

Inkpen School 2016-2017
SEND Report to Governors

The school has been supported during the SENCo's sick leave by Corinne Palmer from the Local Authority, Cognition and Learning Team and the Headteacher, Jane Kanisius. The class teachers have taken responsibility for paperwork relating to children in their classes or issues in their area of expertise ie English and Maths. It is likely that Jane Obin will return to school late in the Spring Term working towards her full-time role.

In line with government expectations and legal requirements the school's website has a copy of the school's Local Offer and SEND policy available. The Local Offer was edited at the end of the Summer Term 2016. West Berkshire runs a Local Offer day, for parents and interested parties to see what is available for children and young people with SEND.

SEND Register 2016-2017:

2016 - 2017: Current SEND in Year Groups:

Yr 1	14%
Yr 2	8%
Yr 3	7%
Yr 4	58% Year 4 have a significantly high percentage of SEN
Yr 5	15%
Yr 6	0%

4/7 pupils with SEND transferred after Reception, 3/7 during Y3 57%
All pupils transferring had identified SEND needs.

Analysis of SEND Register

3 larger areas of primary need:

Specific Learning Difficulty (SpLD)	62%
Speech, Language and communication need (SLCN)	15%
ASD	25%

Specific Learning Difficulties are the main area of primary need in school
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There is one child with an Education Health and Care Plan. The Governing body has agreed to accept a child with an EHC Plan in September 2017 in Year R.

Intervention data:

Data from interventions should show double acceleration to be effective (Greg Brooks "What Works with Pupils with Literacy Difficulties" 2014)

Reading Progress for all SEND pupils 2015 - 2016	
	Reading Progress Scores
EYFS	EH&CP rejected in Summer 2016 Applying again January 2017
EYFS	EAL but under S&L as well
Y1	Joined in July
Y2	15 months progress in 10 months But almost up to Chronological age
Y3	26 months progress in 10 months
Y3	20 months in 10 months
Y3	21 months in 7 Months

Y3	18 months in 10 months
Y3	4 months in 10 months – engagement can be an issue here Since diagnosed with visual stress and now uses a green coloured overlay when reading
Y3	Joined in March
Y3	Joined in July
Y4	13 months progress in 10 months
Y4	24 months progress in 10 months

Historically all interventions have met this criteria over time denoting appropriate interventions have been used and their integrity and effectiveness maintained.

Pupils on interventions on average make good gains and are closing the gap
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High Quality Teaching

Monitoring of teaching shows:

All SEND pupils are identified in planning and teaching adapted to cater for their individual needs

This can include:

The use of fiddle toys

Motor breaks

Differentiated work at an appropriate level

Extra adult support for pre-learning activities or enabling a pupil to access the curriculum

Gap closing sessions after a unit of work

Interventions for reading (Catch-up)

Specific Literacy Intervention

Access to coloured overlays and writing books in cases of visual stress

SAPs: are coproduced with parents (in accordance to the Code of Practice 2015) and are used to target high quality teaching and individual support

Actions as a Result of Analysis of Data and to Meet Needs of Individuals with SEND

Directed use of Interventions to support pupils with SpLD

Current interventions:

- Catch Up Reading (1:1 intervention twice weekly)
- Specific Literacy Intervention (led by teacher focusing on sentence construction and punctuation)

Involvement of External Services:

- Cognition and Learning Teacher visits this year approximately monthly to support SENCO. CALT's focus is on those with SpLD. CALT to carry out 7 LAL assessments to see if pupils meet criteria for LAL panel (for pupils with specific literacy difficulties). CALT has already carried out 3 full focused assessments to support teaching of pupils
- CALT trained Gaynor and Paula (TA) on Literacy and Numeracy SENCo Assessment packs to aid identification of gaps and needs for

pupils with learning difficulties. This also meets the school's aims of building capacity

- EP to review 3 pupils
- ASD Advisory Teacher visiting as requested (usually in Years 2 and 5 or following diagnosis)
- Speech and Language Therapist supporting individuals through assessments and recommendations

Training:

Purpose of training is to support individual pupils, extending capacity for all staff, developing and refreshing their knowledge and understanding

- SPRINT (Wave 3 - reading to writing intervention)
- Core ASD Training (January) whole school approach
- Attachment Needs Training (January) whole school approach
- Developing Independence (February) TA focus – INSET Within School
- Headteacher has attended SENCo Network Meetings
- (SNAP Maths to be considered) Training for Gaynor and 1X TA Next year

The school is directing funds, time and resources into supporting an ever increasing number of SEND

Jane Obin SENCo

Sarah Marston SEND Governor

31.1.17