

Minchinhampton C of E Primary Academy
Report on SEN in the Year 2016-2017

Head Teacher: Nick Moss
INCO Carol Wilson
Inclusion Governor Galina Gardiner

Key policies:

- Special Educational Needs Policy
- Access/Disability Equality Policy
- Positive Handling Policy
- Assessment Policy
- Teaching and Learning policy

SEN Pupil Numbers:

Number on roll: 316
SEN (Sept 2016) 25 (July 2017) 30 (several new pupils to school)
Statements/EHC 2 2

9.5% of school were supported at School Need

<1% of school were supported at Statement or EHCP

The national average proportion of the school population for SEND is 17.5 % and rising

At Minchinhampton, we recognise that every teacher is a teacher of all children, including those with SEND. For this reason, we place a critical emphasis on Quality First Teaching for all children. For a few children, this is not enough to help them make progress alongside their peers. For these children, we make extra provision and give further support.

SEN Provision

The programmes and support we offered in school were:

Ⓢ Speech and language programmes supervised or advised by Speech and Language Therapists

- Ⓢ Parent readers
- Ⓢ Time to Talk
- Ⓢ Language for Thinking
- Ⓢ Nessy,
- Ⓢ Accelerate/acceleratewrite,
- Ⓢ Wordshark
- Ⓢ Two Minute Spells,
- Ⓢ Early Literacy Strategy
- Ⓢ Better Reading Partners
- Ⓢ Sandwell supported numeracy, ,
- Ⓢ Numbershark
- Ⓢ Numicon supported maths,
- Ⓢ Rapid Maths
- Ⓢ FIZZY
- Ⓢ Working Memory programme
- Ⓢ Access Arrangements

- Ⓢ 1:1 Teaching Assistant support for some children at School Action + and Statement level of SEN
- Ⓢ Pastoral Leader monitors social programmes and works with a number of our families to provide pastoral support and advice. She worked with a number of outside agencies and liaises with the SENCO where caseloads overlap.

A number of our children and their families are supported by outside agencies with whom we have close working relationships. The agencies we have worked with this academic year are as follows:

Educational Psychology
Speech and Language Therapy
School Nurse
Advisory Teacher for Communication and Language
Paediatric Occupational Therapy

Budget Allocation

The SEN budget for 2016/17 has been used to purchase the following resources:

Materials to support children with visual and specific difficulties.

HiLo reading books

Dyslexia and Dyscalculia Assessment licences.

NESSY, Wordshark and Number shark licences

Pencil grips

Professional development for Staff

Teacher Training Programme to enhance Quality First Teaching.

Educational Psychologist assessment and advice

SENCO time

Teaching Assistants in class and leading interventions

This is in addition to the contributory funding of 1:1 Teaching Assistants

Cover to allow extended meetings between parents and staff

Access Arrangements

Monitoring Progress of pupils with SEN

We use a number of methods to assess and track the progress of all pupils:

Formative assessment and Elicitations in class lessons

Teacher assessments on Target Tracker

Compulsory (Yrs 2 & 6) SATs

Unaided writing tasks, key words and phonic checks

Single Word Spelling Test (Y1 and older)

Unit Maths tests

NGRT Reading Tests

3 x a year Pupil Performance Meetings between class teachers and the senior leadership team

In addition, class teachers and other supporting adults are constantly using less formal assessment methods to observe how a child's social, emotional and behavioural skills and understanding are developing.

For some children, who need further assessment:

York and Benchmark Reading Tests

Dyslexia and Dyscalculia Screener

Salford Reading Test

Sandwell Maths Assessment

Progress of children with SEN in 2016/17

2016/17 School Progress

2015 KS1 Phonics check	2016 KS1 Phonics check	2017 Phonics Check
100%	96%	100% Y1, 66% Y2

	2015 KS1 SATs	2016 KS1 SATs	2017 KS1 SATs
<i>Reading</i>	60% L2+ 40% L2B+	66% Expected +	50% Expected +
<i>Writing</i>	60% L2+ 0% L2B+	66% Expected +	25% Expected +
<i>Maths</i>	40% L2+ 0% L2B+	66% Expected +	25% Expected +

	KS2 SATs 2015	KS2 SATs 2016	KS2 SATs 2017
<i>Reading L4+/Expected +</i>	<i>75% predicted</i> 75%K & 100% St 80% All (60% L5)	<i>85% predicted</i> 85%	<i>100% predicted</i> 100% Expected +
<i>Writing L4+/Expected +</i>	<i>75% predicted</i> 100% (20% L5)	<i>85% predicted</i> 85%	<i>75% predicted</i> 75%
<i>Maths L4+/Expected +</i>	<i>75% predicted</i> 75%K & 100% St 80% All (50% L5)	<i>85% predicted</i> 85%	<i>75% predicted</i> 75%

Current provision is detailed in the School SEN Offer document.

Support for children during 2016/17 was planned as a graduated response to identified needs in accordance with the SEN Code of Practice. This is a Government document that applies to all educational settings in the country. This sets out that the needs of all children are expected to be met in school, with co-operation from other agencies as needed. For a few children with complex needs, the school investigates whether these can be better met with the support of an Education and Health Care Plan.

Children on the SEN Register have My Profiles which are regularly reviewed. These set out the strengths, worries and aspirations of the child, to ensure that children's voice and their own aims are heard and shape our response. In addition, children will have a My Plan which sets out the children's needs, support and outcomes. These are reviewed regularly and in consultation with the children and families they are amended so that provision is tailored to the current needs of each child