

Report to governors on Special Educational Needs and Disabilities (SEND) 2018-19

Alison Martin July 2019

SENCo: Alison Martin **SEN Governor:** Sarah Tarbox

At the end of the academic year 2018-19 Checkendon School has eleven pupils on the SEN register. Pupils have needs which span the categories of need highlighted in the Code of Practice for SEN 2014. These are Communication and Interaction, Cognition and Learning, Physical Disability, Hearing Impairment, Social Emotional and Mental Health and Autism Spectrum Disorder. One pupil has an Education and Health Care Plans. One pupil has an application for additional funding under consideration at the moment.

SEND register		
2019	school	national
Pupils on register	14.5 %	14.6%
pupils with statements or EHC plans	1.3 %	2.8%

Identifying pupils with SEND

- The school uses the descriptors in the SEND Code of Practice to identify pupils with SEND.
- These are completed collaboratively by class teacher, SENCo and Special Needs Advisory Service Teacher (SNASt); parental contribution is sought.
- A pupil with identified SEND is named on the Special Educational Needs register.
- Each child with SEND has a pupil profile; child, teacher and family agree specific targets together. This profile is reviewed with parents three times per year.
- Interventions are tracked on provision maps.

Progress made by pupils with SEND

Year 6 SATs results show:

- 20% of pupils in Year 6 were identified as having special educational needs (3 pupils).
- One of these pupils with SEN did not sit the SATs tests as he was on not in school.
- 100% attainment by all pupils who took the test, SEN and non-SEN, in reading and maths.
- 50% of pupils who took the test with SEND needs attained maths.
- Pupils on SEN register and with additional needs are tracked through the school tracking system and pupil progress meetings. In addition, standardised testing is used to monitor progress.

Year 2 SATS results show:

- 18.7% of pupils have SEND needs (3 pupils).
- 100% attainment by pupils with SEN in maths and reading.
- 66% of pupils with SEN needs attained age related expectations in SPAG (spelling, punctuation and grammar).

Interventions:

The needs of most children are met by **Quality First Teaching** which is standard in every classroom. Children with additional learning needs are named on plans and supported to be independent, successful learners through use of resources and adults. If a child needs further intervention the ones being used this year have been:

- **Early morning interventions** (EMI) showed particular success which can be tracked through national curriculum scores. Year 2 EMI in maths resulted in the 3 children attending reaching ARE in the SATs test, although teacher judgement assessed 2 out of 3 at age related expectations (ARE).Pre teaching intervention in maths for year 3 has had positive results according to teacher assessments.

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- **Talk time interventions** have been running in Owl class to support the social communication needs of pupils in the class.
- **Individualised support plan** for 1 child with EHCP-20 minute sessions every morning.
- **Art therapy** has been running to support the needs of a child with an EHCP.
- **Arch Readers** have been accessed to develop reading skills for identified pupils.
- **Spelling strategies, syllables and colour intervention** Year 5 and 6 report positive results which did transfer to statutory data. One child in cohort attained ARE in SPAG SATs who was below ARE on entry to year 6. Four year 5 pupils have made more than a years progress (accelerated) in spelling.
- **Maths Precision Teaching**, one child has made a 14 months progress in 11 months.

SEND funding

The school funds the first fifteen hours of additional adult support for children with SEND who need it. For children with an EHCP which has funding attached, the school receives support to finance the extra support hours required.

Staff Development

- Training on Precision Teaching-in house.
- SENCo has trained NQT on SEN procedures and systems.
- Training on SEN standardised testing and assessment.
- SENCo attends inclusion briefings termly.
- SENCO attended Inclusion conference.

Work with External Agencies

- Child and Adult Mental Health services (CAMHS)
- Speech and Language therapy
- Communication and Interaction service
- Early Help Teams
- Locality Services
- Educational Psychology
- Multi-Disciplinary Team
- Occupational Therapy
- Physiotherapy
- Specialist Advisory Teacher of the Deaf
- Special Educational Needs Support Service (SENS)
- Young Carers
- Oxford Health
- SNAST
- Emotional Literacy Support assistant- ELSA
- Art therapist