

## Pimperne CE VC Primary School SEND Report 2016-2017

### **Numbers and Proportions of Pupils with Special Educational Needs and Disabilities**

- This year there have been 51 pupils on the school SEND Register (25% of the school population)
- A further 5 pupils are monitored as they have additional needs but do not meet the criteria for the SEND register. The national average is 18% so our school is above this.
- The SEND register is reviewed half termly to ensure the correct children are on the register. Children can be moved to the monitor stage if they no longer meet the criteria. Where progress becomes a concern a child can be added.

### **Type of Need**

We have 2 children currently with Education Health Care Plans (EHC Plans) and are amid applying for 3 further children this year. We no longer use categories of need called School Action or Action Plus, instead children are placed at SEND Support or EHC plans.

### **Children are placed on the SEND register for the following reasons;**

- Cognition and Learning (C&L) – General learning needs, specific learning needs.
- Communication and Interaction (C&I) – Speech, language and communication difficulties, Autistic Spectrum Conditions
- Social, Emotional and Mental Health Difficulties (SEMH) – Behaviour difficulties.
- Sensory and/or Physical needs (SN/PN) – Hearing impairment, visual impairment, physical disability, multi-sensory impairment

### **SEND pupils by year group**

Year Group	Total % SEND
Reception	40%
Year 1	14%
Year 2	25%
Year 3	27%
Year 4	25%
Year 5	17%
Year 6	30%

### **Minority Groups**

- There are 2 pupils in the school whose first language is not English (1%) this is significantly below the national average (approx 15%). None of these pupils are on the SEND register.
- 5 pupils are currently Looked After Children (past or present). All are well supported and are making good progress from their starting points. Two of these pupils are on the SEND register.
- No pupils are from Traveller families.
- 33 pupils have been identified as needing Emotional Literacy Support (ELSA) 16% of school population.

### **Pupil Premium**

There are currently 17 pupils who are in receipt of pupil premium (9%). Of these pupils, 5 are on the SEND register. There are 14 pupils from Service families. One of these pupils is on the SEND register.

### **Intervention and Support**

All pupils with EHC plans receive adult support for specific 1:1 intervention or in small group basis as set out in their plan. Reviews are held at least annually to evaluate progress and ensure the targets are still fit for purpose and relevant to the child's needs. Parents/Guardians will be invited to these reviews and the child's voice sought where appropriate.

Children with EHC plans have individual targets that are the priority focus to work towards achieving.

All other children on the SEND register have an Individual Education Plan (IEP) with specific targets for the child to work towards, these are reviewed half termly and teachers will set up parental review meetings termly.

Where we have cause for concern about the progress of a child, we use a graduated response. A provision map details individual targets and close monitoring within the class team, identifies any barriers or gaps in knowledge or skills. Short term interventions may then be put into place to meet individual needs. This is part of the graduated response with some support being given in small groups (Wave 2) and some individually (Wave 3).

Where possible, children's needs are supported within their classroom environment, only specific activities will necessitate withdrawal from class. Most interventions will be through small group work. Children's learning is assessed formatively and next steps or suggestions recorded from one session to another against their IEP. On achievement of a pupil's SMART target, the class team will evaluate a progressive next step in order to continually close the gap in learning between the pupil and their peers. After a half term, the class team will review the SMART targets and if not achieved will consult the SENDCo to discuss further strategies to improve the success rate. The SENDCo monitors the IEP's over the course of the terms.

It is recognised that some pupils with SEND difficulties will need many short step targets in order to achieve the larger 'jumps' between the nationally recognised assessment borders of working below age related expectations, working at age related expectations and working above age related expectations. Class teams evidence and monitor this small step progress within class and it is reviewed with the SENDCo at intervals across the year.

## **Special Educational Needs Co-ordination**

From September 2016, Miss Lee will be undertaking the National SEND Qualification, in association with Winchester University. As such she will use an afternoon a week to be non-class based to undertake SEND duties and administration across the school. Initially Miss Lee will work closely with Mrs Waller (current SENDCo) to ensure a smooth transition of information. Mrs Gatehouse will continue to support the SENDCo and SEND provision across the school. Mrs Rachael Brewer (Parent Governor) has been appointed as SEND Governor with an overview of school policy and procedure.

## **CPD and External Agency Support**

- Mrs Gatehouse is undertaking Emotional Literacy Support Assistant training to support the social, emotional and mental health needs of the children. We already have 1 trained ELSA but there is an increasing need, particularly with the length of time CAMHS referrals are taking.
- Mrs Pearson undertakes the running of Learn to Move, Move to Learn programmes in order to support children in need of OT programmes to develop fine and gross motor skills.
- The school has made use of Outreach support from Westfield College, training and advice from the Behaviour Support Service, sensory assessments from the DCC SENSS team and advice and support from the Educational Psychologist. In addition, the school works as part of the Blandford School's Network to achieve the best outcomes for all of its children.
- The school works in partnership with external agencies that provide our families with support and advice such as Children's Services Social care, North Dorset Family Partnership Zone, Dorset Family Matters, CWADS, Aspire, Family Counselling Trust and the School Health Services.

## **Impact of SEND Provision**

- Pupil progress is tracked every half term within all areas of the curriculum.
- Pupil attainment is monitored every term by class teachers and subject leads.
- Pupil progress meetings are held termly to discuss the progress of each individual, with the Headteacher and SENDCo
- The SENDCo monitors IEP's, recorded evidence and progress to achieving SMART targets on a termly basis.
- Progress of SEND pupils is discussed and provision challenged at School Improvement and Standards and Full Governing Body meetings termly.
- Individual targets are shared with parents and reviewed at least termly with the class team.
- ELSA provision is evaluated by seeking the opinions of the child (where appropriate) and parents/guardians.
- Plans set by external agencies are usually reviewed by the agency and reports from review meetings sent to parents with next step suggestions.

## **Next Steps for 2017-2018**

- The new SENDCo, Miss Lee, will take over in September 2017, with staged transition and support, one afternoon will be given for administration duties and further time to attend TAF meetings and work with external partners etc. A half termly meeting of SENDCo's for the Blandford Schools Network will take place as these have been hugely successful with the lack of Local Authority provision.
- SENDCo support (HLTA) will continue in addition to ELSA support. The possibility of the training of another staff member in ELSA support is being looked into.
- The main focus next year is on the development of Individual Educational Plans, building in cost analysis for resources and monitoring the impact on progress and how this is represented through analysis of summative assessments and data.
- Investigation into further services that may help support all parents such as the running of a Triple P Parenting Advice Program within the school. Interest in this will be sought in the Autumn Term and plans made from the response.
- Specific additional twilight CPD training for class teams across the year.
- To review SEND across the school, as an action on the School Development Plan 2017-2018, in order to raise standards for SEND and lower attaining pupils.

## **Further Information**

For further information please see our SEND Policy and Parent Information Guide on our school website or ask the School Office for a copy of these documents.

The school's Local Offer is published on our school website and the website provides links to the Dorset Offer.

To contact the school SENDCo please either call into school to speak directly with Miss Lee (Reception Class teacher) or Mrs Waller (Headteacher), telephone the School Office on 01258 452025 or email the office for the attention of the SENDCo on [office@pimperne.dorset.sch.uk](mailto:office@pimperne.dorset.sch.uk)