



# St Bartholomew's CE Primary School

## Annual Send Report 2017/18

### SEND School Profile

	<i>July 2016</i>	<i>July 2017</i>	<i>July 2018</i>
SEN support	14	14	12
EHCP	2	3	2

### SEND profile per year group

	R	1	2	3	4	5	6
SEN support	0	2	2	2	2	3	1
EHC	0	0	0	0	2	0	0

SEND = 13% of school

### Identifying Special Educational Needs

Children's needs may be categorised into four bands 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 setting visits for all Reception pupils
- 2.. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.
3. Constantly monitor test results, track progress, analyse class work.
4. Screen for Dyslexia to at risk pupils in Y2

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs.

This allows for any additional resources, interventions or referrals to be made quickly.

## Provision

Any child identified on the SEND register receives additional support. This is outlined on the year group provision map which is written in conjunction with the class teacher and TA. This outlines any support in addition to quality first teaching which is needed for pupils within the class.

Teachers then write an individual education plan, clearly outlining the pupil's current level, targets linked to their next steps in learning and suggested activities. TAs use these plans to plan the daily intervention sessions.

At the end of the intervention, the class teacher and TA review the pupil's learning.

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

## Attainment and progress of SEND pupils 2016-17

### EYFS

No children on SEND register

### KS1

Year 1 phonics test

	No of pupils	Passed
Sen support 2017	2	100%
Sen support 2018	2	0%

### Year 2

	No of pupils	Met national expectations		
		Reading	Writing	Maths
Sen support 2017	2	50%	0%	50%
National 2017		34%	23%	35%
Sen support 2018	2	100%	50%	100%

### Y6

	No of pupils	Reading	Writing	Maths
SEN support 2017	2	50	50	50
EHC 2017	1	0	0	0
National SEN 2017		34%	30%	36%
SEN support 2018	1	100 GD	100 GD	100



## Progress Breakdown

29 June 2018

Y2, Y3, Y4, Y5, Y6 - All SEN (11 pupils)

Sum2 2016-17 to Sum2 2017-18

All Pupils (11 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	3 (27.3%)	5 (45.5%)	7 (63.6%)	5.0 (45.5%)
Progressed by 5 steps	7 (63.6%)	3 (27.3%)	3 (27.3%)	4.3 (39.4%)
Progressed by 4 steps	1 (9.1%)	2 (18.2%)	1 (9.1%)	1.3 (12.1%)
Progressed by 3 steps	0 (0%)	1 (9.1%)	0 (0%)	0.3 (3.0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Notes:

No comparative data for 2 children in Year 1

All children have met 4 steps progress this year except 1 child for writing

45% of children have made accelerated progress of more than 5 steps progress

## SEND Budget

EHC funding = £32192 (12000) notional funding

Dyslexia training £134

Sendco award £1896

STT approx. £400

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

- 1:1 TA support
- Specialist resources
- CPD for TAs supporting individual needs, eg Diabetes training, Autism conferences etc.

The school budget, 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/ Specialist teaching team

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 Priorities for 2018

- Ensure pupils with SEND make at least average progress in each Key Stage

This will lead to:

- SENCO leading staff meetings to teachers
- SENCO leading training to TAs
- Ensure staff have the necessary knowledge and skills to teach and include all pupils with SEN, including implementation of quality first teaching
- Training from SENDCO on Restorative Practices for whole staff
- Implementation of Lego Therapy
- Risk assessments for child with high medical needs
- Induction of child with high needs
- Training for staff on comic strip conversations
- Induction of TA for child with EHCP
- Induction of apprentice TA
- Diabetes updates for key staff and 1:1 training
- Mobilise

## Attendance SEND

Year	SEND Attendance
17/18	95.21%
16/17	93.16%
15/16	96.77%

Sharron Thorogood  
SENCO

