Development	% Boys at Good Level of Development	% Girls at Good Level of Development
	70%	71.4%	76.7%

Monitoring throughout the year

Monitoring with External Agencies:

The school has worked closely with the following agencies to meet pupil need and monitor provision;

Educational Psychology

Talk Therapy

Play Therapy

Special Educational Needs Support Service

PCAMHs/CAMHs

Paediatrics

Occupational Therapy

Speech and Language Therapy

Monitoring Provision and Profile:

Pupil Profiles and Outcome Plans are monitored termly by teachers and parents together with pupil input wherever possible. Cases that are more complex have SENCo and external service involvement/progress measures included.

- Data is gathered about a pupil and may include; QCA Scores, Reading and Spelling Ages, Literacy and Assessments and other screening checks.
- Each class has a provision map which details additional and different provision. Where withdrawal interventions occur, adults running those interventions capture progress and attendance data on intervention sheets.
- Each term the HT and SENCo complete cohort and pupil reviews of progress. This is where progress and provision is reviewed and further action planned if needed.
- The Whole School Profile for SEND is monitored annually; see above.

Staff Training, 2018-2019

Individual teachers and support staff receive professional input about individual programmes for the children with whom they work; for example, autism training and sensory needs training via SENSS, the SENCo and Speech and Language Therapy input (SENSS) Pupil Specific.

SEND Action Plan 2017-2018

Action Plan	Progress
<p>Teachers ensure pupil needs analysis is rigorously well documented.</p> <p><u>Success Criteria:</u> Three identified pupils receive EHCP.</p>	<p>This was a discrete body of work around 3 pupils with very individual needs. Resulted in significant time spent on collation, working with separate agencies and outcome planning provision for SENCO.</p> <p>Teachers ensure pupil needs analysis is rigorously well documented.</p> <p><u>Success Criteria:</u> Three identified pupils receive EHCP.</p>
<p>Teachers are ambitious for pupils needs being met through QFT and all withdrawal intervention work is additional, different, measurable, time limited and specific to pupil need.</p>	<p>Intervention planning follows careful review; QFT adaptations are a first check and first intervention before withdrawal from standard NC offer is made for close the gap intervention.</p> <p>QFT identifies inclusive good practice and points for improvement.</p> <p>Professional Development cascaded via VB/CT following input from Swalcliffe School has been delivered through staff meetings.</p>
<p>To ensure pupils with SEND benefit fully from their entitlement to Quality First Teaching in all classes <i>through a range of strategies</i> that may include additional adult support but not exclusively.</p>	<p>Audit of CPD needs reviewed through discussion, observation through learning walk and reviews of progress to date. Feedback to individual staff following lesson observations on differentiation needed to further support pupil engagement, achievement and attainment.</p> <p>EP training for TAs/CTs regarding differentiation.</p> <p>Lesson Observations and learning walks.</p>

Actions for 2019 -2020

Action	Monitoring/Feedback
<p>To ensure all teachers are completing and reviewing their provision maps for each long term.</p> <p>To ensure teachers are aware of new OXSIT changes with regards to annual reviews, applications for additional funding/EHCPs</p>	<ul style="list-style-type: none"> • SENCo to deliver staff meeting on paperwork and data drops for the year. • SENCo to cost and review interventions. • End of term review meetings with teachers needed. • Continued monitoring of paperwork by SENCo
<p>To ensure all teachers know about the zones of regulation and circle of friends to facilitate wellbeing in school.</p>	<ul style="list-style-type: none"> • SENCo to deliver training during the October Inset Day.
<p>To continue to ensure pupils with SEND benefit fully from their entitlement to Quality First Teaching in all classes <i>through a range of strategies</i> that may include additional adult support but not exclusively.</p>	<ul style="list-style-type: none"> • Audit of CPD collected in July 2019 and training will be offered by the partnership. Feedback to individual staff following lesson observations on differentiation needed to further support pupil engagement, achievement and attainment. • Lesson Observations and learning walks.

SENCo
 SEN Governor
 July 2019

Mili Wright
 Mrs Sue Neal