

Total Number of Pupils on SEN Register is 78. 6 children with an EHC plan and awaiting outcomes on 4 EHC applications. 16% of school population on DSEN register. (slightly above the national average of 14.4)

ASD	Hearing impair-	MLD	NSA	Other/medical	PD	SEMH	SLCN	SPLD
2	5	27	3	7	3	16	38	4

Nursery Summary: 3 children on the send register - 5%of nursery intake

26% of all children are working at expected. 0% of SEND children are working at expected.

Currently 1 of our SEND children is accessing speech and language advice. 1 child has an EHC.

3 children are waiting for Speech and language appointments. 1 of our SEND children has been assessed by the Educational Psychologist. We are awaiting the report. 1 of our SEND children has had periods of time off school due to seizures.

Reception Summary: 6 children on the SEND register—10% of the cohort

0% of SEND children are working at a good level of development (GLD) overall. 2 out of 6 SEND pupils are working below GLD. 4 out of 6 SEND children are showing some elements of GLD. 56% of the whole cohort have achieved a good level of development. 61% of non SEN children have achieved a good level of development at EYFS. 100% of SEN children are working below in PSED. 100% are working below in C&L. 100% of SEN children are below in reading and writing. 2 EHC's in place. Awaiting 1 EHC outcome. 2 of our SEND children have been seen by the Educational Psychologist—Still awaiting 1 report. 1 of our SEND children has had a sensory assessment and has been referred to the child Development Service.

Year 1: 12 children on the SEND register -20% of the cohort

Reading— 83% of SEND pupils are Vulnerable compared to 23% non SEND. 17% of SEND children are on track compared to 66% of non SEND pupils.

Writing— 83% of SEND pupils are Vulnerable compared to 28% non SEND. 17% of SEND children are on track compared to 68% of non SEND pupils.

Maths— 75% of SEND pupils are Vulnerable compared to 23% non SEND. 25% of SEND children are on track compared to 74% of non SEND pupils.

All year 1 SEND pupils are working within the year 1 programme of study.

Year 2: 13 children on the SEND register— 23% of the cohort

Reading— 69% of SEND pupils are Vulnerable compared to 18% non SEND. 31% of SEND children are on track compared to 66% of non SEND pupils.

(2 out of the 13 SEND pupils are working outside of their year group programme of study)

Writing— 69% of SEND pupils are Vulnerable compared to 23% non SEND. 31% of SEND children are on track compared to 64% of non SEND pupils.

(2 out of the 13 SEND pupils are working outside of their year group programme of study)

Maths— 62% of SEND pupils are Vulnerable compared to 20% non SEND. 38% of SEND children are on track compared to 64% of non SEND pupils.

(2 out of the 13 SEND pupils are working outside of their year group programme of study)

Year 3: 8 children on the SEND register—13% of the cohort

Reading— 88% of SEND pupils are Vulnerable compared to 23% non SEND. 13% of SEND children are on track compared to 69% of non SEND pupils.

(3 out of the 8 SEND pupils are working outside of their year group programme of study)

Writing— 100% of SEND pupils are Vulnerable compared to 21% non SEND.

(3 out of the 8 SEND pupils are working outside of their year group programme of study)

Maths— 75% of SEND pupils are Vulnerable compared to 15% non SEND. 25% of SEND children are on track compared to 71% of non SEND pupils.

(2 out of the 8 SEND pupils are working outside of their year group programme of study)

Year 4: 16 children on the SEND register—27% of the cohort

Reading— 67% of SEND pupils are Vulnerable compared to 18% non SEND. 27% of SEND children are on track compared to 57% of non SEND pupils. 7% of SEND pupils are working at greater depth compared to 25% non SEND

(7 out of the 15 SEND pupils are working outside of their year group programme of study)

Writing— 67% of SEND pupils are Vulnerable compared to 25% non SEND. 27% of SEND children are on track compared to 59% of non SEND pupils. 7% of SEND pupils are working at greater depth compared to 16% non SEND

(7 out of the 15 SEND pupils are working outside of their year group programme of study)

Maths— 60% of SEND pupils are Vulnerable compared to 16% non SEND. 33% of SEND children are on track compared to 68% of non SEND pupils. 7% of SEND pupils are working at greater depth compared to 16% non SEND

(8 out of the 15 SEND pupils are working outside of their year group programme of study)

Year 5: 7 children on the SEND register—11% of the cohort

Reading— 86% of SEND pupils are Vulnerable compared to 7% non SEND. 14% of SEND children are on track compared to 81% of non SEND pupils. (5 out of the 7 SEND pupils are working outside of their year group programme of study)

Writing— 100% of SEND pupils are Vulnerable compared to 9% non SEND. (5 out of the 7 SEND pupils are working outside of their year group programme of study)

Successes

D.Sparkes & A. Blackburn continue to work closely with all external agencies for the high needs children but also those children who are underperforming to ensure that all children make progress from their individual starting points. This includes: Educational Psychologist, QEST, Early Help Services, School Health Advisors, Speech & Language, Physiotherapy, Occupational Therapy, DSEN Partnership (POINT), Dietician and the hearing team

- ◆ School have been successful in the application for 2 EHC plans in this academic year
- ◆ Awaiting outcomes for 4 EHC plan submissions—(all have been agreed to access)

*Additional Transition visits have been completed for the most vulnerable pupils in Year 6 to secondary schools. Radcliffe SENCO attended IEP meetings for the most vulnerable children to support transition to high school.

*D.Sparkes & A.Blackburn accepted to begin their NASENCo award (September 2018 at Manchester University)

*Awarded the Inclusion Quality Mark Award (April 2018)

*Additional transition visits for SEND children entering nursery and reception in September 2018.

*Increase in parent participation of IEP reviews due to the introduction of parent voice posters and SENCO information table at parents evening.

*Teachers to begin to lead Person Centred Review meetings (support NQTS/RQTS) this has happened in Spring (partly supported) & Summer 2018 (independently)

*Class teachers now more aware of interventions—target cards signed by teachers when the child has applied the target independently in class.

*Teachers assessing the small steps of progress for SEND children 3 times a year to inform interventions.

*Parents being provided with additional resources to support consistency for SEND pupils.

Year 6: 13 children on the SEND register—22% of the cohort

Reading— 62% of SEND pupils are Vulnerable compared to 6% non SEND. 23% of SEND children are on track compared to 72% of non SEND pupils. 15% of SEND pupils are working at greater depth compared to 21% non SEND

Writing— 62% of SEND pupils are Vulnerable compared to 6% non SEND. 23% of SEND children are on track compared to 77% of non SEND pupils. 15% of SEND pupils are working at greater depth compared to 17% non SEND

Maths— 54% of SEND pupils are Vulnerable compared to 6% non SEND. 31% of SEND children are on track compared to 72% of non SEND pupils. 15% of SEND pupils are working at greater depth compared to 21% non SEND

All year 6 SEND pupils are working within the year 6 programme of study.

Pupil Voice based on interventions:

Precision teaching—I enjoy using the online app to learn my spellings as I can practice these at home and now I use my weekly spellings in my class work so that Miss can sign my target card.

I have become much quicker with my times tables and I can now recall the division facts,

Year 6 maths - 4 operations over learning—I was able to answer the arithmetic paper much quicker as I practice the 4 operations in every session ensuring I am getting much quicker. I like it when I better my previous time.

Social skills group—I enjoy the fun activities and getting to work with new children. I really enjoyed making my friendship book that tells you what a good friend should be like.

BLAST group—I enjoy looking at the photographs and talking about them in a small group. This has made me more confident to share my ideas . I enjoyed sharing my own family photos and everybody in the group

Next steps: -

- ◆ DS & AB to complete the SENCO qualification—start date September 2018
- ◆ Possibly sit in on an EHC plan panel to observe the process
- ◆ Drop in clinics during Autumn term—support new members of staff with children on the SEND register
- ◆ Attend SALT training and deliver this as whole school training
- ◆ Autism training—priority due to increase in numbers.