

Bridport Primary School

Special Educational Needs and Disability (SEND) and Inclusion – Report to Governors 2015-2016

A child with **SEND** is defined as one with a learning difficulty and/or disability which should be addressed by making special educational provision. If a child has a learning difficulty, it means that she or he **falls outside the expected level of learning of most children of the same age**. It may be the result of a disability which needs different educational facilities from those generally provided by schools.

References

Please refer to the SEND/ INCLUSION /LOCAL OFFER POLICY document which gives a comprehensive description of all aspects of SEND at BPS and is underpinned by the SEN Code of Practice, and documents below. This policy can be found on the school website. It has a different appearance as it contains a parent friendly version of the Local Offer hosted on the Dorset for You website.

The information meets the Statutory requirements laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulation 51 (2014)

The Local Offer was developed in consultation with Bridport Primary's parents and pupils in March 2015, and aims to provide a clear guide to our provision at Bridport Primary School.

The Register June 2016

YEAR GROUP	TOTAL ON REGISTER	STATEMENT/EHCP	SEN SUPPORT
RECEPTION	4	0	4
1	7	2	5
2	15	5	10
3	9	1	8
4	12	0	12
5	16	5	11
6	12	2	10
Totals	75	15	60

We have a big increase over the last few years of children with EHCP/Statements. 4 Years ago there were only 2 now there are 15 with 2 new ones applied for. This means that we are having to be creative in how we meet that need so that the staffing burden does not become too high.

Analysis of SEND data

Number of children on roll at BPS	401
Number of children with SEND	75
SEND % June 2016	19%
STATEMENT/EHCP	4%
SEN SUPPORT	15%
2 Children are dual registered with Mount joy	

Attainment of SEND Leavers 2016 Data

SEN performance is good against Dorset Performance

	BPS	Dorset	BPS	Dorset	BPS	Dorset	BPS	Dorset
	Reading Exp/Higher %		Writing Exp/Higher%		GPS Exp/Higher%		Maths Exp/Higher%	
SEN Support	60% /10%	34% 5%	20% 0%	21% 1%	30% 10%	25% 4%	50% 20	33% 4%
EHCP/ Stat	50% 0 %	18% 3%	0% 0%	13% 0%	50% 0%	14% 2%	50% 0%	13% 3%

SEN Data nationally is difficult to judge with no direct comparator to other SEN students but overall this is a very pleasing performance with the school being close to or at times exceeding the national Non SEN (Kay Taylor) *See Executive head report for details and analysis.

SEN support students					
	Nos	2016 Results	Predicted (TA)	Gap to non-SEND	Comments
Reading	10	60%	30%	(76%) -30%	
SPAG	10	30%	30%	(86%) -56%	
Writing	10	20%	20%	(71%) -51%	
Maths	10	50%	50%	(84%) -34%	
RW+M	10	20%	20%	(57%) -37%	

Impact of Intervention

Key staff	Ongoing Interventions	CPD/Intervention training 2015 2016	Impact /SPTO DATA
REC TLAs	Narrative Therapy Reception	New in Autumn 2016	Children made excellent progress all expected or better
KS1 TLAs	First Class @ Maths	Update training for new curriculum	88% made expected or better progress
	Boosting Reading Potential	Ongoing support and training internally	87% made expected or better progress
KS2 TLAs	First Class@ Number	Update training for new curriculum	57% made expected or better progress- <u>higher number of SEN in this group.</u>
Ks2 TLA	Talk4 Number	Training this year (New Intervention)	Y3 data does not show same progress as other years because of dip, however all children (11) made 15-30 months progress in intervention scores (National Average is 10-12months)
Y2-Y6 staff	Boosting Reading Potential	Continued CPD with Debbie Russell and Sophie Cooper	77% made expected or better progress Some children with significant Specific Learning Difficulties /SEN in these groups.
Ks2 TLA's	Inference (Comprehension intervention)	New this year Training in spring	86% made expected or better progress
Across the school	Sheila Stratton Dyslexia /Specific Learning Difficulties resources and CPD	CPD and resources introduced and added to across the school, assessment of 104 children and ongoing identification of children not at ARE to build support across the school. As a contribution to the SAP work across the school.	86% children put forward as struggling in reading and 79% in writing made expected or better progress

- This year TLAs have been very focused on data and achieving these excellent results in their interventions and we are rightly proud of the impact they have had and costs are low.
- Observations of interventions by the teachers this year has increased their knowledge of the interventions and how to transfer those skills into the classroom and use them in their planning. TLAs report feeling much more supported by this knowledge and conversations are much more directly relating to impact than previously.
- A new intervention 'TALK BOOST will be in place from the 2nd half of Autumn 2016 as a replacement for Narrative Therapy as it links more effectively to National assessed data and will map on to the spoken language element of next year's action Plan.

- The work by Sheila Stratton in identifying children with significant barriers to learning in Literacy has also had a big impact on the way teachers and TLAs have supported SEN through both, quality first teaching of phonics across the school, using Sheila's support packs, group work on phonics programmes across the school from year 1-6. This has alongside Read Write Inc supported the progress of 86% of children
- All TLAs have had very specific targets in their Performance Management about moving children towards ARE in their work. Latest Performance Management has shown a significant improvement in TLAs depth of knowledge and engagement with progress and results for the children they work with. The results of the interventions bear this out as does the SPTO data.

External Support: Please see SEN Policy /Local offer which describe all the agencies that we work with currently to support a variety of children's needs.

Finance

In the last year we have continued to engage the services of Sheila Stratton- (Dyslexia specialist) who has now seen over 104 children in the school, given the school an amazing amount of support and direction and had a big impact on teaching and meeting the needs of children with specific learning difficulties. Her development of phonics resources across the school has led to improved movement of the least able and children with significant Specific Learning Difficulties. Quality First provision of support for these children has impacted on all year groups and is now well established. Further tweaking and training of staff will go on next year to embed this practice with new staff and children still struggling. Parents who have met with Sheila have felt supported. Sheila remains good value for money in comparison to purchasing County SENSS (Special Educational Needs Services) which are approximately 3 to 4 times the cost.

Cost of the Interventions is detailed in the appendices. These are approximate but give a good guide to cost per child. These are also proving to be value for money as the results are showing.

The increase in children with EHCPs is significant with the number we have. We receive tipping point payments which give us some extra funding and this year. We have applied for extra support from the Higher needs. Funding Block which has been available to support children in that process before funding is secured. We are awaiting the result of those applications, The Educational Psychologist is now funded by the MAT and is working in a much more effective supportive way with all the schools providing a tailored service not previously achievable from the County Service. We look forward to establishing a positive relationship with parents who have not had this service over the last few years since the cuts at Local Authority level have precluded access to this type of support in favour of the Statutory responsibilities of transferring to the new Education Health Care Plans.

SEND links to School Single Action Plan /Priority targets 2015-16

Improving the quality of teaching and learning (in relation to SEND Pupils)

Spoken Language: Debbie R has taken on Spoken Language which has been given a more prominent focus in the New Curriculum. The element of this that is most likely to impact SEN will be the new Speechlink programme which has been purchased to assess KS1 children. As SALT services are so stretched this makes sense to be able to identify and support children who may not have been identified as early as possible and put in intervention.

Planning

Planning for Spoken Language has been incorporated in the Literacy planning and now needs to be developed across all plans. Teachers have had some CPD around how to assess, plan for and evidence

Spoken Language. Results on SPTO were pleasing with the majority of children making expected or better progress across the school including SEN children. More work will be done next term to cement this.

Marking and feedback

We are currently working on enhancing resources for SEN children to support their ability to access the complex requirements of the New Curriculum through visual resources available to all teachers under the Guidance of Sheila Stratton. Already we are seeing more confidence to try things and children report being abler to use resources better this year. We hope to introduce more visual support resources for the must should, could element of WALTs to meet the needs of children who struggle with multitasking in writing in the new curriculum. The intended impact is to support their writing and ability to bring all the elements together successfully. This will also help them understand feedback better.

Summary

This year has been very busy but with pleasing results and we look forward to the data from the current SATS which at the time of writing are only known to be good. SEN children have been increasingly a focus for everyone across the school to good effect.

Debbie Russell in collaboration and with Chris Bath July-Oct 2016