Report to the Governing Body on SEND Policy and Provision

SENDCo: **Miss L. Taylor**
Link Governor: **Mrs C. Ash**
Date: **Summer 2017**

SEND at Morpeth First School - An Overview 2016/17

SEND Register

Key Stage	School Support	Top-up	Education, Health and Care Plan	Medical Need	Total per Key Stage
EYFS	0	2	1	0	2
Key Stage 1	3	3	0	0	6
Key Stage 2	7	1	0	4	12
				Total in School	18

There were 18 SEND pupils, making up 5% of the whole school population. (The latest Government figures show a national average of 14.4% of children in schools have SEND.) 1 child had an EHC Plan. This is less than 1% of the school population compared to 2.8% of pupils nationally. 4 of the SEND pupils were eligible for Pupil Premium.

Area Of Need	Numbers of Pupils (Pupils may appear in more than one list)
Cognition & Learning	5
ASD	4
Social, Emotional, Mental Health Needs	4
Sensory and/or Physical Needs	2
Speech, Language and Communication	5

Numbers of pupils moving down a stage on the SEND register = 0
Number of pupils added to the SEND register = 1 in Key Stage 1, making slow progress against age expectations.
       1 in Key Stage 1, diagnosed ADHD.
       1 in Key Stage 1, diagnosed Literacy difficulties.
Number of pupils awaiting an Education Health and Care Plan = 0
Number of SEND pupils who left the school during the year = 0
Number of top-ups pending = 1
Number of SEND children leaving the school in July 2017 = 9
8 Key Stage 2 moving to Middle School, 1 with Top Up funding. 1 EYFS moving to Special School Setting with Top Up and EHCP.
Number of SEND children expected to join the school in September 2017 = 2 in EYFS with diagnosed ASD. 1 With top up and EHCP. 1 with top up and request for EHCP going to County.

SEND End of Year Data – 2016/17			
	Number of children below age expectations	Number of children working at age expectations	Number of children above age expectations	Total children
Maths			
EYFS	2 -100%	0	0	2
Y1	1 – 33%	2 – 67%	0	3
Y2	2 – 67%	1 – 33%	0	3
Y3	2 – 50%	2 – 50%	0	4
Y4	4 – 50%	3 -38%	1 -13%	8
Reading			
EYFS	2 – 100%	0	0	2
Y1	1 – 33%	2 – 67%	0	3
Y2	2 – 67%	1 – 33%	0	3
Y3	4 – 100%	0	0	4
Y4	4 – 50%	3 -38%	1 -13%	8
Writing			
EYFS	2 -100%	0	0	2
Y1	1 – 33%	2 – 67%	0	3
Y2	3 – 100%	0	0	3
Y3	4 – 100%	0	0	4
Y4	7 – 88%	1 – 13%	0	8
Note – Some children with medical needs not tracked by itrack data as need does not affect academic progress.			

Effectiveness of Impact of Additional SEN provision on Pupils Outcome
The majority of children on the SEN register were seen to make similar levels of progress to their peers and within age rated expectations. The small percentage who had not have been highlighted and will be monitored and tracked in the next academic year.

Findings/Actions from Data for 2016/17
- A lower percentage of children achieved age expectation or above in writing, however this only equates to 2 or 3 children in a Year group so the percentages can appear larger.
- 50% of children achieved age expectations or above in Numeracy.
- Booster groups for reading and writing are going to be more closely monitored with a focus on numerical targets to show small degrees of progress more effectively.

Action Plan for 2017/18

- School currently has individual pupil profiles for Pupil Premium children to allow their attainment to be tracked easily and communicated regularly with parents. These profiles also cover the child's views of how they feel their learning is progressing and what could help them further. We are going to try setting these up for all SEN children too to see if staff and parents find this useful. This should help with more consistent whole school approach to communicating with parents which is a target fpr next year.

- In response to feedback from other local schools who had had an inspection of SEND it is recommended for us to produce a one page profile of SEND in the school to be updated termly. This will include a tracking of SEND children taking part in clubs, attendance levels, numbers of children with Top-up funding or Education, Health and Care Plans and an overview of data outcomes and any whole school target areas and any changes to the SEN register and why these children were added or removed.

- All staff are trialling changing their SEND targets to numerical data evidence that can be tracked more effectively. So any previous smart targets are being changed to take the form of something which can be numerically tracked i.e percentages of High frequency words known, scores on a test of number facts, number of times a skill has been used effectively in pieces of written work. HLTA's who are running support groups have been asked to track and monitor progress themselves and report back to the class teacher and discuss follow up with them.

- 3 HLTAs have attended precision teaching training and this is going to be rolled across school for SEND children to help consolidate key skills and to provide numerical data and targets.

- Miss Taylor will monitor intervention planning and booster group planning termly. She will also monitor the progress of the 3 children who have made below expected progress this year. She will look for use of baseline assessments to identify barriers to learning/problem areas, correct target setting, evidence of progress and adjustments made if progress not seen.

SEND Actions taken during Academic Year 2016/17
School has made 2 requests for an Education, Health and Care plan. A Year 3 child had their request rejected as it felt the child's needs were currently being met through normal school interventions. The child had recently began work with the Educational Psychologist and Speech and Language and it was suggested to consider reapplying after any findings from this work. The request for a Nursery child has been completed but that child is now moving to Special School.

School re-applied for 5 top-ups, 3 were approved and 2 are still awaiting a reply. 1 new request for Top-up was made and this was approved and has provided 1:1 support for a Year 3 pupil making below expected progress.

Management of SEN provision throughout the school
Staff have continued to plan, monitor and evaluate interventions using either individual pupil or small group tracking sheets. They have also continued to use 'Notice and Adjust' sheets to track day to day changes with children and how they have altered their practice to better meet a need. Miss L. Taylor uses itrack software being used in school to check each term that children on the SEN register are making the expected levels of progress. If they are not progressing as well as hoped different approaches which could be tried are discussed with staff and trialled.

In-School Interventions
Read Write Inc, Dandelion readers, Phonographix, Lexia and precision teaching have been used as Intervention schemes throughout school.
Support Teachers deliver additional small group interventions to help groups of children who are not achieving Age Related Expectations; these include Practical Maths groups using Numicon in Year 2 and Year 3 and additional Writing and Reading groups in all Year groups and Thrive nurture groups in all Year groups.

Multi-agency Interventions and Support
Additional SEND support is accessed from the SEND support service.
During this Academic year staff in every year group have worked with the Speech and Language service.
Behaviour and Literacy support have supported children and provided advice to staff in all Key Stages.
A reading recovery scheme Dandelion Readers, recommended by the Literacy support service was purchased. This includes reading books and supporting activities. A staff member was trained in these and shared them with the whole staff at a staff meeting.
There was also whole staff training by Literacy Support at a staff meeting on ways of identifying Literacy difficulties.

Partnerships between school and SEN pupils parents/carers
Parents of children with Early Help Assessments in place attended TAF (Team Around the Family) meetings termly. Teachers discussed children's targets and progress with parents termly. This is going to be an area for development next year with meetings taking a more regular structure throughout school and content being monitored by Miss Taylor