

Annual Report to Governors

Date- July 2016

SEN Register Update

Number of SEN pupils registered -

Key Stage	SEN support	High needs	EHP	Total
EYFS	2			2
Key stage 1	1	1		2
Key stage 2	4	2		6
			Grand total =	10

Numbers On SEN Register By Year Group			
	Sept	Now	Percentage
YR	2	2	2%
Y1	1	0	0%
Y2	1	1	1%
Y3	0	0	0%
Y4	2	2	2%
Y5	2	2	1%
Y6	2	2	1%
		9	10%

SEN Register Update by area of concern

Area Of Concern	Number of pupils	Percentage in school
Moderate Learning Difficulties-	3	3%
Specific learning difficulties -	3	3%
Autistic Spectrum Disorder-	1	1%
Speech, language and communication need- at SA+ level, at SA level	2	2%
Social, emotion, mental health	1	1%
Medical disability-	0	0
Visual impairment-	0	0
Physical disability-	0	0
Other difficulty/disability -	0	0

SEN register movement

Number of SEN children moving in and out of the school From Sept - n/a

Key Stage	SEN support		High needs		EHP		Total now	
	IN	OUT	IN	OUT	IN	OUT	IN	OUT
EYFS	2	0	0	0	0	0	2	0
Key stage 1	1	1	1	0	0	0	2	0
Key stage 2	5	0	1	0	0	0	6	1
					Grand total =		9	1

Number of pupils moving down a stage on the SEN register (High Needs to SEN support) -	None
Number of pupils coming off the SEN register (SEN support down to OFF) -	1
Number of pupils awaiting Statutory assessments-	None
Number of audit applications -	2
Number of successful audit applications -	2

Comments: Pupils have been reviewed in terms of need. Some pupils re-classified in terms of need (Moderate learning difficulty, actually Specific Learning difficulty). One pupil now taken off register. Approved by parents/guardians.

Progress of SEN pupils from Summer 2014 to Summer 2015

Maths: SEN pupils- 10 on register. 10% across whole school, 8 (not including EYFS)

Working below or towards ARE	ARE	Exceeding ARE
60%	30%	10%

Most SEN pupils are working below the ARE. However, 90% of our SEN pupils have made progress. They are just working at a lower Year group standard. These figures are based on the Age Related Expectations for each child, rather than their current ability.

Reading: SEN pupils- 10 on register. 10% across whole school, 8 (not including EYFS)

Working below or towards ARE	ARE	Exceeding ARE
40%	40%	20%

80% of our pupils have made progress in reading.

Writing: SEN pupils- 9 on register. 10% across whole school, 7 (not including EYFS)

Working below or towards ARE	ARE	Exceeding ARE
90%	0%	10%

Even though 90% of pupils are working below the Age Related Expectation, 100% of our SEN pupils have made progress.

Comments:

The new assessment system has been a challenge to all teachers and difficult to ascertain both progress and a final assessment for pupils with SEN. Nearly all children with needs, other than SEMH, are only able to access a curriculum below their expected Year group.

Writing has the largest gap for our SEN pupils - this will link to our SIP plan for next year and become a focus throughout the school for 2016-2017.

Attendance, exclusions and behaviour of SEN children

	Number	Percentage
Percentage of persistent absentees-	0	0
Percentage with 100% attendance-	0	0
Percentage of temporary fixed term exclusions-	0	0
Percentage of permanent exclusions-	0	0
Percentage of behaviour referrals to Mendip inclusion team -	1	1%

Comments:

No SEN pupils with 100% attendance, no persistent absences.

The effectiveness and impact of multi-agency interventions and support

There has been support from LSS, Educational Psychologist, Speech and Language therapist and Family support. All of these involvements have been successful. We have also had advisory help from Autism and Communication team.

The effectiveness of partnership working with SEN pupils' parents/carers

Percentage of parental complaints relating to SEN-	Not known	0%
Percentage of parents satisfied with SEN-	Parents appear happy during SEN support review meetings.	
Percentage of parents attending not attending their child's Annual Review	Attending - 6/7 Not attending - 1/7	

Comments:

Most parents made the review meetings, those that were not able to attend have been given an opportunity to share their thoughts on how SEN supported in school.

Impact of any staff/LSA/SENCO training or inset on improving SEN pupils' outcomes

Comments:

All staff received training from Wendy Birkett about Working memory - very effective and used in the class room.

New members of staff received STC training from JP during the spring term.

JC/JH attended SENCO/SEN governor training in Summer term 2016.

JC attended the SENCO conference in Autumn term.

During ALP meetings, training has been given on multi-agency support such as ITP, occupational therapy team.

Income and expenditure on SEN

Comments: TA hours reflect SEN support needs in classes.

Impact of any SEN developments, projects or initiatives

Comments:

Pupil passports have taken the place of IEPs, particularly for pupils on SEN support. These are done with the parents and pupil (if appropriate). This has led to more pupil/parent participation.

In order to keep abreast of what is happening during interventions, we have developed a sheet that enables teachers and teaching assistants to communicate with what is going on and how the children are doing.

Future Development of SEN Department

Comments:

I will be taking the National SENCO Award through Plymouth University in order to gain the relevant qualifications to be a SENCO. I will also be consulting other professionals about High Needs requirements.

SEN governor comments on the strengths and weaknesses in SEN policy and provision existing within the school

Strengths:

Communication with parents has been good, also with TAs. Writing information down and recording good practice. Pupil and parent participation in learning. Use of external agencies.

Weaknesses:

We need to respond to the writing needs for SEN pupils better. Explore any common issues. Get rid of the 'Big writing' stigma. Change attitudes towards writing.

FUTURE POINT:

Manage time well for SENCO Award.