

## SEND GOVERNOR REPORT 2015/2016

### Sheena Tower SENCo/William Brooks SEND Governor

#### SEND profile by year group:

At present, SEND pupils make up 38% (20% if 'monitored' children are not included) of the school population with 80 children on 'Monitoring' and a further 85 children on 'K', which replaced School Action and School Action Plus. There is currently 1 child with an Educational Health Care Plan.

Code of Practice	Nur.	Rec.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Monitoring	8	4	19	17	6	12	7	7	<b>80</b>
K	3	6	14	13	14	12	8	15	<b>85</b>
EHCP	0	0	0	0	0	0	0	1	<b>1</b>
Total	11	10	33	30	20	24	15	22	<b>166</b>
Pupil Premium	5	5	16	13	17	11	12	16	<b>95</b>

#### Identification of special educational needs and disabilities:

##### 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 all children. To support us in our early intervention we have two systems in place:

1. Home visits for all of our Nursery children and Reception children new to the school.
2. Welcome visits for all new pupils joining the school at a time other than Nursery and Reception, or at any time mid-year.

These meetings allow us to meet with parents and give them the opportunity to discuss their child's strengths and needs. It also enables any additional resources or interventions to be put in place, 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 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 SENDCo.

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 Head Teacher, class teacher and teaching assistant and outlines any support in addition to quality first teaching which is needed for pupils within the class. Children who are at 'K' will also have a Personal 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 regularly, and no less than termly, with the class teacher, teaching assistant and where appropriate SENDCo to review their child's Personal Plan, 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. Any children with additional needs will be 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.

### **Juniper Class:**

Juniper class is an attractive, safe, structured environment offering a nurturing, supportive and inclusive atmosphere which offers support to our most vulnerable children for periods during the day. Juniper is staffed by members of the Inclusion Team. Through Juniper Class we hope to enable the children to:

- Form secure and happy relationships with both adults and their peers
- Be more socially adept
- Be emotionally resilient
- Have self- belief and be self-confident
- Engage with learning
- Want to reach their potential
- Be happy
- Learn to accept boundaries, understanding why they are important
- Have fun

There are several barriers to learning which mean the children find learning in the mainstream classroom difficult. These include; specific learning difficulties (ASD,

ADHD, Neonatal Abstinence Syndrome, Dyslexia, Dyspraxia) as well as social, emotional and behavioural difficulties. In the nurture class the main emphasis is on learning in a nurturing, inclusive and supportive atmosphere to enable the children to make expected, if not accelerated progress.

During break and lunchtimes Juniper Class offers a safe, nurturing and inclusive environment for children across the school who are experiencing social, emotional and behavioural difficulties. This safe environment enables the children to return to class ready to learn; thus preventing them from becoming disengaged with their own learning or causing a distraction to their peers.

Breakfast is provided for children who might not have had breakfast, or whom might benefit from sitting down and spending time in a relaxed, but supervised and planned setting. This offers the children the opportunity to talk and share experiences.

Lunch time, break time and brunch times can either be:

- Voluntary - children can opt to come along to Juniper if they decide that they are not making the right choices on the playground, might be about to make the wrong choices, are lonely, bored or might need some support with a situation that has arisen. It might be that they feel Juniper offers them a safe place to be.
- Compulsory – children who have been involved in a behaviour incident will have to come to Juniper for a set period both as a consequence but also as a place to offer support, guidance and a safe environment.

### **SEND funding:**

The SENDCo is issued with a budget annually which is used to buy any necessary resources as well as being used, in part, to fund training courses specific to SEND. There is also a Pupil Premium budget of approximately £130,000 which is allocated to vulnerable children which includes many with SEND. Most of our Pupil Premium budget is used to provide a dedicated teaching assistant for every class. The teaching assistants implement the interventions outlined in the provision maps. We also employ a welfare manager, welfare advisor and a welfare assistant who provide further support to our most vulnerable pupils and their families.

### **Improving SEND pupil outcomes:**

Raise on Line data shows that progress rates of children at 'K' have remained consistent since 2013.

In house assessment data from April 2016 indicates that the majority of SEND 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.

## KS2 Current progress (February 2016)

### Year 6 (Average = 10-11 APS)

<b>From End of KS1</b>	<b>PPG (15)</b>	<b>SEN (7)</b>
Reading	11.1	12.1
Writing	11.9	12.7
Maths	10.4	11.0

### Year 5 (Average = 7.5 APS)

<b>From End of KS1</b>	<b>PPG (12)</b>	<b>SEN (12)</b>
Reading	8.8	9.0
Writing	8.8	10.2
Maths	8.1	8.3

### Year 4 (Average = 4.5 APS)

<b>From End of KS1</b>	<b>PPG (10)</b>	<b>SEN (14)</b>
Reading	4.4	4.9
Writing	4.6	4.6
Maths	4.3	4.4

### Year 3 (Average = 2 APS)

<b>From End of KS1</b>	<b>PPG (10)</b>	<b>SEN (11)</b>
Reading	2.4	2.4
Writing	2.3	2.6
Maths	2.4	2.5

Above expected

Broadly expected

Slightly below expectations

Significantly below expectations

## KS1 Current progress (February 2016)

### Year 2 (Average = 5 APS)

<b>From Exit from Reception</b>	<b>PPG (13)</b>	<b>SEN (12)</b>
Reading	4.8	5.4
Writing	5.3	5.1
Maths	4.8	4.8

## Year 1 (Average = 2 APS)

<b>From Exit from Reception</b>	<b>PPG (16)</b>	<b>SEN (14)</b>
<b>Reading</b>	<b>1.9</b>	<b>2.0</b>
<b>Writing</b>	<b>2.1</b>	<b>2.1</b>
<b>Maths</b>	<b>2.1</b>	<b>2.1</b>

<b>Very strong</b>
<b>Good</b>
<b>Minimum sufficient</b>
<b>Below sufficient</b>
<b>Significantly below sufficient</b>

### **SEND Governor comments on strengths and weaknesses of SEND 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 SEND teacher confirmed that pupils with Educational Health Care Plans 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 nurture class is a great asset to the school and during my visit I observed pupils composing a letter to their pen-pal 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.

William Brooks – SEND Governor. Spring 2016