

SEND Report to LGB

This report provides information for the Local Governing Body on the current provision for pupils with special educational needs and disabilities at Ss John Fisher & Thomas More Catholic Primary School.

1. SCHOOL PROFILE

SEND register is updated on SIMS each term, last update DEC '19, due for update late Feb/ March '20

At present, SEND pupils make up 15% of the whole school population, there are 50 children on the SEND register. ('19 – 13% '18 – 13.5% '17 – 19.7%)

One child (year 4), since September 2019, is dual registered with Bridgelea PRU. He is awaiting a final EHCP & confirmation of a permanent placement at this specialist provision.

11 pupils have an EHCP – 3% of school population

1 further EHCP application is in process of assessment with the statutory assessment team.

6 children are on the SEND register in EYFS which is 7% of the cohort.

17 children are on the SEND register in KS1 which is 20% of the KS1 cohort.

27 children are on the SEND register in KS2 which is 16% of the KS2 cohort.

There are 24 girls on the SEND register – 48% of the register

There are 26 boys on the SEND register – 52% of the register

Of the 50 children on the SEND register, 28 (56%) are eligible for Pupil Premium funding.

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
12	7	19	2	11	1	8	1

2. IDENTIFYING PUPILS WITH SEND

At St John Fisher & St Thomas More we adopt a graduated response to identifying and supporting our SEND pupils. We follow a clear procedure for identifying, assessing, monitoring and supporting the needs of children which can be found in our SEN policy (available on the school website).

Class teachers, support staff, parents/carer's and the learner themselves will be the first to notice a difficulty with learning. Staff will adopt a range of quality First Teaching strategies in order to support the child, differentiate work and they will monitor progress carefully.

If a child appears to need further support, 'targeted' quality first teaching will be put in place & this may involve focus groups, interventions or adaptations to the learning environment. Progress will be closely monitored & parents will be informed. A referral to school SENDCo may be made.

If a child is not responding to this additional support, a referral to SENDCo will be made and a discussion about progress and the support offered will take place with the child's teacher, SENDCo and parents. At this stage, a child will be added to the school's SEND register and a plan of support will be organised, this will include termly IEP's written and reviewed. Where specialist support is needed, SENDCo will arrange for this as soon as is possible.

At St John Fisher & St Thomas More catholic primary school, we work collaboratively with specialist support agencies such as Educational Psychology, Speech and Language services, Occupational Therapy, physiotherapy, Outreach services of all local specialist schools, behavior support agencies and play therapy to support the needs of our children. We work closely with them to tailor support, make adaptations & in identification and assessment of special needs. Referrals will be made to specialist support in a timely fashion with consent from parents and carers.

When specialist support services are involved with a child, it may be necessary to gain further support for a child through an EHCP. The school SENDCo will work with agencies and parents to apply for an EHCP as soon as is viable following guidelines for application set by Manchester authority and will keep parents informed throughout the process. Statutory reviews of these EHCP's take place annually and are an opportunity to assess progress & review provision.

3. ATTAINMENT OF PUPILS WITH SEND COMPARED WITH SEND PUPILS NATIONALLY (KS1 & KS2)

	Reading	Writing	Maths
Pupils with SEND (2019)	KS1 - 60% at ARE KS2 - 60% at ARE	KS1 - 60% at ARE KS2 - 60% at ARE	KS1 - 40% at ARE KS2 - 40% at ARE
SEND - national (2019)	KS1 - 33% at ARE KS2 - 41% at ARE	KS1 - 25% at ARE KS2 - 39% at ARE	KS1 - 36% at ARE KS2 - 46% at ARE
Current % of SEND pupils 'on track'	KS1 - 59% at ARE KS2 - 38% at ARE	KS1 - 18% at ARE KS2 - 22% at ARE	KS1 - 41% at ARE KS2 - 30% at ARE

4. ATTAINMENT OF PUPILS WITH SEND IN EYFS

EYFS data 2018-2019

GLD (Good level of Development) - 20% of SEND children

GLD (Good level of development) - 29% of SEND children nationally

5. ATTAINMENT OF PUPILS WITH SEND – KS1 PHONICS

2018-2019 – Statutory Phonics Screening Test

67% of SEND pupils made national expectations in the ks1 phonics screening test (48% National with SEND)

2019-2020 – Phonics data

35% of Y1 SEND (9 SEND children in total) currently on track to meet National expectations following term 1 tracking assessment (2nd assessment due Feb '20)

100% of Y2 SEND (1 child) currently on track to meet National expectations, re-test, following term 1 tracking assessment

6. CURRENT PROGRESS/ ASSESSMENT INFORMATION - SEND 19-20

Other progress measures used:

Boxall Profile - KS1 nurture group – 75% children are currently making positive progress (9 children, 8 eligible for progress data)

Boxall Profile – KS2 lunchtime nurture group – 7 children began Jan 2020

Accelerated reader – 35 children from SEND register (70%) accessing accelerated reader.

19 of the 35 SEND children (54%) have made progress in their 'reading age' in 1 term. Average progress of 7 months

Read Write Inc, Literacy/ Phonics –

20 SEND children access daily Read, Write Inc (RWI) lessons – 40% of the SEND register (incl 3 nursery)

Since Sept 2019, 94% of these SEND children have made positive progress as measured using the RWI levels of attainment (colours)

Of these 20, 12 children (70%) receive additional 1:1 phonics tutoring.

PIRA / PUMA tests

Most SEND pupils access the PIRA & PUMA tests for the respective year group each term. However there are 18 SEND pupils who are working well below Age Related Expectation (ARE) and therefore these pupils sit tests from a previous year group. Progress is tracked each term through the raw score attained.

7. EXCLUSIONS: PERMANENT OR FIXED

1 pupil with SEND has received a fixed term exclusion for 1 day since 1st September 2019

8. SEND ABSENCE INFORMATION

Absence figures 2018-19

	School data			National data	
	No of pupils	% absence	% PA	% absence	% PA
All Pupils	345	3.19%	4.51%	3.90%	8.40%
Boys	158	3.34%	4.27%	4.00%	8.60%
Girls	187	2.96%	3.50%	3.80%	8.10%
Disadvantaged	147	3.73%	4.44%		
Other (Non Disad)	198	2.49%	3.20%		
FSM	114	3.98%	5.62%	5.90%	17.60%
CLA	3	0.47%	0.00%		
SEN Support	45	5.34%	15.38%	5.30%	14.00%
EHC Plan	8	6.51%	14.29%	7.00%	19.80%
No SEN	292	2.62%	1.40%	3.60%	
EAL	152	2.81%	3.25%	3.80%	8.60%

Current absence figures for 2019-2020

Absence of SEND pupils = 4.1% (national 5.3%)

Persistent Absence = 3.12% (national 14%)

9. STAFF DEVELOPMENT

Staff Training for SEND pupils 2019-2020

- Pivotal MAPA INSET for all staff plus update staff training sessions termly
- Nurture group training (accredited training)
- Nurturing schools conference
- Elklan communication training (SaLT - 10 week training course)
- Healthy schools, behind the behaviour training (several attended so far, ASC, ADHD, bereavement, impact of domestic violence)
- Outreach support from Lancasterian to staff for individual pupils (physical needs)
- Outreach support from Bridgelea PRU to staff for individual pupils (SEMH needs)
- Medical training for pupil with diabetes
- Medical training for pupil with sickle cell
- DLD (language disorder) training sessions for TA's delivering intervention
- ASC (autistic spectrum condition) training, delivered by the Grange, for all lunchtime staff
- Lancasterian 'supporting hearing impaired pupils' training (1 y6 teacher & nursery teacher)
- SENCo termly LA SEND briefing