

# **GOVERNORS' SEND REPORT**

## **St. Patricks Catholic Primary School**

### **Special Educational Needs (SEND)**

#### **Report - Summer 2017**

*We **LIVE** with Christ by creating a happy community with a strong sense of belonging  
We **LEARN** with Christ by nurturing and celebrating our special talents and achievements  
We **LOVE** with Christ by respecting and caring for everyone*

At St. Patricks we continue to value the contributions made by all children, professionals and parents to help develop our inclusive school community.

In assessing the success of our SEN policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

#### **What do we mean by Special Educational Needs and Disability?**

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a. *Has a significantly greater difficulty in learning than the majority of others of the same age or...*
- b. *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEN Code of Practice (2014, p 4)*

#### **Definition of disability:**

*Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p5)*

#### **The Local Offer**

The Children and Families Act 2014 requires the Local Authority and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25.

The Local Authority refers to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will help parents and young people to understand the range of services and provision in the local area and contribute to a more equal partnership in planning for the needs of children with SEND.

Schools utilise the Local Offer to determine how they will meet the needs of pupils with SEND in accordance with the school policy and the provision available within that particular school.

We refer to our offer as the 'School Offer'. It outlines what we as a school specifically can provide to meet needs of SEND pupils as well as how this fits into the local offer. Parents can view individual school offers via the LA Local Offer website. Our offer is available on our website to view, follow the link below for more details:

[St Patricks School – School Offer](#)

### **Policies**

The school's SEN policy was reviewed in November 2016. It can be found on the school website...

[SEN Policy](#)

### **Key SEN Personnel within the school**

- Special Educational Needs Coordinator (SENCO): Mrs Linda Brown
- Learning Mentor : Mrs Tracy Gorin
- Governor with responsibility for SEND: Mrs Claire Lynch

The SENCO looks carefully at school data and uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes. Each term the SENCO holds Pupil Progress Reviews with teachers and to review pupil progress, set targets, review intervention programmes and plan provision for all pupils. It is also a time to review the school's SEN register, to talk in depth about pupils with SEN and to think about ways to support them further.

SENCO and SEND governor meet termly to discuss SEND pupils and their progress.

This report follows a review of data at the end of the academic year by Mrs Lynch the Governor with responsibilities for SEND.

### **Intervention programmes used**

A variety of general strategies & resources are used to support pupils with SEN in the class room depending on their need. Additional intervention provision has included:

- Training for staff
- Learning programmes (e-learning for example)
- Behaviour support through nurture unit
- TA support to support activities such as separate phonics groups

See [St Patricks School – School Offer](#) for full details of provision and support available.

### **Supporting Pupils with Medical Needs**

We have a number of pupils with moderate to severe food allergies. Care is taken to ensure pupils do not come into contact with these foods either in cooking activities or at snack and lunch times. Pupils have Care Plans in place and staff have received training in the use of an epipen.

Pupils with other medical conditions are also included in our school and have their own designated care plans which are regularly reviewed by all medical and school staff responsible for their care.

Photographs of children with medical needs or allergies are clearly positioned in the kitchen and staff room.

We have a very small number of pupils requiring specific medical care. We have responded to advice provided by medical and health care professionals, or sought advice from relevant professionals where the school has required further support to ensure that we are able to adequately meet pupils' needs. Medication is secured in separate bags, clearly labelled with child's name and accessible only to staff trained in administration.

### **Special Educational Needs and Disability Act 2001**

The Code details the rights and responsibilities of parents and children throughout the process.

#### **Identification and Provision**

- Before the child begins school there is a home visit, the initial meeting between teacher and parent which identifies any concerns.
- External agency reports or previous involvement may alert the teacher.
- Concerns are raised through normal classroom practice.
- Depending on the needs of the child they will be placed on an SEN Support register, after consultation with parents to gain parental permission.

- In some cases a child's needs cannot be met by the above and an individual Education, Health & Care Plan is requested.
- From September 2014, the new Code of Practice and necessary procedural amendments have been implemented.

### **Profile of pupils with SEN in our school**

- 23 children have been identified as having SEN, which is 20% of school age children on roll (117 in total).
- 21 are classed as requiring SEN Support
- 2 children have an Education, Health and Care Plan (EHC)
- Movement has been low with two children leaving us in summer 2016 who received SEN Support, one child beginning to require SEN Support and one child moving from needed SEN Support to have an EHC
- The types of SEN's our children have are varied with a low proportion (2 of 23) having specific physical needs relating to cardiovascular health and a visual impairment. The remainder range from having English as a second language, dyslexia, ASD/ADHD, speech & language and behaviour, emotional & social needs.
- The gender and ethnic profile of children with SEN is...
  - Boys – 14
  - Girls – 9
  - Mixed race – 2
  - White – 21
  - The proportion of children with English as a second language is growing, particularly with Polish families (though not proportionally with SEN as the majority are progressing in line with year group)
- School data on bullying held in CPOMs does not indicate a raised proportionality for pupils with SEND
- There have been 2 fixed term exclusions during the 2016/17 academic year, both of whom have had SEN Support in place. The exclusions were behaviour based
- We also have a number of vulnerable pupils within our school who require additional support

### **Resources and Support available for SEN pupils**

- The notional budget for SEN was £19,943 in the 2016/17 academic year
- In addition, £7.7k was allocated as top-up for those pupils with an EHC

### **Allocation of Resource and Support**

- With such a small budget, efficient use of funding is essential. Examples of how this is used in our school are...
  - Training for staff (CPD) through the Working Memory Project with cascade to all staff, Speech & Language training for Early Years personnel to aid early identification, training in ASD/ADHD to assist early intervention in Early Years setting (also cascaded to all staff)

- Learning Support Assistants work alongside the class teachers delivering specialised programmes and offering general classroom support. The majority of support is given in the core subjects namely numeracy and literacy to ensure basic skills are in place
- Some children receive 1:1 support for identified individual provision e.g. Dyslexia. Learning Support Assistants provide differentiated support in small group work outside the classroom on specific occasions, although we aim to include all pupils in class as much as possible
- Our Learning Mentor provides behavioural/pastoral support inside and outside the classroom
- A significant focus of SENco work has been in supporting and meeting the needs of TAs involved in delivering individualised and small group teaching and in assessing, administrative work, liaison with parents and other agencies
- Additional interventions are selected and monitored for impact using RAAP Sheets with 3 weekly reviews at full staff meeting, these sheets also pull in Target Tracker Data to ensure progress is tracked effectively

#### **Progress of Pupils with SEN**

- Pupils with SEND are initially assessed as they enter our setting...
  - Handover from previous provision (if in nursery)
  - Through Early Years Transition Network
  - Via home visit for other children
- Targets are set for children with SEN initially by the class teacher who then brings this to the staff progress review meeting – in the same way that non-SEN children have targets set. In addition, the targets for children with SEN are reviewed with the SENCO and a more detailed handover between teachers upon transition is held to ensure targets are related back to the specific needs of the children with SEN

For the 2016/17 academic year I have reviewed 3 sets of results...

#### ***Year 1 Phonics Screening Test (86% achieved required standard)***

- Of the 14 children in this cohort, 2 have SEN (14%)
- 2 children in the cohort didn't achieve the required standard in the test
- 1 child with SEN and one without SEN
- I have no concerns over the comparison of our SEN children in this cohort with the school or national results for either attainment or achievement

#### ***KS1 SATS (50% achieved required standard across all core subjects)***

- Of the 18 children in this cohort, 7 have SEN (39%)
- These 7 pupils have a high incidence of complex needs and I have spent time reviewing case studies on this group with the Learning Mentor
- Only one child of the seven with SEN has achieved national standard in any of the 3 core subjects (14%)
- This is well below school and national average

- Looking at high level progress, the seven children with SEN entered KS1 displaying an 'emerging' range of skills on the whole
  - Their progress has been limited with one child with SEN moving away from 'expected' level of attainment to 'working within' in all 3 core subjects
  - Only one child has seen any noticeable 'stretch', moving from 'expected' to 'greater depth' in writing
- In Reading, only 29% of pupils with SEN made the required 6 steps progress compared to 60% of children without SEN. Worryingly, 57% of children with SEN made 3 steps progress or less
- In Writing, 57% of pupils with SEN made the required 6 steps progress compared to 20% of children without SEN
- In Maths, only 14% of pupils with SEN made the required 6 steps progress compared to 80% of children without SEN
- The children with SEN who have made 6+ steps progress have achieved some of the highest levels of progress in the cohort

I asked about the fact that only 1 of the 7 children with SEN met expected levels in reading, writing and/or maths and what we need to do better support these children? Mrs Brown confirmed that these children have received a number of interventions this year. There has been 3 additional adults in the class all year to support, there has been small group work, additional support through a breakfast club run by the class teacher, as well as dyslexia and behavioural interventions. Although attainment has been less than expected progress has been reasonable although below that of their peers who do not have SEN. Due to restructuring of this group next year, there will be fewer additional adults but the groups will be smaller.

### ***KS2 SATS (50% achieved required standard across all core subjects)***

- Of the 18 children in this cohort, 3 have SEN (17%)
- Of the three children with SEN...
  - 1 did not achieve expected standard in any of the core subjects
  - 1 only achieved expected standard in Reading
  - 1 achieved expected standard in Reading, Maths and SPAG
- This is well below school and national average
  - Two of the three children with SEN entered KS2 below expected standard in the subjects they failed to meet expected standard in at Year 6. Only one child has seen any noticeable attainment, achieving the required standard in Reading at Year 6
- However progress has been good...
  - In Reading, 100% of pupils with SEN made the required 6 steps progress compared to 93% of children without SEN.
  - In Writing, 100% of pupils with SEN made the required 6 steps progress compared to 86% of children without SEN
  - In Maths, only 67% of pupils with SEN made the required 6 steps progress compared to 87% of children without SEN. The one child who didn't make 6 steps progress made 5 steps progress.

### ***Other year groups (non SATS years)***

#### Year 1

- Of the 14 children in this cohort, 4 have SEN (29%)
- In Reading only 1 child (25% of those with SEN) has achieved security compared to 70% of children without SEN
- In Writing only 1 child (25% of those with SEN) has achieved security compared to 80% of children without SEN
- In Maths only 1 child (25% of those with SEN) has achieved security compared to 90% of children without SEN

#### Year 3

- Of the 15 children in this cohort, 3 have SEN (20%)
- In Reading and Writing, only 33% of pupils with SEN made the required 6 steps progress compared to 58% of children without SEN. However, the other 67% made 5 steps progress.
- In Maths, 100% of pupils with SEN made the required 6 steps progress compared to 83% of children without SEN

#### Year 4

- Of the 18 children in this cohort, 5 have SEN (28%)
- In Reading, 80% of pupils with SEN made the required 6 steps progress compared to 38% of children without SEN.
- In Writing, 60% of pupils with SEN made the required 6 steps progress compared to 38% of children without SEN. 20% made 5 steps progress.
- In Maths, none of the pupils with SEN made the required 6 steps progress compared to 54% of children without SEN. Only 1 of the 4 children with SEN made more than 3 steps progress. Maths is the weakest subject for progress in this cohort with SEN children progressing less well.

#### Year 5

- Of the 15 children in this cohort, 4 have SEN (27%)
- In Reading, 50% of pupils with SEN made the required 6 steps progress compared to 45% of children without SEN.
- In Writing, none of the pupils with SEN made the required 6 steps progress compared to 27% of children without SEN. Only 1 of the 4 children with SEN made more than 3 steps progress.
- In Maths, none of the pupils with SEN made the required 6 steps progress compared to 9% of children without SEN. Maths progress is clearly a problem area across the cohort.

### **External Personnel, Parental Support and Other Agencies**

- Over the past year we have liaised with the Educational Psychologist, Special Needs Advisors, SEN Specialists from Calderdale, the Occupational Therapist, Visual Impairment team, Behaviour Support as well as Speech and Language advisors.
- Additional Pastoral support is provided through the employment of a Catholic Care support worker for one session each week and our appointed full time Learning Mentor.
- We're finding that in particular the parents of the Polish families whose children have SEN due to EAL are very involved in supporting the children's needs.

### **Strategic Leadership & Management**

The school demonstrates adoption of a whole school approach to improving the provision for and progress of pupils with SEND by...

- 6 weekly reviews of progress and resetting of targets accordingly
- Including parents and social /health care professionals in these reviews
- Early identification and intervention with constant refreshing of skills required to do this
- Use of Target Tracker to identify/flag problem areas
- Provision of all teachers with full list of children on roll
- Good understanding of cross-over between SEN and vulnerabilities through good segmentation in Target Tracker
- Use of RAAPS and IEP's for EHC children
- The SENCO fits into the strategic management of the school effectively as the Head holds both of these positions. This follows advice that the SENCO forms part of the SLT ahead of recruitment
- Continuation of SENCO support is being provisioned for as our new Early Years teacher (Miss Vincent) is starting SENCO training. This would however leave a disconnect between the SENCO and SLT which causes some concern. Miss Snape has SENCO experience and her support in the SENCO role should be considered as should SENCO experience as we recruit a new Head Teacher

### **Inclusion**

- All pupils with SEN take part in all aspects of school life including out of school activities.
- All children have participated in the full range of opportunities and events arranged by the school including trips.
- We are committed to inclusion and equal access for all regardless of SEN or disability.
- For full details please refer to our Equality Scheme.