

Special Educational Needs and Disabilities Report September 2017 – July 2018

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

Need	Number
Cognition and Learning <i>Learning difficulties</i> <i>Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia</i>	10 7 1
Communication and Interaction <i>Speech, Language and Communication needs</i> <i>Autistic Spectrum Disorder including Asperger's and Autism</i>	2 0 1
Social, emotional and mental health <i>Mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder, 'behaviour'</i>	0
Sensory and/or physical <i>Hearing Impairment</i> <i>Visual impairment</i> <i>Physical disability</i> <i>Multi-sensory impairment</i>	0

One of the pupils above had an Educational Health Care Plan (EHCP)

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. The Head/SENCO ensures that any interventions that were 'additional to and different from' standard classroom practice compliment the good quality children.

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.

Headteacher: Andrew Denham

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Key Attainment points 2017-2018:

EYFS	No. of pupils:	Good Levels of Development
	0	n/a

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

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

KS2 SATS	Reading ARE	Writing ARE	Maths ARE
3 pupils	67%	33%	100%

Progress 2017-2018:

Expected progress is 6 STEPs on Target Tracker.

Year	No.	Reading		Writing		Maths	
		Expected	Above Expected	Expected	Above Expected	Expected	Above Expected
R	0	-	-	-	-	-	-
1	0	0%	-	0%	-	0%	-
2	1	0%	-	0%	-	0%	-
3	2	0%	0%	0%	0%	0%	0%
4	3	0%	0%	0%	0%	66%	33%
5	1	0%	0%	0%	0%	100%	0%
6	3	66%	66%	66%	33%	66%	66%
All	10	20%	20%	20%	10%	50%	30%

External Agencies

Standlake bought in two days' worth of Educational Psychology Service (Ruth Seymour) support. This was used to assess two pupils

Liaison within the Eynsham Partnership Academy

The SENCOs from within the partnership met 5 times last year and discuss various topics and offer support in time and resources with each other.

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

A member of staff completed the SENCO training course but has since left.

There was whole staff training on 'Attachment Theory'.

SEND Budget

High needs statement support for one pupil: £0

Education Funding Agency notional SEN funding: £33,870

This was used to contribute towards Teaching Assistant support in the classroom, training 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.

Outcomes of last years 'Next Steps'

- Transition to Charlotte McCulloch becoming the full time SENCO, taking over from Andrew Denham
 - The training took place but Ms McCulloch has since left the school. Andrew Denham will resume the SEND responsibility for now.
- Improve progress and attainment of SEND pupils through termly tracking and monitoring, particularly following up on the consistency in which the provision map activities are completed
 - Progress and attainment did not improve on the previous year
 - The introduction of B Squared has been effective at evidencing the smaller STEPs that some children make.
- Establish a Maths intervention, possibly Numicon
 - Numicon resources have been purchased but further training it required

2018-2019 Next Steps

- To be more effective in adapting support and interventions to the needs of individuals so they make better 'relative' progress
- To introduce cognitive assessment and profiling for pupils that are causing concern so that teaching is more bespoke to the pupil