

SEND GOVERNOR REPORT 2016/2017

SEND profile by year group:

At present, SEND pupils make up 38% (15% if monitored children are not included) of the school population with 106 children on Monitoring and a further 67 children on K. These children are regularly reviewed by class teachers in conjunction with the SENDCo. There are currently no children with an Educational Health Care Plan. There is currently one application for Exceptional Needs Funding being taken forward to the county panel and one that was turned down at cluster level.

Code of Practice	Nur.	Rec.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Monitoring	1	16	11	22	18	12	23	13	106
K	0	3	14	13	10	9	8	10	67
EHCP	0	0	0	0	0	0	0	0	0
Total	1	19	25	35	28	21	31	23	173
Pupil Premium	4	10	5	16	13	16	11	13	88

Identification of special educational needs:

Early identification for pupils new to the school.

Highwood believe that early identification of special education needs, relating to the four areas of need from the code of practice, 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 child/ren, and give us the opportunity to discuss the 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 and Provision:

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, through pupil progress meetings. These children will be added to the inclusion register either at monitoring or SEN level.
2. Class teachers continually monitoring the children in their class and discussing any concerns with the SENDCo.
3. Giving all adults in school the opportunity to discuss concerns a child at any time
4. Liaising with parents.

Children identified on the inclusion register receive additional support, in a variety of forms for example PPG children receive enrichment through gardening club and others receive

additional support with a TA in class. Additional support in lessons or through intervention programmes are identified on planning and staff timetables. Children who are identified as having SEN (K level) will also have a Personal Plan which outlines long term outcomes and then smaller specific short term outcomes. The plan will show targeted adult support which may be on a 1:1 basis or within small groups. The SENDCo may complete further assessments to establish any specific needs and barriers to learning. If required children may 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 outcomes.

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.

Juniper and the Inclusion Team:

Juniper is home to the Inclusion team which consists of a SENDCo (Mrs Nic Muncie), Welfare Manager (Miss Zahidah Dodwell), Pastoral Advisor (Ms Nicky Wilson), SEND Assistants (Mrs Nicola Royle and Mrs Teresa Jenn) and Behaviour Assistants (Mrs Carole James and Mrs Jenny Hughes). Juniper has its own dedicated environment offering a nurturing, supportive and inclusive atmosphere which offers support to many children throughout the day. The staff work either within Juniper with individual children, small groups or with parents; or supporting children within their mainstream classes. The team support a variety of children who have a variety of needs and help to support any barriers they may have to learning, which may be short term or needs that need continued support over the longer term. Any child needing support from the Inclusion Team is referred by their class teacher and discussed as appropriate with their parents. This referral is then discussed at our weekly Inclusion team meeting and staff and type of support is allocated to support the individual child.

Children can access Juniper at break and lunch times in one of two ways:

- 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.

There is the opportunity for children to have breakfast within Juniper, often as a means to settling them into the school day and a chance to discuss any issues they may have before going into class.

Funding:

There a Pupil Premium budget which is allocated to vulnerable children which includes many with SEND. The Pupil Premium budget is used to provide a non-class based SENDCo, a welfare manager, a pastoral advisor and a dedicated teaching assistant for every class. The teaching assistants implement the interventions outlined in staff timetables and personal plans.

KS2 Current progress (End of KS1-Dec 2016)

Attainment Average – Autumn Year 6 C2/C3

Below Expected C1	Broadly Expected C1/C2		Securely Expected C2/C3		Above Expected > C3/C4
Year 6	Overall (60)	Boys (28)	Girls (32)	SEN K (10)	PPG (13)
Reading	C3	C3	C3/C4	C2	C3
Writing	C3	C3	C3/C4	C1/C2	C3
Maths	C3	C3/C4	C3	C2	C2/C3

Average Points of Progress FROM KS1

Sig Below Sufficient Progress <8.0	Below Sufficient Progress 8.1 – 8.7	Minimum Sufficient Progress 8.8 – 9.7	Good Progress 9.8 – 10.7	Very Strong Progress >10.8	
Year 6	Overall (60)	Boys (28)	Girls (32)	SEN K (10)	PPG (13)
Reading	11.4	11.6	11.3	11.1	11.7
Writing	11.8	12.0	11.7	11.7	11.8
Maths	11.2	11.5	10.9	10.9	10.7

Attainment Average – Autumn Year 5 B5/B6

Below Expected < B4	Broadly Expected B4/B5		Securely Expected B5/B6	Above Expected > B6/C1	
Year 5	Overall (60)	Boys (32)	Girls (28)	SEN K (8)	PPG (11)
Reading	B5/B6	B5/B6	B6	B3	B5
Writing	B5/B6	B5	B5/B6	B3	B5
Maths	B6	B6/C1	B6	B3/B4	B5/B6

Average Points of Progress FROM KS1

Sig Below Sufficient	Below Sufficient	Minimum Sufficient	Good Progress	Very Strong
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Progress <5.0	Progress 5.1 – 5.7	Progress 5.8 – 6.7	6.8 – 7.7	Progress >7.8	
Year 5	Overall (60)	Boys (32)	Girls (28)	SEN K (8)	PPG (11)
Reading	7.9	8.0	7.8	6.0	7.2
Writing	7.7	7.8	7.6	6.1	7.4
Maths	8.2	8.3	8.1	6.4	7.7

Attainment Average – Autumn Year 4 B2/B3

Below Expected < B1	Broadly Expected B1/B2	Securely Expected B2/B3	Above Expected > B3/B4		
Year 4	Overall (60)	Boys (24)	Girls (36)	SEN K (9)	PPG (16)
Reading	B4	B4	B4	B3	B3/B4
Writing	B3/B4	B3/B4	B3/B4	B2	B3
Maths	B3/B4	B4	B3	B2	B3

Average Points of Progress FROM KS1

Sig Below Sufficient Progress <2.0	Below Sufficient Progress 2.1 – 2.7	Minimum Sufficient Progress 2.8 – 3.7	Good Progress 3.8 – 4.7	Very Strong Progress >4.8	
Year 4	Overall (59)	Boys (23)	Girls (36)	SEN K (9)	PPG (16)
Reading	5.8	5.8	5.8	5.7	5.8
Writing	6.0	6.1	5.9	5.8	5.9
Maths	5.6	5.6	5.6	5.6	5.8

Attainment Average – Autumn Year 3 A5/A6

Below Expected < A4	Broadly Expected A4/A5	Securely Expected A5/A6	Above Expected > A6/B1		
Year 3	Overall (56)	Boys (24)	Girls (32)	SEN K (10)	PPG (13)
Reading	A5/A6	A5/A6	A5/A6	A3/A4	A5/A6
Writing	A5/A6	A5	A5/A6	A3	A5/A6
Maths	A5/A6	A6	A5	A3/A4	A6

Average Points of Progress FROM KS1

Sig Below Sufficient	Below Sufficient	Minimum Sufficient	Good Progress	Very Strong
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Progress <0.3	Progress 0.4 – 0.5	Progress 0.6 – 0.8	0.9 – 1.4	Progress >1.5	
Year 3	Overall (54)	Boys (24)	Girls (30)	SEN K (8)	PPG (13)
Reading	0.9	0.9	1.0	0.9	0.7
Writing	0.9	0.8	1.0	0.5	0.8
Maths	1.0	1.3	0.8	0.6	1.0

KS1 Current progress (End of EYFS -Dec 2016)

Attainment Average – Autumn Year 2 A2/A3

Below Expected < A1	Broadly Expected A1/A2	Securely Expected A2/A3	Above Expected > A3/A4		
Year 2	Overall (58)	Boys (29)	Girls (29)	SEN K (13)	PPG (16)
Reading	A2/A3	A2/A3	A2/A3	A0/A1	A1/A2
Writing	A2	A2	A2	A0	A1
Maths	A2	A2	A2	A0/A1	A1/A2

Average Points of Progress FROM EYFS

Sig Below Sufficient Progress <2.0	Below Sufficient Progress 2.1 – 2.7	Minimum Sufficient Progress 2.8 – 3.7	Good Progress 3.8 – 4.7	Very Strong Progress >4.8	
Year 2	Overall (58)	Boys (29)	Girls (29)	SEN K (13)	PPG (16)
Reading	3.9	3.8	4.1	3.1	3.8
Writing	3.7	3.7	3.7	2.8	3.4
Maths	3.9	3.8	4.0	3.2	3.7

Attainment Average – Autumn Year 1` A2/A3

Below Expected < 40-60S	Broadly Expected 40- 60S/ELG	Securely Expected ELG/A0	Above Expected > A0/A1		
Year 1	Overall (59)	Boys (29)	Girls (30)	SEN K (11)	PPG (5)
Reading	ELG/A0	ELG/A0	A0	ELG	ELG/A0
Writing	ELG/A0	ELG/A0	A0	ELG	ELG

Maths	A0	ELG/A0	A0	ELG	ELG/A0
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Average Points of Progress FROM EYFS

Sig Below Sufficient Progress <0.3	Below Sufficient Progress 0.4 – 0.5	Minimum Sufficient Progress 0.6 – 0.8	Good Progress 0.9 – 1.4	Very Strong Progress >1.5	
Year 1	Overall (59)	Boys (29)	Girls (30)	SEN K (11)	PPG (5)
Reading	1.2	1.3	1.1	1.9	2.0
Writing	1.1	1.2	1.1	2.0	2.0
Maths	1.2	1.2	1.1	1.9	1.8

SEND Governor comments on strengths and weaknesses of SEND policy and provision existing within the school:

As can be seen from the report Highwood currently has a high number of SEND pupils, and as reflection a well structured and capably staffed SEND team. The team has both proactive and dynamic assessment methods to ensure that any SEND requirements are spotted at the earliest possible time to enable the right kind of assistance.

Owing to the current temporary building the SEND team does an admirable job with the limited resources available to them. All being well when the school returns to its permanent site Juniper class will have access to more resources allowing them more flexibility and enabling them to carry on the excellent work.

The report figures show the average points of progress throughout the year groups are very positive and the attainment average positive for years 4 and 6. The rest of the school years attainment average is struggling compared to their cohorts.

Since my last report a new SENCO has been appointed and the team has gained new members. I last visited the SEND team on 31st of January and they had done an excellent job in keeping the number of exclusions down, whilst I was in the Juniper class a pupil entered and was engaged by the staff and treated kindly.

William Brooks Parent Governor