

SEND Annual Report to Governors and the School Community

July 2017

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At Calton Primary School we believe it is essential to provide a broad and well-balanced curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcome in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents carers and listening to pupils.

SEND School Profile:

At present, SEND pupils make up 16.6% (87 Children) of our whole school population (522 children).

This SEN register does not reflect the breadth and complexity of many of the children's needs at Calton Primary. This is because the threshold for SEN has increased and it is therefore harder for schools to access resources ring fenced for children with additional needs. Many children no longer can access this support.

SEND Profile per year group:

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEN Support	4	14	19	8	18	7	12
EHCP	1	1	0	0	0	1	2
Total	5	15	19	8	18	8	14

Attainment and Progress of SEND Pupils 2016-2017

EYFS:

Number of pupils	Good level of Development Achieved
5	0

KS1 – Year 1 Phonics Screening Test:

	Number of pupils	Passed
SEN support	14	5
EHCP	1	1

Year 2 Re-Check Phonics Screening Test:

Number of pupils	Passed
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SEN support	14	6
EHCP	0	0
Additional Comments:	Of the 14 SEND children, who re-took the test, 8 did not pass however each child had made progress from previous result.	
	There were also 7 children, who were not SEND Children, who re-took the phonics screening test. All of whom passed.	

Year 2 Average Month's Progress at KS1:

	Reading	Writing	Maths
SEND Children (19)	+ 10 months	+ 5 months	+ 9 months
Non SEND Children (71)	+1 year	+ 1 year	+1 year 1 month
Age related Expectation	SEND: -1year	SEND: -1 year 7 months	SEND: - 1 year
	Non SEND: +2 months	Non SEND: 0 Months	Non SEND: + 1 month

KS1 and KS2 Progress throughout the academic year:

Every child is expected to make 1 years progress throughout the academic year, this equates to 3 points.

	Reading	Writing	Maths
SEND (87 children)	1 Year progress	9 months progress	11 months progress
Non-SEND (435 children)	1 Year 2 months	1 Year 1 months progress	1 Year 1 months progress
SEND Gap	-2 months	-4 month progress	- 2 month progress

KS2 Year 3 Re-Check Phonics Screening Test:

	Number of pupils	Passed
	7	4
SEN support	4	3
EHCP	0	0
Additional Comments	1 out of 4 SEND children did not pass the test by 1 mark	

KS2 Year 4 Re-Check Phonics Screening Test:

	Number of pupils	Passed
	10	7
SEN support	9	6
EHCP	0	0
Additional Comments	2 out of 9 SEND children did not pass the test by 1 mark 1 out of the 9 SEND Children did not pass but had doubled his previous result and progress had been made.	

The Graduated pathway of Early Help

The graduated path way has changed its procedures and paper work forms. It felt that the procedures for SEN children on the pathway and the children picked up by the CAF could be further integrated. It is now called 'The graduated pathway of Early Help', which isn't referring to the Early Years, but to intervening with children and families as soon as possible.

My Plans can now be filled out for families as well as individual children. My Plans are completed for families who are vulnerable and are completed if the targets are just surrounding the family's needs. Where a child in the family also has educational needs, this is escalated to a My Plan +.

The My Plan + paper work has changed and there is now a My Assessment form that can be completed if the way forward with the child is not clear. The paper work is slightly longer, but more effective if the situation is not clear cut.

The EHCP application has also changed. The application goes in and panel discuss the evidence. If it is then agreed that there is a possibility that this child needs an EHCP, a draft copy is made and then shared at a TAC meeting with parents and other professionals. After the discussion at the TAC and any amendments made, it is taken back to panel to see if it is agreed that this support is needed and whether additional funding has to be catered for. This means that the process is more rigorous and you can get quite far down the process of applying before it is refused.

Key Priorities in moving forward for 2017-2018

- TA meetings fortnightly which cover a range of training and support
- Create flow chart for SEN referrals
- Appoint a SENDCO for a January start. In the interim Anna Jones from Linden Primary will be the named SENDCO
- Appoint an Inclusion Lead who will work with vulnerable families
- Secure EHC plan for 4 children in year 2, 1 child in year 3, 2 children in year 5
- Develop Onyx building so that a sensory room is established
- To investigate ways of tracking and measuring progress of SEND children in light of the Rochford review
- To secure a suitable setting for a year 1 child with complex needs
- To monitor wave 2 children more effectively after putting in whole school focus group maps
- To support and facilitate smooth transition for all children with SEND into Calton Primary from pre-school