

SEND Governor Update November 2017

Current Levels of Pupils Achievement

Using the Dorset Data Pack Summer 2017 the following statements regarding pupils with SEND is as follows:

Attainment:

As would be expected attainment for SEN support children is below the National ALL attainment and School ALL attainment in reading, writing and maths.

Progress between Y2 and Y6 at the end of the academic year 2016/2017.

	SEN 2017	No SEN 2017	SEN July 2016 -	No SEN July 2016
Reading	-1.18	0.58	- 0.75	+ 4.23
Writing	-1.64	0.22	- 1.62	- 1.35
Maths	-0.29	0.75	+ 2.80	+ 1.98

Implications from the data

- Key stage 2 results were overall not as strong as in 2016. This was not just a SEND trend but a pattern across the whole year group.
- Poor attendance still plays a significant part in the attainment of identified pupils.
- Grammar, punctuation and spelling results were low for those with SEND and those with no SEND. This is a focus area for the coming year.
- Reading has seen a significant fall in results in comparison to last years' results, although the drop for those pupils' with SEND is not as significant as for those children with no SEND. Again this is a focus area for the whole school.
- For those children with SEND maths has seen the greatest drop off and will need to be monitored closely throughout the coming year. This is also an area identified for improvement.
- The 2017 phonics results indicate excellent achievement across the year group: 90% of children in Y1 reached the phonic standard. With 89% of children passing the retake in Y2 who did not achieve the standard in Y1 2016.

Structure of the Curriculum and Delivery

Much of the SEND 'provision' will always naturally occur within the classroom context, through Quality First Teaching, effective differentiation and through using in class teaching time and teaching support to meet individual learning needs. In addition the school has a range of small group out of class 'wave 2' and 'wave 3' interventions, including:

- Speech and Language Interventions YR to Y6.
- First Class@Number currently pupils in Y2, 3, & 4
- Read, Write, Inc (RWI) a structured and progressive phonics programme all children in YR -2 are working in appropriate differentiated groups with identified children in Y3 & Y4

- Special Educational Needs teacher to work with identified children with difficulties involving reading and or spelling.
- High Performing Maths Set across Y6 classes
- Emotional Literacy across all year groups (ELSA)
- 1:1, 1:2 or small group after school tuition for identified pupils in Y5 & Y6 in English & maths
- Post school SATs support for children working below age expected expectations.
- Forest school for helping social, emotional and physical development
- Stable School
- Y6 SATs booster classes for maths and English.
- Learn to Move, Move to Learn.

Most SEND pupils will receive support via one or more of these interventions in addition to tailored learning and support dependent on need within the classroom. Note that not all pupils receiving support through the above interventions will be recorded on the SEND register.

We also receive support from outside agencies, SALT (speech & language therapy), Behaviour Support and SENSS (Special Educational Needs Specialist Service).

Recent Developments:

- Introduction of RWI in October 2017 for all children in Year R-2 and identified children in years 3 and 4.
- IEPs continue to be monitored in light of the SEND Code of Practice with evidence collected to support achievement of targets twice a year.
- Action plans are written for those children who are not making expected progress.
- Implementation of Learn to Move, Move to Learn.
- Wellbeing Wednesday – curriculum day June 2017.
- Continued development of outdoor courtyard area to use as an outdoor classroom.
- Mary Cotterill, SEN teacher, completed her diploma Level 5 in Dyslexia and Specific Learning Difficulties.

Road Blocks

These key roadblocks still exist:

1. Attendance still needs to be monitored for children with SEND. Although there is not a significant difference in attendance for those pupils with SEND and those without, if additional provision is provided for children who are not consistently in school then these resources are wasted and no impact is seen in terms of progress.
2. Dorset CC has implemented a new funding formula for SEND within schools for those children with EHC plans. This new banding system provides 'top up' funding for those pupils who may require additional support. Children with an EHC plan will be transferred over to the new 'banding system' at their next Annual review.

Future Improvements

Three key improvements are proposed:

- To ensure TA provision is provided appropriately and effectively.
- To monitor the progress of SEND pupils with particular focus on maths to ensure appropriate support is provided.
- To implement the use of Clicker 7 throughout the school to support all pupils but specifically those with SEND. Clicker 7 is a child-friendly writing tool that enables students of all abilities to significantly develop their literacy skills.

Report compiled by Mrs Heather Helm

November 2017