**SEND Report**

Academic Year 2017-2018

(July 2018)

1. **Profile of Pupils with SEND (July 2018)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Group** | **EHCP** | **SEND Support** | **Monitoring** |
| Reception |  | 0 | 2 |
| Year One | 1 | 1 | 1 |
| Year Two |  | 1 | 3 |
| Year Three |  | 2 | 3 |
| Year Four |  | 2 | 1 |
| Year Five |  | 4 | 3 |
| Year Six |  | 3 | 1 |

**SEN Analysis: July 2018**

* Total number of pupils on SEND register = 14
* Percentage of whole school = 11%
* Total number of pupils with an EHCP = 1
* Percentage of whole school= 0.8%

**Comparisons with national data:**

* In 2017, 17.7% of pupils nationally were classed as having SEN, but did not have a statement or EHC plan
* In 2017, 1.5% of pupils nationally had a statement or EHC plan
* We are below the national average.

**Areas of need**

\*Some children will have more than one area of need\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area of Need | Communication and Interaction | Cognition and Learning | Social Emotional Mental Health | Sensory or Physical |
| EYFS | 2 |  | 1 |  |
| KS1 | 1 | 1 | 1 |  |
| KS2 | 1 | 9 | 3 | 1 |
| Total | 4  (28%) | 10  (71%) | 5  (35%) | 1  (7%) |

**Gender of pupils on school’s SEND register**

|  |  |  |
| --- | --- | --- |
|  | **Boys** | **Girls** |
| EYFS | 1 |  |
| KS1 | 1 | 1 |
| KS2 | 9 | 3 |
| Total | **11**  **(79%)** | **3**  **(21%)** |

Percentage of gender on the SEND register: Boys = 81% Girls = 19%

**Ethnicity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **White British** | **White Other** | **Black African** | **Other** |
| EYFS |  |  |  |  |
| KS1 | 3 |  |  |  |
| KS2 | 10 | 1 |  |  |
| Total | **13**  **93%** | **1**  **7%** |  |  |

**EAL**

|  |  |
| --- | --- |
| EYFS | 0 |
| KS1 | 0 |
| KS2 | 0 |
| Total | **0** |

**Term of Birth**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Autumn** | **Spring** | **Summer** |
| Reception |  |  |  |
| Year One |  |  | 2 |
| Year Two | 1 |  |  |
| Year Three |  |  | 2 |
| Year Four | 2 |  |  |
| Year Five |  | 1 | 3 |
| Year Six |  | 1 | 2 |
| **Total:** | **4**  **28%** | **2**  **14%** | **9**  **64%** |

**Other vulnerable groups**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **EYFS** | **KS1** | **KS2** |
| SEND Pupils eligible for Pupil Premium | 0 | 0 | 1  (6%) |
| SEND Pupils who are LAC | 0 | 0 | 0 |

1. **Overall Attainment of SEND 2017-18**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Reading | | | | Writing | | | | Maths | | | |
| Number of SEN Pupils | **PKS** | **WTS** | **EXS** | **GDS** | **PKS** | **WTS** | **EXS** | **GDS** | **PKS** | **WTS** | **EXS** | **GDS** |
| 14 | 1 child  7% | 7 children  50% | 6 children  43% |  | 2 children  14% | 8 children  57% | 4 children  29% |  | 2 children  14% | 5 children  36% | 6 children  43% | 1 child  7% |

**Boys vs. Girls**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Reading | | | | Writing | | | | Maths | | | |
| Number of SEN Pupils | **PKS** | **WTS** | **EXS** | **GDS** | **PKS** | **WTS** | **EXS** | **GDS** | **PKS** | **WTS** | **EXS** | **GDS** |
| Boys  11 | 1 child  9% | 4 children  36% | 6 children  55% |  | 2 children  18% | 5 children  45% | 4 children  36% |  | 2 children  18% | 2 children  18% | 6 children  55% | 1 child  9% |
| Girls  3 |  | 3 children  100% |  |  |  | 3 children  100% |  |  |  | 3 children  100% |  |  |

**Working at the expected standard or greater depth:**

**End of KS1 End of KS2 Attainment**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Reading | Writing | Maths |  |  | Reading | Writing | Maths |
| Non- SEN  13 pupils | 11 pupils  85% | 11 pupils  85% | 10 pupils  77% |  | Non-SEN  15 pupils | 14 pupils  93% | 14 pupils  93% | 14 pupils  93% |
| SEN  1 pupil | There is only one Year Two SEN pupil. This child did not make the expected standard in these subjects. | | |  | SEN  3 pupils | 3 pupils  100% | 2 pupils  67% | 2 pupils  67% |

**End of KS2 Progress – Year 6 SATS Progress Scores**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Reading | Writing | Maths | National Average |
|  | Non-SEN  15 pupils | + 3.67 | + 2.31 | + 1.96 | 0 |
|  | SEN  3 pupils | + 5 | + 2.88 | + 6.78 | 0 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Reading | | | | Writing | | | | Maths | | | |
| Year Group | Number of SEN Pupils | **PKS** | **WTS** | **EXS** | **GDS** | **PKS** | **WTS** | **EXS** | **GDS** | **PKS** | **WTS** | **EXS** | **GDS** |
| 1 | 2 | 1 child  50% |  | 1 child  50% |  | 1 child  50% | 1 child  50% |  |  | 1 child  50% |  | 1 child  50% |  |
| 2 | 1 |  | 1 child  100% |  |  |  | 1 child  100% |  |  |  | 1 child  100% |  |  |
| 3 | 2 |  | 2 children  100% |  |  | 1 child  50% | 1 child  50% |  |  | 1 child  50% | 1 child  50% |  |  |
| 4 | 2 |  | 1 child  50% | 1 child  50% |  |  | 2 children  100% |  |  |  |  | 2 children  100% |  |
| 5 | 4 |  | 3 children  75% | 1 child  25% |  |  | 2 children  50% | 2 children  50% |  |  | 2 children  50% | 1 child  25% | 1 child  25% |
| 6 | 3 |  |  | 3 children  100% |  |  | 1 child  33% | 2 children  66% |  |  | 1 child  33% | 2 children  66% |  |

**Attainment breakdown**

**Year 1 Phonics Attainment**

|  |  |
| --- | --- |
| Working at expected standards (St. Peter’s) | 90.5% |
| % and number of SEN pupils working at the expected standard (St Peter’s ) | 50% (1 child)  There are two children on the SEN register, one achieved the standard, one did not. |

**Year 2 Phonics Attainment (Resit)**

One child retook the test but did not make the required standard. This child enrolled at the school at the beginning of Year Two

1. **Progress of SEND Pupils July 2018**

Overall within the year 2017-2018:

The following information is based on data covering the academic year. Progress has been measured by the pupils Individual starting points (average standardised score from the previous year) against the final level of attainment in July.

* Expected progress is maintaining their age standardised score (SS) in Reading and Maths.
* + 5 would indicate good progress
* -5 would indicate regression.

SEN progress across the school:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Reading | | | Phonics | | | Maths | | |
| Number of SEN Pupils | Number and %  **Regressing/ no progress** | Number and %  Expected progress | Number and %  **Good progress** | Number and %  **Regressing/ no progress** | Number and %  Expected progress | Number and %  **Good progress** | Number and %  **Regressing/ no progress** | Number and %  Expected progress | Number and %  **Good progress** |
| 14 | 2 | 8 | 4 | 4 | 4 | 6 | 1 | 5 | 8 |

Boys vs. Girls

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Reading | | | Phonics | | | Maths | | |
| **Year Group** | **Number of SEN Pupils** | **Number and %**  **Regressing/ no progress** | **Number and %**  **Expected progress** | **Number and %**  **Good progress** | **Number and %**  **Regressing/ no progress** | **Number and %**  **Expected progress** | **Number and %**  **Good progress** | **Number and %**  **Regressing/ no progress** | **Number and %**  **Expected progress** | **Number and %**  **Good progress** |
| Boys | 11 | 18%  2 boys | 45%  5 boys | 36%  4 boys | 18%  2 boys | 36%  4 boys | 45%  5 boys | 1 boy  9% | 36%  4 boys | 55%  6 boys |
| Girls | 3 |  | 100%  3 girls |  | 66%  2 girls |  | 33%  1 girl |  | 33%  1 girl | 66%  2 girls |

Breakdown by year group:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Reading | | | Phonics | | | Maths | | |
| **Year Group** | **Number of SEN Pupils** | **Number and %**  **Regressing/ no progress** | **Number and %**  **Expected progress** | **Number and %**  **Good progress** | **Number and %**  **Regressing/ no progress** | **Number and %**  **Expected progress** | **Number and %**  **Good progress** | **Number and %**  **Regressing/ no progress** | **Number and %**  **Expected progress** | **Number and %**  **Good progress** |
| 1 | 2 | 1 child  50% (making slow progress) | 1 child  50% |  | 1 child  50% (making slow progress) | 1 child  50% |  | 1 child  50% (making slow progress) |  | 1 child  50% |
| 2 | 1 |  | 1 child  100% |  | 1 child  100% |  |  |  |  | 1 child  100% |
| 3 | 2 |  | 2  100% |  | 1 child  50% | 1 child  50% |  |  | 1 child  50% | 1 child  50% |
| 4 | 2 |  | 1 child  50% | 1 child  50% |  | 1 child  50% | 1 child  50% |  |  | 2 children  100% |
| 5 | 4 | 1 child  25% | 1 child  25% | 2 children  50% | 1 child  25% | 1 child  25% | 2 children  50% |  | 3 children  75% | 1 child  25% |
| 6 | 3 |  | 67%  2 children | 33%  1 child |  |  | 3 children  100% |  | 33%  1 child | 67%  2 children |

1. **Attendance**

|  |  |
| --- | --- |
| **SEN** | **Whole School** |
| 95.25% | 94.72% |

**September- July**

* 100% of SEN pupils have attendance of at least 90%
* 10 children (71%) have attendance of 94%+
* One child on the SEN register currently has attendance of 90.12% This is largely due to a holiday and medical issues, stated on the EHCP
* One other child has attendance of 90.12% this is largely due to a holiday in December.

1. **How effective and achievable are ILP targets?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number of targets Achieved** | **Number of targets partly achieved** | **Number of targets not achieved** |
| **Overall success rate:**  **(34 targets set in total)** | **70%**  **24 targets achieved** | **24%**  **8 targets partly achieved** | **6%**  **2 targets not achieved** |

1. **Staff Training**

* NE provided all teachers with a revised SEN folder, ensuring consistency in record keeping throughout the school.
* NE provided training on SMART targets and updated the IEP format to reflect current requirements in the SEN code of conduct.
* Teachers and TAs received training in tracking and assessing interventions. A follow up session will be provided during an INSET day in September 2018.
* NEreceived Emotional Regulation training. This has already been used to further support a child with autism.
* KH trained AM in Lego Therapy so this can be used in KS2 as well as KS1. This has been very successful and popular with the children.
* Jane Albery (Autism and Social Communication Outreach Team), worked with NE and JH, KH to further support a child with autism
* Support staff in Key Stage One received further speech and language training to use in small groups or on a 1:1 basis,
* Maria Wedlock (Educational Psychologist) visited NE to discuss individual children and their current learning plans.
* All staff received First Aid training.
* School improvement visit focused on SEN and Disadvantaged pupils.

1. **Accessibility**

|  |  |
| --- | --- |
| **Information for Governors** | **Summary of where information can be found** |
| Admission/transition arrangements for pupils with SEND | SEND policy  St. Peter’s School’s Offer  *Both of these documents can be found on the school website:* <http://www.stsavioursprimary.co.uk/sens/> |
| Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils | SEND policy  St. Peter’s School’s Offer  *Both of these documents can be found on the school website:* <http://www.stsavioursprimary.co.uk/sens/> |

1. **Priorities for improvement of the school’s SEN provision for the next 12 months**

* To further monitor the effectiveness of SEN provision through informal learning walks, book looks and working with TAs.
* Further develop the tracking and evaluation of interventions.
* Ensure the pupil’s voice drives the support process, by adapting and updating all pupil profiles.
* Provide all staff with INSET training on the importance of effective Wave One support
* Regular meetings with the SEND Governor to discuss progress and new initiatives.
* NE to continue to monitor and adapt the provision for all SEN pupils, work closely with GK and JH to provide the new Reception cohort with the support they require.