



SEN Report to Governors

(2015-2016)

SENCO: Lisa Robinson
SEND Governor: Jo Parker

School information

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|---------------------------------------|------|
| Number of pupils on roll | 199 |
| % of pupils with SEN | 9.5% |
| % of SEN pupils receiving SEN support | 8.5% |
| % of SEN pupils with an EHCP | 1% |

(Breakdown)

| Key Stage | SEN support | Statement / EHC plan | Total |
|-----------|-------------|----------------------|-------|
| EYFS | 1 | 0 | 1 |
| KS1 | 7 | 1 | 8 |
| KS2 | 8 | 1 | 9 |

Number of pupils moving up from SEN support to EHC plan: 2

Number of pupils coming off of the SEN register: 1

Number of pupils awaiting and EHC application: 0 (although 3 possible applications in 2016-2017)

Please see our FAQ on the school website for further information regarding SEN support and identification of specific needs for individual children.

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| Key focus of the year (SIP) | To raise the achievement and attainment of vulnerable pupils including those with SEND. |
| Focus | IMPACT |
| Ensuring appropriate provision for all SEND pupils. | EHCP applications for 2 SEND pupils have been accepted and funding awarded to support the school in providing specialist help and support in school. |
| | TA appointment made to support SEN pupil with EHCP |
| | New resources purchased to support a range of needs including physical, memory and specific conditions. |
| Training | SENCO training – led by South Glos and within the Alliance of schools. |
| | Assistant training program led by core leaders to develop subject knowledge, strategies and approaches for 1:1 tuition. |
| | Training in self harm, ASD, Social stories, attachment disorder, Sand tray therapy ... to develop expertise in a range of conditions to enable the school to best support pupils. |
| | Alliance training on effective deployment of TAs for both TAs and |

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| | teaching staff. This is to ensure the school is following the recommendations of the EEF. |
| TA appraisals | Observations of support staff by SENCO and core leaders. Feedback given to improve performance and support CPD. |
| | Review of performance and target setting in line with areas for development and whole school focus. |
| Multi-agency approach | Effective liaison with outside agencies to ensure effective communication; leading to appropriate assessment of pupils to ensure the best provision is given by the school. |
| | TAC meetings for incoming pupils attended to ensure a good knowledge of pupil needs and transition to our setting. |

Pupils may receive support in a variety of ways. This could include 1:1 tutoring, small group interventions, short burst booster sessions, independent consolidation tasks, support from external agencies and the use of a range of learning aids.

Outcomes – Effectiveness and impact of additional SEN provision on pupil’s outcomes

KS1 Exit Data

| Year Group | Pupils with SEN | Gender | SEN support / need |
|------------|-----------------|------------|---|
| 2 | 5 | 4 M 1 F | Speech and language Speech, language and communication Social, Emotional and Mental Health ASD (pending) |

| 5 x SEN Pupils | Term 5 (End of Year) | |
|----------------|---|------------|
| | % of pupils reaching expected standard (SATs) | |
| | All pupils | SEN pupils |
| Reading | 82% | 40% |
| Writing | 68% | 40% |
| Maths | 68% | 60% |

All 5 SEN pupils working in Year 2 finished the year working on the Year 2 AREs with 2 or more children achieving the age related expectations.

Outside agencies are currently working with 2 of the 5 pupils in this class. In class support and interventions are enabling the pupils to access the Y2 curriculum and develop independence. Specific targets continue to fill gaps in learning and raise self-esteem.

KS2 Exit Data

| Year Group | Pupils with SEN | Gender | SEN support / need |
|------------|-----------------|-----------|---|
| 6 | 2 | 1M 1 F | Speech, language and communication Social, emotional and Mental Health / Auditory impairment |

| 2 x SEN Pupils | Term 5 (End of Year) | |
|----------------|---|------------|
| | % of pupils reaching expected standard (SATs) | |
| | All pupils | SEN pupils |
| Reading | 72% | 50% |

| | | |
|----------------|------------|-----------|
| Writing | 78% | 0% |
| Maths | 50% | 0% |

In reading and Maths, both pupils were able to access the Y6 curriculum with targeted support and 1:1 tuition and booster groups.

Our male SEN pupil made outstanding progress in writing however his starting point was low and therefore did not reach the standard.

Attendance has been an issue for both pupils. Family Link support and regular meetings has helped to improve this over the year.

Ongoing complex medical needs has also impacted on attainment and progress of 1 SEN pupil.

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| KS1 Phonics screening test |
| All children - 70% |
| SEN pupils - 0% |

Pupils who did not pass the phonics screening test in Y1 will receive phonic intervention in Year 2 and will be expected to re-take the test at the end of Year 2.

Attendance / Exclusions

0 % of SEN pupils achieved 100% attendance

Average attendance for SEN pupils across the year – 96.8%

Only 22% of our SEN pupils had an average attendance of below 95%

No SEN pupils had an average attendance of less than 90%

0 fixed term exclusions

0 permanent exclusions

The effectiveness and impact of multi-agency interventions and support.

Continued support from the Educational Psychology service has ensured quick and effective assessment and reviews of pupils and their needs.

Regular intervention from Speech and Language specialists has led to continued progress for those pupils who require the service.

Close Liaison with professionals from the 0-25 team and assessment team have led to 2 successful EHCP applications with additional funding to ensure appropriate provision for those pupils with complex needs.

Leadership and Management

Lisa Robinson (SENCO) has attended Local Authority training and has met regularly with the SENCOs from the local Alliance group as part of continued professional development.

The SENCO sits on the senior management team and has met with the school SEN governor on regular occasions throughout the year.

Parent partnership

Parents are invited into school three times throughout the year to discuss and review their child's needs and the provision in place. We have an open and honest dialogue with parents and are readily available for consultations to discuss issues when requested.

Support plans are created each year clearly demonstrating and tracking the provision in place to support SEN pupils. Advice is taken from experts and assessments carried out by other professionals to set SMART targets. The school along with parents and other professions involved have regular opportunities to review and set new targets to ensure ongoing progression is made.

Pupil profiles are kept for pupils with specific / significant needs and these are reviewed regularly. Parents are invited to meet with the adults working with their child to initially complete the profile and then are able to add and update during review meetings throughout the year.

The school provides a mid-year report to inform parents of their child's attainment and the progress they have made. There are regular opportunities for parents to come into school to look at their pupil's work.

The school SENCO is able to meet with parents as and when requested. The school SENCO is also available during parent consultation meetings to meet with families to answer any queries they may have.

SEN Governor comment on the strengths and weaknesses of SEN policy and SEN provision existing within the school.

Redfield Edge continues to work hard to provide interventions to children under the SEN provision, with children making progress. There are good working relationships with external agencies and with the schools within the Alliance.

Jo Parker (SEN Governor)