

D/SEN GOVERNOR REPORT 2014

D/SEN profile by year group:

At present, D/SEN pupils make up 22% of the school population with 48 children on School Action and a further 53 children on School action +. There are currently 3 children with statements.

| Code of practice | N | R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
|------------------|---|---|--------|--------|--------|--------|--------|--------|-------|
| School Action | 0 | 0 | 10 | 12 | 6 | 11 | 7 | 2 | 48 |
| School Action + | 2 | 1 | 7 | 10 | 5 | 10 | 7 | 11 | 53 |
| Statemented | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Total | 2 | 1 | 17 | 22 | 11 | 21 | 14 | 16 | 104 |

Identification of special educational needs:

Early identification

Highwood believe that early identification of special education needs, whether it be social, emotional, behavioural or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we have two systems in place:

1. Home visits for all of our nursery children
2. Welcome visits for all new pupils joining the school whatever the year.

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.

Identification

Assessment of our pupils continues throughout their time at Highwood as needs may show themselves at any time due to many differing circumstances. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations.
2. Class teachers continually monitoring the children in their class.
3. Giving all adults in school the opportunity to discuss concerns re a child at any time
4. Liaising with parents

A full discussion will then take place with the relevant staff and if appropriate, the child will be added to the inclusion register. If at any time any child presents any areas of concern then the child is discussed with the SENCO.

Any children identified on the inclusion register receive additional support. This is outlined on the class provision map which is written in conjunction with the class teacher and TA and outlines any support in addition to quality first teaching which is needed for pupils within the class. Children who are at SA+ will also have an IEP (individual education plan) which outlines their specific targets and targeted 1:1 support. They will also be referred to an outside agency or other service for additional support and advice which can be used by the school to enable the child to make progress.

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

Provision:

As with all children at Highwood, it is essential that Quality First Teaching (Wave 1), is offered and targeted to support children's specific needs. This includes detailed lesson plans with clear differentiation, and the identification of any children with additional needs highlighted. Class provision maps outline additional Wave 2 and Wave 3 provision for individual children or groups. Examples of this provision include; counselling, social skills groups, family support or specialist S&L or EAL support. In most instances, this provision is carried out by the class teacher or a teaching assistant. If external agencies are involved then both the teaching assistant and the class teacher will have regular meetings to ensure that targets are being supported accurately

The Primary Support Partnership:

The PSP (formally called a PSB) at Highwood Primary School is named Juniper Class and it is situated in a purpose built classroom at the heart of the school. Juniper Class is equipped like all of our classrooms; however it incorporates a designated space should children need a quiet place away from others. A PSB is designed to support pupils who: have a statement; are permanently excluded from school and there is a realistic prospect of successful mainstream integration. If a child meets all of the criteria they are then permanently placed on the full time roll of Highwood School. Permanent roll places are generally only allocated for KS2 pupils. Our aim is to therefore facilitate the successful integration of Juniper Class children into our mainstream classes. Each child will have a personalised reintegration programme depending on their specific needs. Where the entrance criteria has been followed, Juniper Class intervention has enabled a number of children to successfully access full time education within our own mainstream primary classrooms as well as local secondary schools.

At the present time Juniper Class has 6 pupils who are from within our own school community. These children have various needs which require the small, nurturing environment offered in Juniper Class to enable them to access the curriculum successfully.

Juniper Class also offers nurturing sessions, such as breakfast and lunch clubs, or even just a quiet place to be for: other targeted pupils within the school; pupils who need closely monitoring during break times; children with emotional issues and then, if space, any other of the children within the school who would just like to come.

The Juniper Class team consists of a full time PSB teacher and a full time Behaviour Adviser who work to support Juniper Class children in their mainstream lessons. In addition, they provide targeted programmes to individuals and groups within the Juniper Class setting.

In addition to the work we carry out with Juniper Class pupils, our team of specially trained Behaviour Advisers provide support and advice to schools in the locality by supporting targeted children with behavioural issues as well as providing training sessions and training both within our school and in other schools.

D/SEN funding:

The SENCo is issued with a budget of £300 annually which is used to buy any necessary resources as well as being used, in part, to fund training courses specific to D/SEN. There is also a Pupil Premium budget of approximately £90,000 which is allocated to vulnerable children which includes many with D/SEN. This year, pupil premium funding has been specifically used to employ a behaviour and enrichment

leader whose role is to offer additional support and enrichment opportunities for those children who receive free school meals.

Improving D/SEN pupil outcomes:

Raise on Line data shows an upward trend in progress for D/SEN pupils since 2012. Value added data for KS2 is below national but with no significance, whilst pupils with a statement are above national but with no significance. Raise on Line (2013) shows a 3 year upward trend for pupils with a statement.

In house assessment data from April 2014 indicates that the majority of D/SEN pupils are currently on track to make no less than expected progress in all year groups with some pupils making good progress. Any pupils not currently making expected progress will be supported through guided learning and interventions

KS1 Current progress (End of Autumn term Y1 – Spring Y2) (Average = 6APS)

| Year 2 Whole cohort | SA (17) | SA+ (8) |
|-------------------------------|------------|------------|
| Reading | 6.8 | 5.3 |
| Writing | 5.5 | 5.5 |
| Maths | 8.3 | 6.4 |

KS2 Current progress (July 2013-April 2014) (Average = 2APS)

YEAR 6

| From Summer Y5 | SA (3) | SA+ (10) | Statement (2) |
|---------------------------------|-----------|-------------|------------------|
| Reading | 4.7 | 2.4 | 0* |
| Writing | 6.7 | 3.0 | 2.0 |
| Maths | 2.0 | 2.2 | 0* |

*Other evidence of progress documented

Year 5

| From Summer Y4 | SA (8) | SA+ (6) | Statement (0) |
|---------------------------------|-----------|------------|------------------|
| Reading | 2.0 | 1.7 | |
| Writing | 2.3 | 3.0 | |
| Maths | 1.3 | 2.0 | |

Year 4

| From Summer Y3 | SA (5) | SA+ (9) |
|---------------------------------|-----------|------------|
| Reading | 3.6 | 4.0 |
| Writing | 1.6 | 1.1 |
| Maths | 2.4 | 2.4 |

Year 3

| From KS1 data | SA (10) | SA+ (6) |
|----------------------|--------------------|--------------------|
| Reading | 3.4 | 5.2 |
| Writing | 3.8 | 4.0 |
| Maths | 2.2 | 3.2 |

Good progress

Average progress

Below average

D/SEN Governor comments on strengths and weaknesses of SEN policy and provision existing within the school:

The school has effective ways of early identification and mapping provision to support pupil's needs. Strategies for supporting Reading is effective across the school and less so for Writing (except in Year 5) and Maths. Strong data analysis across the school with further analysis of progress of pupils on SEND register ensures that class teachers and SLT are constantly aware of areas of strengths and weaknesses. Deputy head and SEN teacher confirmed that pupils with statements of educational needs have made significant progress in confidence level and improved learning behaviour which although has not made huge difference in APS has improved learning behaviours and attitudes to learning.

The Juniper class is a great asset to the school and during my visit I observed pupils composing a letter to their penpal school in Australia. Pupils were enthusiastic, engaged and well-behaved during the lesson. Through discussion the pupils revealed that they enjoy the opportunity of learning in Juniper class. Their favourite memories being school trips – Harry Potter studios and Whipsnade zoo, brunch time- cereal, toast, milk and juice and finally they enjoy using the chill out room. Their suggestions for improvements include more Jacqueline Wilson books and more cds for the boom box.