

SEN Report for Governors – 2017-2018

1. Pupils on SEN Register

10 children at SEN Support

1 child with EHC Plan

1 child on Pastoral Support Plan (Reduced timetable)

1 child in assessment process for EHC Plan

1 child being submitted for EHC before end of term (transitioning to high school)

2. Progress

As children with SEN have additional needs, they may make progress at different rates to their peers as they do not always progress in a linear way. Children whose progress who is significantly below their peers is measured by PIVATS 5 (each band of statements is broken down into smaller chunks to show the smaller steps of progress they make).

All children are making sufficient progress in line with their targets, with the exception of one child who has had considerable amount of time off due to ill health and 1 child who is experiencing high levels of SEMH difficulties. This child is on a reduced timetable. Both children are making SEMH progress and progress is tracked alternatively.

Progress Against Individual Targets

	Reading	Writing	Maths
Year 2 chn (3 chn)	66%	66%	66%
Year 3 (1 child)	100%	100%	100%
Year 4 (2 chn)	100%	100%	100%
Year 5 (3chn)	100%	100%	100%
Year 6 (1 child)	0%	0%	0%

3. Attainment – Percentage of children at ARE

Reported Data

	Reading	Writing	Maths
End of KS1 (3chn)	33%	33%	33%
End of KS2 (1 child)	0%	0%	0%

In House Data

	Reading	Writing	Maths
Year 3 (1 child)	0%	0%	0%
Year 4 (2 chn)	0%	0%	0%
Year 5 (3chn)	0%	0%	0%

*No chn in Reception or Year 1 currently on the SEND register.

4. Monitoring

Data is tracked half termly and discussions with teachers and LSA's happen frequently. Provision is amended where needed. LSA observations have taken place and SEND is always a focus for Quality First Teaching across school.

5. Training

ELKLAN

Central Line Training (All staff)

MIND Charity (All staff)

SENCo Forums x3

SENCo Development Day x3

Word Aware

Supporting Young Mind Through Tough Times

NQT Support SEND

*RB has attended Mental Health training, documented in HT Report.

6. Specialist Support

- Our QEST Link has been working very well with school and we are pleased with the level of support we are getting.
- We have had more input this year from Educational Psychology Service. This is very costly but the EP reports are very substantial and offer a lot of weighting when it comes to EHC plans as they provide clear cognitive assessments and specialist advice.
- As a school we can refer to Early Help to support pupils/ families who require intervention or Healthy Young Minds for children with SEMH needs. Early Help can provide help to the family at supporting children and/or families at home who are struggling.
- Healthy Young Minds (Previously known as CAMHS) is specialist help that support children with Mental Health needs. This service is hard to access and the waiting times are very lengthy.
- Some children are accessing MIND charity for early intervention outside of school.

7. Future aims:

- Clear transition plans are in place for Y6 child and our high needs children who will be moving classes and teachers next year.
- Review provision for children at SEN Support and look at accessing additional funding for Local Authority.
- Develop more pupil voice within target setting.
- Continue to improve Quality First Teaching so that all children have a high level of support within lessons.
- Clear measures for interventions to be developed further for SEMH support.