

SEND Impact Statement January 2016 - December 2016

SEND Profile

During the school year 2014 -2015 we had 13 children on the SEND register as SEND support. In September 2016, for the academic year 2016/2017 this number reduced to 7. 3 children were in year 6 and went to high school, 5 children moved out of the area or to a new school. 2 pupils in year 2 have also been added to the register. In January 2017 2 children will be moving out of the area, further reducing the number of SEND children on the register under SEND support to 5.

Of the 7 children currently on the register, 6 are boys, and 1 girl. 4 are entitled to pupil premium. 2 pupils have an EHC plan, and 5 pupils are on SEN support, however we have completed a request for an assessment for an EHC plan to be done on 1 of these pupils.

Category of need:

3 pupils have Communication and Interaction needs

3 pupils have Social, Emotional and Mental Health needs

1 pupil has Cognition and Learning needs

Progress

The following table shows average steps progress made by year group, from Jan 2016 – Dec 2016. Progress is recorded on target tracker by class teachers half-termly.

	Steps Progress			
	Communication and Language	Personal, social and emotional development	Literacy	Maths
Year R (1 pupil)	3	2	1	5
	Reading	Writing	Maths	Average
Year 1 (1 pupil)	5	4	5	4.67
Year 2 (2 pupils)	1	2	2	1.67
	5	6	4	5
Year 2 (average)	3	4	3	3.33
Year 5 (1 pupil)	Unable to record as pupil was not in school to be assessed in Jan 2016			
Year 6 (2 pupils)	2	3	0	1.67
	12	2	11	8.33
Year 6 (average)	7	2.5	5.5	5

Interventions used

Year R (1 pupil) – We have had regular input from SALT and EYST. The pupil has a provision map and an IEP with targets set and a support worker who they work very closely with in small groups or on a 1-1 basis to help achieve (an EHC plan assessment request has been completed). There is also a communication book in place via advice from SALT, Numicon is used as a practical resource, and fine motor activities are done. There is a visual timetable in place, as well as a 'now and next' board which gives visual clues to tasks.

Year 1 (1 pupil) – The pupil works in small groups and there is an IEP in place. There is differentiated Read, Write Inc groups with 1:1 follow-up plus handwriting practice and fine motor activities.

Year 2 (2 pupils) – The pupils work in small groups which are often supported by either the class teacher or teaching assistant, together with a multi-sensory approach. Pupils have IEPs with targets. Read, Write Inc is differentiated to target needs and Kaleidoscope is accessed by 1 pupil, ECC by the other. Recommendations by OT and SALT feed into one pupil's IEP and the EP service is currently involved for both children.

Year 5 (1 pupil) – There is an IEP and provision map in place, with a support assistant who works on a 1:1 basis. The pupil accesses daily PSHE, modelled language, and Kaleidoscope.

Year 6 (2 pupils) – There are IEPs and provision maps in place. Visual aids are used to support some tasks as appropriate and some 1:1 support for one of the pupils. Both pupils are accessing Independent Travel Training in preparation for going to High School. Sulp and Kaleidoscope is in place for both pupils, with 1 pupil using Word Shark and Language for thinking on a regular basis.

For frequency and further detail of provision, please see attached provision maps.

Predicted progress

Children will be targeted to make 6 steps progress in a 12 month period from their individual starting points. Where smaller amounts of progress is made, PIVATS will be used to measure and evidence these small steps.

Actions to be taken

Further whole school training on multi-sensory teaching approaches – January 2017

Further develop monitoring and assessment of SEND children through different assessments – Pivats, Puma, Pira, Star Early literacy standardised scores/ reading ages and ECC (Sandwell test) standardised scores/ maths ages – Continuous through Spring and Summer terms

Produce case studies for some SEND children to also show contextual progress – Spring 2017

SEND update

Initial observations of SEND children was carried out in September 2016 by SENCo. Provision maps, provision and IEPs were put in place by class teachers.

The educational psychology service has been accessed for children in year 2.

The school offer SEN information report was updated in November 2016.

1 annual review for child on EHC plan took place in December 2016.

Staff have been briefed in staff meeting on independent learning techniques in Autumn term 2 2016.

1 EHC plan assessment request has been completed and submitted in December 2017.

Pivats, Puma, and Pira were ordered in the Autumn term 2016, for further standardised assessment and tracking, and an assessment timetable is in place.

Appendices

Target tracker report

Provision maps

Assessment timetable