

**SEND: Report to Governors – June 2017**

**St Marks RC Primary School**

**1. Profile of pupils with SEND**

	ST/EHCP	SEN support	Additional needs
Nursery	0	1	
Reception	1	2	3
Year 1	0	1	2
Year 2	0	4	3
Year 3	0	4	1
Year 4	0	5	0
Year 5	0	2	1
Year 6	1	4	0
<b>Total</b>	<b>2</b>	<b>23</b>	<b>10</b>

Total number of pupils on SEN register = 25

**2. Areas of need**

	Specific learning difficulties	Speech, Language & Communication	Autistic Spectrum Disorder	Social, Emotional & Mental Health	Hearing & visual impairment	Medical & disability
Nursery				1		
Infant		12	0	0		
Junior	6	4	1	1		
<b>Total</b>	<b>6</b>	<b>16</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>

Talk Boost prog is working well in Early Years; significant improvement seen in speech

**3. Gender of pupils on school's SEND register**

	Boys	Girls
Early Years	1	1
KS1	10	2
KS2	8	3
<b>Total</b>	<b>19</b>	<b>6</b>

**4. Ethnicity**

	White	Mixed	Asian	Black	Chinese	Other
Early Years	1			1		
KS1	4	1		1		1
KS2	13	1				1
<b>Total</b>	<b>18</b>	<b>3</b>	<b>0</b>	<b>2</b>		<b>2</b>

## 5. Term of Birth

## 6. Other vulnerable groups

	KS1	KS2	Total
Total number of SEND pupils eligible for FSM	5	9	14
Total number of SEND pupils who are Pupil Premium	5	11	16
Total number of SEND pupils who are Looked After	0	0	0
Total number of SEND pupils who are Service Children	0	0	0

## 7. Staff skills

<b>Summary of SENCo qualifications:</b> Diploma in Special Educational Needs Co-ordination Specialist Teachers for Dyslexia	
<b>Summary of staff CPD for SEND 2016/17</b>	
<b>Teaching staff</b>	<b>Teaching assistants &amp; support staff</b>
Dyslexia Thrive update First Aid training ASD support Planning support with facility staff Pupils progress meetings	Dyslexia ASD support Lego group training Phonics CPOM's Thrive Pupils progress meetings First Aid

### **Impact on quality teaching and learning**

Teachers and teaching assistants have improved knowledge of the range of special needs and how better to support pupils, e.g. the extended use of Communication in Print to support ASD & pupils with dyslexic difficulties. This is evident in planning, drop ins, work scrutiny and in lesson observations. Data shows good progress in reading and writing.

The nurture training/Thrive has resulted in the identification of the pupils for inclusion. Teachers report that this has impacted on pupils' self-esteem and are becoming increasingly aware of children highlighted to work with Mrs. Slack. This is due to an increase in problems from children's home life. The children working with her has risen from 5 to 18. This has prompted us to look carefully at her timetable for next year to ensure support ranging from parental support to 'draw and talk therapies' are continued. Sadly, as homes break up, financial pressures prevail or outside support agencies can no longer cope with demand, families become destabilized and this has far reaching consequences on children and their learning.

Behaviour in lessons is noted as very good and Pupil Voice questionnaires/Parental questionnaires/School Council tell us that pupils feel well supported and safe. Staff are also more knowledgeable in the use of ICT apps and programs to support SEN pupils.

The series of new dyslexia-friendly reading books that had recently been ordered by Mrs. Boland have proven popular. A group of SEN children are in the process of reading and reviewing them for us.

There are a number of pupils with medical needs and staff training has led to them having improved access to the curriculum.

## **8. Accessibility**

<b>Information for Governors Annual Report to Parents</b>	<b>Summary of where information may be found</b>
Admission/transition arrangements for pupils with SEND	SEND policy updated Oct 2016
Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils	SEND policy
Details of facilities provided to assist access to the school by pupils with disabilities	Accessibility plan updated Oct 2016

## **9. Parental involvement in review meetings**

100% of parents attended annual review meetings

## **10.Exclusions**

In 2016/17 there were no fixed term exclusions, exclusions or suspensions

## **11.Attendance**

One child who would have been in Year 5 and had a 'Working Autism' diagnosis (CAF involvement) has received an ARC placement. She has been off roll since September 2016

Another child in Year 5 has had poor attendance. Our PSA, EWO, Ian Clennell's team and Social Services are heavily involved.

## **12.Achievement & progress of SEN pupils**

### End Key Stage 1 2016/2017:

Attainment – 50% of SEN at or above age related expectations

Progress (national expected minimum = 12 points) Average points progress in reading = 8.2

Average points progress in writing = 5.8

Average points progress in math's = 9.5

### End Key stage 2 2016/17:

Attainment – 53.3% of SEN at or above age related expectations

Progress (national expected minimum = 12 points) Average points progress in reading = 13.2

Average points progress in writing = 13.6

Average points progress in math's = 12.

### Latest data drop (June 2017)

Y1 phonics test shows a difference in attainment between SEN and non- SEN Pupils

Y2 SEN pupils making less progress than non- SEN pupils, particularly in writing

Y6 SEN pupils making better progress in MATHS but less progress than their peers in WRITING. Good progress seen in READING.

MH and AB

