



Report on special educational needs and disability (SEND)- 2018-19

1. SCHOOL PROFILE

Our profile for 2018-19 showed that at St Nicholas Primary School, there were 439 pupils. 12% of our children are identified as having SEN (53 in total), with approximately 41% of those having an Education Health and Care Plan. (22 in total with 14 of those children in the CIRB)

This is made up of the following groups:

- 22% of those children on our SEN Profile have needs linked to Cognition and Learning (C & L) including maths, reading, writing and a range of specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- 69% of those children on our SEN Profile have needs linked to Communication and Interaction (C & I) including speech, language and social communication and interaction disorders such as Asperger's and Autism.
- 3% of those children on our SEN Profile have needs linked to Social, Emotional and Mental Health (SEMH) difficulties including ADHD, ADD, eating disorders, anxiety disorders and depression.
- 3% of those children on our SEN Profile have needs linked to Physical and/or Sensory (P & S) difficulties including disabilities affecting vision, hearing and mobility.

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
37	19	12	2	2	0	2	1

2. IDENTIFYING PUPILS WITH SEND

This section could cover:

- Teacher's will monitor the progress of pupils carefully and complete an initial concerns form using the Oxfordshire SEN descriptors as guidance if they have concerns about a child. The SENCO, class teacher and parents/carers will meet to discuss the children's areas of needs and complete referrals for external support or funding as needed. If the child is able to communicate their views for this meeting then these will be collated either before or during the meeting.
- All of the children on the SEN register have a pupil profile and this details their areas of need, support that works well and outcomes for the year. These are reviewed three times a year with the child and their parents/ carers. During these times they will also be reviewed to see if enough progress has been made to be taken off the SEN register.
- For those children with an EHCP, they will also have three outcome review meetings as well as an annual review to assess and plan for their EHCP provision.
- This year we were also successful in securing an EHCP for one child and additional funding for two children.

3. PROGRESS MADE BY PUPILS WITH SEND

This should be a general overview and pupils should not be named.

You may wish to include a breakdown of progress data, relevant to your school type and phase. The example below can be adapted to your context.

You could also describe the impact of particular interventions that have been successful in enabling pupils with SEND to progress.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

	Reading	Writing	Maths
Pupils with SEND (including EHCP) expected or higher attainment	Year 1 (8 pupils) 25% on track	Year 1 (8 pupils) 13% on track	Year 1 (8 pupils) 13% on track
	Year 2 (7 pupils) 14% on track	Year 2 (7 pupils) 0% on track	Year 2 (7 pupils) 14% on track
	Year 3 (6 pupils) 16% on track	Year 3 (6 pupils) 0% on track	Year 3 (6 pupils) 16% on track
	Year 4 (13 pupils) 30% on track	Year 4 (13 pupils) 23% on track	Year 4 (13 pupils) 38% on track
	Year 5 (10 pupils) 0% on track	Year 5 (10 pupils) 0% on track	Year 5 (10 pupils) 20% on track
	Year 6 (10 pupils)	Year 6 (10 pupils)	Year 6 (10 pupils)

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

	10% on track	10% on track	10% on track
Pupils with EHCP expected or higher attainment	<p>Year 1 (4 pupils) 25% on track</p> <p>Year 2 (2 pupils) 0% on track</p> <p>Year 3 (1 pupils) 0% on track</p> <p>Year 4 (6 pupils) 16% on track</p> <p>Year 5 (4 pupils) 0% on track</p> <p>Year 6 (6 pupils) 0% on track</p>	<p>Year 1 (4 pupils) 13% on track</p> <p>Year 2 (2 pupils) 0% on track</p> <p>Year 3 (1 pupils) 0% on track</p> <p>Year 4 (6 pupils) 0% on track</p> <p>Year 5 (4 pupils) 0% on track</p> <p>Year 6 (6 pupils) 0% on track</p>	<p>Year 1 (4 pupils) 13% on track</p> <p>Year 2 (2 pupils) 0% on track</p> <p>Year 3 (1 pupils) 0% on track</p> <p>Year 4 (6 pupils) 16% on track</p> <p>Year 5 (4 pupils) 0% on track</p> <p>Year 6 (6 pupils) 0% on track</p>
Pupil without SEN expected or higher attainment	<p>Year 1 67% on track</p> <p>Year 2 83% on track</p> <p>Year 3 73% on track</p> <p>Year 4 69% on track</p> <p>Year 5 75% on track</p> <p>Year 6 79% on track</p>	<p>Year 1 66% on track</p> <p>Year 2 80% on track</p> <p>Year 3 69% on track</p> <p>Year 4 67% on track</p> <p>Year 5 67% on track</p> <p>Year 6 81% on track</p>	<p>Year 1 67% on track</p> <p>Year 2 82% on track</p> <p>Year 3 75% on track</p> <p>Year 4 71% on track</p> <p>Year 5 67% on track</p> <p>Year 6 81% on track</p>

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

This section of the report could tell governors:

- See separate provision map detailing top up sessions, costs and progress.
- We introduced the provision of 'Top up' sessions to not only target our SEN and PP children but to also help to close the gaps with all learners and their attainment. This has been more effective within our school as it means that any adult can pick it up, rather than a specific intervention running for a set time frame.

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

- With C&I being our highest area of need, we continued to use one of our teaching assistants to specifically be the SALT TA across the school. Due to a high input of time, all of the children on the SALT caseload have made progress and 3 no longer need SALT input from Debbie Quarrell.

5. SEND FUNDING

We receive £216,169 for mainstream SEN funding. The majority of this is used for in class support and additional top up sessions and interventions. Class teachers are completing In class sen provision maps to enable us to keep a better record of support, resources, interventions and costs that has been spent during the year.

Within the base we receive £150,000 per year for our children within the base. This is primarily spent on teacher and TA hours. Last year we had 14 children so would have received £140,000

We also received £41,589.93 of additional high needs funding for our children with EHCP's within the mainstream. This is in place to support 1:1 support within the classroom and also support for some children during break and lunch times. (Financial year)

6. STAFF DEVELOPMENT

- The SENCo has attended three Inclusion Briefing held within the partnership (these are held termly).
- Staff continue to regularly liaise with the Speech and Language Therapists (SALT) and the Teacher of the Deaf (ToD) who both visit the school weekly. They also liaise with the Communication and Interaction advisory teacher who often comes in to school fortnightly. Any reports and resources are sent through to the SENCo and are disseminated amongst staff as necessary for staff to implement suggested personalised programmes.
- 24 staff members' have completed Team Teach training which is required for the use of physical intervention.
- Staff within the base are working closely with the SEMH lead to develop techniques for physical intervention and support for those pupils who are struggling to regulate their emotions.
- The SENCo continues to have close links with base lead at Chinnor Autism resource base (the only other primary autism base within Oxfordshire) to share good practice across another base.

7. WORK WITH EXTERNAL AGENCIES

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This section of the report could cover:

- We continue to work regularly with Speech and language therapist Debbie Quarrell. She is now the SALT for the mainstream and for the CIRB so is heavily involved in the school and has a good understanding of our need.
- We regularly work with Lucy Beerling from the SENSS communication and Interaction team. As C&I is our most prominent SEN need, she is also in school a lot. SENSS C&I have now introduced a tier system for each school and this means that high needs children are seen on a more frequent basis.
- We have also been lucky enough to be supported by Jennifer Ware who is a SENSS communication and interaction support worker. This has been a great opportunity for some blocks of staff training and therapy blocks for some of our high needs children.
- We continue to use essential psychology to complete our educational psychologist assessments. We did look at the county offer again however; essential psychology continues to be slightly cheaper and we pay for what we use when we need it.
- We have regular input and support from Rachel Newsham. She works for SENSS and has many roles but most importantly she provides social, emotional and mental health support for pupils across the school with a particular focus on support within the CIRB. She also covers our team teach training for the base.
- We sought input from the Mulberry Bush for support for one of our children in the CIRB who was struggling to regulate their emotions due to trauma they had experienced at their previous setting.

8. PRIORITIES FOR 2019-20

This section of the report could cover:

- To increase the use of visuals to support across the whole school using an online tool called Widgit.
- To introduce the use of the 'Zones of Regulation' within the base and to also begin to roll it out across the whole school. This will support the focus on the whole school behaviour policy and teach children how to regulate their emotions and strategies to help them do this.
- CAMHS trailblazers to be running some interventions within the wellbeing room. These are aimed to help children develop their emotional resilience, communication skills and build their self-esteem.
- A focus on increasing the CIRB mainstream inclusion to at least 30% for all children.
- Opportunities such as horse riding to be opened up to more mainstream pupils.

8. PRIORITIES FOR 2019-20

- Bsquared assessments continue to be used across the school for our high needs children to ensure their progress is tracked accurately (Children with EHCP's as needed)
- To continue to stream children for RWinc phonics and spelling across Reception to Year 4
- To continue to track and use 5-10 minute keep up time in the afternoons. Children identified from SEN and PP lists, as well as ongoing weekly maths and English whole class assessment (whole school) All staff to record on 'Keep up' Session records and collate on whole class provision maps.
- SALT teaching assistant to work with children within the CIRB and mainstream to provide additional 1:1 weekly SALT sessions (children with SALT needs which are impacting on their learning) comes from the SEN budget.