

SEND Provision Annual Report 2017-8

The SENDCO is: - Heather Goddard

The SEND Governor: Fredrika Grant

The most recent SEN Governor visit to the school was on 06/02/18

Key focus: Dyslexia Friendly School

SEND Register as of end June 2018.

Total SEND pupils: 33

Total HNF: 9

Year Group	No of SEND Support	High needs funded	EHCP	Total
R	4	2	0	4
1	5	1	0	5
2	3	1	0	3
3	5	2	1	5
4	1	0	0	1
5	5	1	1	5
6	10	2	1	10

SEND Need type				
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	PD, Sensory and Medical
TOTAL	(36.3% of total SEN)	(21.2% of total SEN)	(30.3% of total SEN)	(9% of total SEN)

The national average for incidence of SEND support students is 12.2% in academies, of the school population. At St Andrew's Church School, we have 12.8% of the school population.

The national average for incidence of SEN / EHCP is 1.3% for primary. At St Andrew's Church School this is currently 1.28% pupils.

Pupil Premium information will be available in a separate report on our school website.

However, there is a high correlation between SEND and Disadvantaged pupils

Percentage SEND	Percentage Disadvantaged (pp)	Percentage both
14.1	18.4	6.4

Funding

The formula allocation to St Andrew's Church School includes a number of factors which together comprise the SEND Notional Funding. At St Andrew's Church School in the 2017/2018 budget this equated to £93,443.71 This funding allows the school to make provision for SEND support throughout the school. We can apply for children to have statutory assessments and if they are given EHCP's they will be banded which will enable the children to have some additional funding. Currently we have 9 pupils receiving this additional funding from the local authority equalling £29,772 in total.

At St Andrew's Church School, we use the funding from SEND Notional Funding to provide the staffing and training to provide additional interventions to pupils within whole school provision. The HNF known as banding is used for making additional provision to individually identified pupils.

Attainment and progress of key groups:

SEND – Progress - 2017- 2018

The tables below show progress made at the end of the summer term 2018 of SEN

Support pupils.

<u>Maths</u>	<u>Number of SEN pupils</u>	<u>SEN progress</u>
<u>Year 1</u>	5	+1.2
<u>Year 2</u>	3	+2
<u>Year 3</u>	5	+1.8

<u>Year 4</u>	1	+3
<u>Year 5</u>	5	+2.8
<u>Year 6</u>	10	+3.9

<u>Reading</u>	<u>Number of SEN pupils</u>	<u>SEN progress</u>
<u>Year 1</u>	5	+1.3
<u>Year 2</u>	3	+2
<u>Year 3</u>	5	+1.6
<u>Year 4</u>	1	+3
<u>Year 5</u>	5	+2.4
<u>Year 6</u>	10	+4.8

<u>Writing</u>	<u>Number of SEN pupils</u>	<u>SEN Progress</u>
<u>Year 1</u>	5	+0.5
<u>Year 2</u>	3	+3
<u>Year 3</u>	5	+1.6
<u>Year 4</u>	1	+3
<u>Year 5</u>	5	+2.8
<u>Year 6</u>	10	+5

***2 pupils in Year 1 are now assessed on P scales**

***1 pupil in Year 2 is assessed on P scales**

***1 pupil in Year 3 is assessed on P scales**

***1 pupil in Year 5 is assessed on P scales**

SEN V No SEN – ARE (Tracking Points) - Summer Term 2018

ARE for each year group at the end of the summer term: Y1 – T12, Y2 – T15, Y3 – T18, Y4 – T21, Y5 – T24, Y6 – T27

Maths	<u>SE N</u>	<u>No SEN T point AUT</u>	<u>No SEN T point - SPR</u>	<u>No SEN T point SUM</u>	<u>SEN T point AUT</u>	<u>SEN T point SPR</u>	<u>SEN T point SUM</u>	<u>Difference AUT</u>	<u>Difference SPR</u>	<u>Difference SUM</u>
<u>Year 1</u>	5	10.6	11.4	12.5	9	9.6	9.8	-1	-1.8	-2.7
<u>Year 2</u>	3	13.2	14.3	15.3	10	11.5	11.3	-3.2	-2.8	-4
<u>Year 3</u>	5	16.4	17.6	18.5	13.2	14.2	14.8	-3.2	-3.4	-3.7
<u>Year 4</u>	1	19.5	20.8	22	18	19	20	-1.5	-1.8	-2
<u>Year 5</u>	5	22.4	23.5	25.1	18.6	19.4	20.4	-3.8	-4.1	-4.7
<u>Year 6</u>	10	26.4	27.5	28.7	24.1	25.1	26.4	-2.3	-2.4	-2.3

Reading	<u>SE N</u>	<u>No SEN T point AUT</u>	<u>NO SEN T point - SPR</u>	<u>NO SEN T point SUM</u>	<u>SEN T point AUT</u>	<u>SEN T point SPR</u>	<u>SEN T point SUM</u>	<u>Difference AUT</u>	<u>Difference SPR</u>	<u>Difference SUM</u>
<u>Year 1</u>	5	10.2	11.3	12.4	8.9	9.7	9.8	-1.3	-1.6	-2.6
<u>Year 2</u>	3	13.4	14.5	15.2	9.7	10.7	11.3	-3.7	-3.8	-3.9
<u>Year 3</u>	5	16.4	17.6	18.4	12.6	13.6	13.6	-3.8	-4	-4.8
<u>Year 4</u>	1	19.3	20.8	22.3	18	18	20	-1.3	-2.8	-2.3
<u>Year 5</u>	5	22.9	23.9	25.1	18.8	19.4	20.2	-4.1	-4.5	-4.9
<u>Year 6</u>	10	26.2	27.5	28.7	22.8	25	26.1	-3.4	-2.6	-2.6

Writing	<u>SE N</u>	<u>No SEN T point AUT</u>	<u>No SEN T point - SPR</u>	<u>NO SEN T point SUM</u>	<u>SEN T Point AUT</u>	<u>SEN T point SPR</u>	<u>SEN T Point SUM</u>	<u>Difference AUT</u>	<u>Difference SPR</u>	<u>Difference SUM</u>
<u>Year 1</u>	5	10.1	11.3	12.1	8.8	9.6	9	-1.3	-1.7	-3.1
<u>Year 2</u>	3	13.4	14.4	15.4	9.3	10.3	11.3	-4.1	-4.1	-4.1
<u>Year 3</u>	5	16.3	17.3	18.4	15	16	13.4	-1.3	-1.3	-3

<u>Year 4</u>	1	19.7	20.7	21.9	18	19	20	-1.7	-1.7	-1.9
<u>Year 5</u>	5	22.3	23.4	24.7	18.2	19	20	-4.1	-4.4	-4.7
<u>Year 6</u>	10	25.4	26.5	27.7	21.5	22.9	25.4	-3.9	-3.6	-2.3

*Year 1 2 pupils now assessed at P scale level

*Year 2 1 pupil assessed at P scale level

*Year 3- 1 pupil assessed at P scale level

*Year 5- 1 pupil still assessed at P scale level

Analysis of data

Attendance of pupils with SEND

Group	School
No SEND	96.5%
SEND	92.8%
SEND/PP	91.3%

Exam Concessions for KS2 SATs

8 Children had readers

9 Children had extra time

Vulnerable Groups Transition to Secondary School

A very comprehensive transition plan was drawn up this year to assist students who are on the SEND register, disadvantaged and vulnerable pupils, in their transition to Secondary School, including transfer review meetings. Our pupils were transitioning to 6 different schools this year. Each student on the SEND register had a specific Outcome focussed on transition and much of the support to achieve the Outcome was provided by the receiving school. This has resulted in more informed SEND students, helping them to build their confidence about the changes and manage transition well.

Review of the Interventions currently running at St Andrew's Church School

Interventions data:

Spelling Detectives Intervention

Name of School: **St Andrew's Church School**

Spelling test Used: **SWST**

Pupil Initials	Start Spelling Age and test date	End Spelling Age and test date	Months Gain Spelling	Ratio Gain (Months gained divided by months passed)	No of sessions delivered (just planned)
EA	7.9 (12/17)	9.5 (6/18)	20	3.6	20
RD	7.8 (12/17)	9.1 (6/18)	17	3.4	20
CG	7.2 (12/17)	8.11 (6/18)	19	3.8	20
MJ	7.9 (12/17)	9.2 (6/18)	17	3.4	20

Ratio Gain

RG of 4 or above	Remarkable impact
RG between 3 and 4	Substantial impact
RG between 2 and 3	Useful impact
RG between 1.4 and 2	Modest impact
RG less than 1.4	Impact of doubtful significance
RG 1.0	Standard progress

Greg Brooks 'What works for Pupils with Literacy Difficulties' 00688-207BKT-EN DCSF

Individual Literacy Intervention:

TERM Summer YEAR 2018

Pupil initials	PLASC Code	Year Group	Start date of intervention	End date of intervention	Start Reading Age and test date	End Reading Age and test date	Months gain Reading	Ratio Gain Reading (Months gained divided by months passed)	Start Spelling Age and test date	End Spelling Age and test date	Months Gain Spelling	Ratio Gain Spelling (Months gained divided by months passed)	No of sessions delivered (not just planned)	TA Initials
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e. g. C C	√	8	10/ 9/1 6	15/ 12/ 16	7. 05 8.9 .16	8. 11 16. 12. 16	18	6	6. 09 8.9 .16	7. 10 16. 12. 16	13	4. 3	28	M M
R R		2	2/18	6/18	7.6 2/ 18	8.1 0 6/ 18	16	4	6.0 2/ 18	6.6 6/ 18	6	1. 5	30	Y H
I H		2	2/18	6/18	6.9 2/ 18	7.1 6/ 18	3	1	<5 .10 2/ 18	6.1 0 6/ 18	12	3	30	Y H

Interventions planned for 2017-8 -

Continue with Individual Literacy Interventions-ILI in Year 2, 3, 4, Spelling Detectives in Year 4, Learn to Move KS1&2

Whole school professional development training in SEN provided in the last year

Training	Uses in the school:
14/9/17 Personal and intimate	Support for pupils in Reception class with

training	personal and intimate needs
20/9/17 Sensory Information group	Support for pupils with sensory processing needs throughout the school
21/9/18 Dyslexia friendly school training	Support for pupils with dyslexic type difficulties, cascade training for all staff in school
8/11/18 Emotion coaching	Support for pupils with SEMH needs throughout the school, cascade training for teaching staff
10/11/17 ELSA conference- Building resilience	ELSA throughout school, SENCO support for high needs pupils and pupils with SEMH, cascade training for teaching staff.
15/11/17 & 6/12/17 Spelling detectives	Spelling support for pupils in year 4 and 5, cascade training for LSA
5/1/18 EAL Initial assessment training	EAL assessments and monitoring
21/11/17 & 11/1/18 ELKLAN Autism	Support for pupils in Reception class with Autistic spectrum needs
23/1/18, 12/3/18, 16/4/18 Traumatized child training	Support for children looked after, and those affected by trauma, cascade training for teaching staff
21/3/18, 23/3/18 LSA conference and training	On-going support for LSA's to enable appropriate support in classes
27/6/18 LSA SEN training	Support for SEN pupils in KS1
3/7/18 Theraplay training	Support for pupils with SEMH needs throughout the school
ELSA supervision sessions throughout the year	Supervision for ELSA to continue to develop support throughout the school

The summary of indicators and outcomes available for pupils with SEND and the interventions we provide above tells us that in the following year, we should: continue to support pupils with SLCN needs to make more progress particularly in KS1, to continue to support pupils with SEMH needs throughout the school to enable them to access the curriculum to make more progress,

to continue to use the SEND notional budget to fund LSA's to support pupils with SEND throughout the school.

This has been consulted with staff and some parents. The SENDCo worked with a group of SENDCO's within the Trust to create this format

This information has been compiled by Heather Goddard on 5th July 2018.