

## Special Educational Needs and Disabilities Report September 2015 – July 2016

There were 12 children on the SEN register, which equates to 10% (national average is 17%):

Need	Number
<b>Cognition and Learning</b>	<b>9</b>
<i>Learning difficulties</i>	7
<i>Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia</i>	2
<b>Communication and Interaction</b>	<b>2</b>
<i>Speech, Language and Communication needs</i>	0
<i>Autistic Spectrum Disorder including Asperger's and Autism</i>	2
<b>Social, emotional and mental health</b>	<b>1</b>
<i>Mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder</i>	
<b>Sensory and/or physical</b>	<b>0</b>
<i>Hearing Impairment</i>	
<i>Visual impairment</i>	
<i>Physical disability</i>	
<i>Multi-sensory impairment</i>	

We had two children with a Statement or Educational Health Care Plan (EHCP) at the start of the year. One of these children made exceptional progress and came off the EHCP at the end of the year and now has his needs met at a 'School Support' level.

The school has a very inclusive approach to supporting pupils with SEND. Needs are addressed primarily through 'Quality First Teaching' in the classroom with a particular focus on high quality differentiation. 2015-16 and saw a focus on ensuring quality first teaching in the classroom as this required improvement. The Head/SENCO wanted to ensure any interventions that were 'additional to and different from' standard classroom practice complimented the good quality children. As such there was a very specific focus on SEND children receiving 'Key Skills' interventions that used our Target Tracker Assessment system to identify 'gaps in learning' and teach the missing skills and knowledge. These were on a one to one or group basis with either the class teacher or the class support assistant.

Each of the SEND children has a Pupil Profile which is updated three times a year. Parents are consulted after the profile has been updated and may add to it if needed.

We believe that SEND children need to be identified early (usually in the Early Years) and monitored throughout their time at Standlake. We do this by:

- Pupil intake meetings, particularly in Nursery and Reception
- Analysing assessment data no less than termly to identify children who are not meeting age related expectations
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Providing all adults with the opportunity to discuss concerns at any time
- Liaising with parents.

**Key Attainment points 2015-2016:**

EYFS	No. of pupils:	Good Levels of Development
	1	0%

Phonics	No. of pupils:	Passed
Year 1	0	n/a
Year 2 retake	1	100%

KS1 Teacher Ass.	Reading ARE	Writing ARE	Maths ARE
1 pupil	0%	0%	0%

KS2 SATS	Reading ARE	Writing ARE	Maths ARE
1 pupil	0%	0%	0%

**Progress 2015-2016:**

*Expected progress is 5 or 6 STEPs on Target Tracker.*

Year	No.	Reading		Writing		Maths	
		Expected	Above Expected	Expected	Above Expected	Expected	Above Expected
R	1	0%	0%	0%	0%	0%	0%
1	0	-	-	-	-	-	-
2	1	0%	0%	0%	0%	100%	0%
3	3	0%	0%	0%	0%	66%	0%
4	2	0%	50%	0%	50%	0%	50%
5	4	50%	25%	75%	0%	75%	0%
6	1	0%	0%	0%	0%	0%	0%
All	12	16%	25%	25%	16%	50%	8%



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### **External Agencies**

Last year we bought a package of support from Oxfordshire Inclusion Service. This provided the SENCO with access to a wide range of on-line resources and 3 twilight training session during the year.

Standlake bought in two days' worth of Educational Psychology Service (Mark Corness) support and this was used to carry out two assessments of pupils and provide detailed advice and strategies to support them in school.

### **Liaison within the Eynsham Partnership Academy**

The SENCOs from within the partnership met 5 times last year and discussed such topics as Pupil Profiles, Educational Health Care Plans, future training, interventions etc. We also finalised the joint SEN policy. The meetings have proved to be informative and generally helpful in peer support for SENCO's

Liaison with Bartholomew, as the secondary school where all of our pupils went to last year, has been good with the SENCO attending transition meetings.

### **Training**

All staff attended a training session at the start of the year, led by a team of Educational Psychologist that focused on the different SEND needs and strategies to support them.

The SENCO continues to attend the area Inclusion Briefings held three times a year. These are essential as the Inclusion Consultant who leads the sessions informs SENCOs of new initiatives and gives advice on recent updates to policy and practice.

### **SEND Budget**

High needs statement support for one pupil: £2,500

Education Funding Agency notional SEN funding: £35,434

This was used to contribute towards Teaching Assistant support in the classroom and some resources

### **Parental Liaison**

We consult the parents of our SEN children and work with them on the children's Pupil Profiles three times a year.



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### Next Steps

- Improve progress and attainment of SEND pupils through termly tracking and monitoring
- Introduce intervention programmes that can work alongside quality first teaching
- Provision Mapping of interventions across the school