

Annual SEN Report to Parents

October 2018



Frampton Cotterell C. of E. School is committed to providing a broad and balanced curriculum for all children. Through this curriculum we aim to develop enjoyment of, and commitment to learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils. We believe that all pupils should be valued and their self-esteem promoted.

Where children have special needs, we seek to ensure that those needs are identified quickly and that appropriate provision is made to help children participate effectively in curriculum and assessment activities and make optimum progress.

SEND School Profile

At present, SEND pupils make up 15% of the whole school population.

	September 2016	September 2017	September 2018
SEN Support	33	27	41
EHC	4	4	6

Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. It ensures they get the necessary support in school to help them make progress and meet their potential. It is also an opportunity to provide support for parents if needed.

To support us in our early intervention we:

1. Carry out visits to Pre-schools and Nurseries for all new Reception pupils and attend transition meetings to gather information on the children and any potential needs.
2. Attend all transfer meetings for all pupils with SEND starting Reception with us and implement the transition plans
3. Hold meetings with parents before the children start school. These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs.
4. Provide the appropriate intervention, e.g. small group support provided by a TA, for all pupils as appropriate. This might include Speech and Language, Social Skills or motor skills.

Identifying Special Educational Needs

Children's needs may be categorised into four areas, these are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing termly assessment data to identify children who are not meeting age related expectations or are not making expected progress.
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Providing all adults with the opportunity to discuss concerns at any time.
4. Liaising with parents.
5. Carrying out screening assessments.

If children are identified as having a Special Educational Need, they are placed on our Special Needs Register. This recognition of need ensures children receive any additional support or resources to ensure they are able to make progress. As part of this provision, parents have the opportunity to meet with their child's teacher at least three times a year, in addition to Parents Evening, to discuss their progress and set targets for learning. Our SEN Register is reviewed regularly so that if children have made good progress and no longer need additional support, they can be removed from the register.

Provision

Any child identified on the SEND register receives additional support. This is discussed with parents at SEN meetings and recorded on an Assess, Plan, Do, Review form. It is also included on the class provision map which is written by the class teacher. This outlines any additional support which is needed for pupils within the class.

Where additional intervention is required, teachers identify what the children will be doing and set the expected target and the review date. The intervention may be delivered by the teacher or a Teaching Assistant (TA). At the end of the intervention, the class teacher and TA review the pupil's learning and decide whether the target has been met.

Parents/Carers are invited to meet three times a year with the class teacher, teaching assistant and, where appropriate, the SENCO to review their child's learning.

Further information, can be found in the School Local Offer on the SEN section of the school website.

Working with parents

As a school, we believe that children's education should be partnership between parents and school. Parents are encouraged to speak their child's teacher or the SENCo if they have any concerns about their child. Our aim is to work together to achieve the best outcomes for our children.

As part of our Graduated Approach for children with SEND, parents are invited to meet with their child's teacher at least three times a year. The aims of the meetings are to identify strengths, discuss progress, identify areas of difficulty and to agree targets to help children make progress. These are reviewed regularly and the outcomes shared with parents.

When needed, we can also signpost parents to other services where they can access support or advice. These include:

<http://www.supportiveparents.org.uk/services-in-s-gloucestershire/>

<https://www.ipsea.org.uk/>

Attainment and Progress of SEND Pupils 2017-8

EYFS

	Number of Pupils	Good Level of Development Achieved	South Glos data	National data
Any SEN	4	75%		
SEN Support	2	100%	32%	28%
Statement/EHC	2	50%	11%	5%

KS1

Year 1 Phonics Test

	Passed	South Glos data	National data
Any SEN	66.67%		
SEN Support	50%	48%	48%
Statement/EHC	0%	25%	19%

KS1 SATS

	Met National Expectations								
	Reading			Writing			Maths		
	School	LA	National	School	LA	National	School	LA	National
Any SEN	25%			0%			25%		
SEN Support	25%	34%	33%	0%	24%	25%	25%	40%	36%
Statement/EHC		22%	13%			17%	9%	22%	13%

Year 6 SATS						
Met National Expectations						
	Reading	Writing	Maths	R,W & M		
		School	School	LA	Nat.	
Any SEN	75%	62.5%	75%	62.5%		
SEN Support	71%	57%	71%	57%	20%	24%
Statement/EHC	100%	100%	100%	100%	12%	8%

The progress made by these pupils is:

	Reading			Writing			Maths		
	School	LA	Nat.	School	LA	Nat.	School	LA	Nat.
Any SEN	4.26			2.99			4.93		
SEN Support	4.8	-1.6	-1.0	2.16	-2.0	-1.9	4.16	-2.1	-1.0
Statement/ EHC	0.45	-2.7	-3.9	8.81	-2.5	-4.2	10.36	-3.5	-4.0
Non SEN	3.21			4.69			4.38		

This data shows that the progress of our pupils with SEND is above that of our pupils without SEND for reading and maths, but below that of other pupils for writing. In all areas, pupils with SEND at our school make better progress than similar pupils locally and nationally.

SEND Budget

The school receives funding for SEN in three ways:

- ❖ Basic per-pupil entitlement
- ❖ Notional SEN funding. This is an additional amount of money to help make special educational provision meet the needs of children with SEND. It's called notional because schools can spend it in the way that they think is best. Like element 1, it goes directly to schools.
- ❖ High Needs Block funding. This is funding for high-need low-incidence SEN that goes directly from Local Authority to schools. It is mainly, though not exclusively, at pupils with EHC plans.

The Notional SEN budget is spent on:

- ❖ Employing Teaching Assistants, Learning Mentors and Thrive practitioners to support pupils with SEND in class and for interventions.
- ❖ Training for all staff
- ❖ Resources
- ❖ Support and advice from outside agencies

The High Needs Block funding is spent on supporting individual pupils with an Education, Health and Care Plan through:

- ❖ 1:1 TA support
- ❖ Specialist resources
- ❖ CPD for TAs supporting individual needs.

South Gloucestershire has held a public consultation about proposals for setting the South Gloucestershire Council Schools Special Educational Needs and Disabilities (SEND) budget for 2019/20. The consultation is looking at ways to prevent a potential overspend of £3 million from the SEN budget. The outcome of this consultation may have an impact on the funding in schools for children with SEND.

Key Priorities for 2018-19

- ❖ To become the 'happiest' school in South Gloucestershire and enhance children's well-being
- ❖ Ensure pupils with SEN make at least expected progress in each Key Stage
- ❖ Mental health training for all staff
- ❖ Embed Thrive practice across the school
- ❖ Introduce and trial new system for interventions