

At Pimperne Primary School, we believe it is essential to provide a well balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum. Our aim is to provide all children with the best possible outcomes in preparation for lifelong learning.

We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical, and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND, by working in partnership with parents/carers and listening to pupils.

At present, SEND pupils make up 13% of the whole school population.

SEND Profile per Year:

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|--------|--------|--------|--------|--------|--------|--------|
| SEN Support | 0 | 4 | 0 | 5 | 7 | 3 | 4 |
| EHCP | 0 | 1 | 0 | 1 | 1 | 0 | 0 |
| Total class SEND % | 0% | 17% | 0% | 23% | 27% | 10% | 13% |

Identifying Special Educational Needs

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

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

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.

To support us in our early intervention we:

1. Carry out home visits and pre-school visits for all of our Reception pupils
2. Attend transfer reviews for pupils with SEND transferring to us
3. Provide the appropriate intervention, eg. small group support provided by a TA or Teacher for all pupils as appropriate

These strategies allow us to meet with parents/carers in order to discuss their child's strengths and needs. They also allow for any additional resources, interventions or referrals to be implemented/made quickly.

Identification

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

1. Analysing assessment data half termly to identify children who are not meeting Age Related Expectations (ARE)
2. 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

Provision

Any child identified on the SEND register receives additional support. This is outlined using class data analysis (ladders) and Individual Education Plans (IEPs). IEPs outline any support in addition to Quality First Teaching (QFT). IEPs include clear, SMART targets which are reviewed at the end of each intervention session in order to support progress. Next year, we will be using the Inclusion Expert 360 tool and online Provision Map to support the learning of SEND children.

Parents/Carers are invited to meet termly with the class teacher, teaching assistant and where appropriate, SENDCo, to review their child's learning and celebrate their successes.

Attainment and Progress of SEND Pupils 2017-18:

EYFS

| | Number of pupils | Good Level of Development (GLD) achieved |
|-------------|------------------|--|
| SEN Support | 0 | N/A |
| EHCP | 0 | N/A |

KS1

Year 1 Phonics Test:

| | Number of pupils | Passed |
|-------------|------------------|--------|
| SEN Support | 5 | 60% |
| EHCP | 1 | 0% |

Year 2:

| | Number of pupils | Met National Expectations | | |
|-------------|------------------|---------------------------|---------|-------|
| | | Reading | Writing | Maths |
| SEN Support | 0 | N/A | N/A | N/A |
| EHCP | 0 | N/A | N/A | N/A |

KS2

Year 6

| | Number of Pupils | <u>Met National Expectations or Exceeded National Expectations</u> | | |
|--------------------|------------------|--|---------|-------|
| | | Reading | Writing | Maths |
| SEN Support | 4 | 100% | 100% | 75% |
| EHCP | 0 | N/A | N/A | N/A |

The progress made by these pupils is:

| | Number of Pupils | Reading | Writing | Maths |
|--------------------|------------------|---------|---------|-------|
| SEN Support | 4 | 7.77 | 4.93 | 6.7 |
| EHCP | 0 | N/A | N/A | N/A |

This data shows the progress our pupils with SEND make is in line with or above that of the other pupils without SEND.

Please note these figures are predictions and are calculated on last year's DFE data sheet; we will find out this year's data in Autumn 1, 2018.

SEND Budget

The SEND budget is based on the financial year (April to April).

EHCP Funding:

April 2017 – April 2018 was £6,467

April 2018 – August 2018 is currently £1,917

This money is spent on supporting individual pupils with an EHCP through:

- Group TA/Teacher support
- Specialist resources
- CPD for Teachers and TAs supporting individual needs

The school budget, received from Dorset County Council, includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training
- Management of SEND
- Updated SEND register and required provision
- Induction of new TAs