

## **Governors SEND report July 2016**

### **Copnor Primary School Special Educational Needs (SEN) Report**

As part of their statutory duties, governing bodies must publish information about and report on, the schools policy on special education needs.

At Copnor Primary School, we believe in providing every possible opportunity to develop the full potential of all children. The SEN/Inclusion Policy which can be found on the school's website, identifies our aims for children with SEN and also describes the processes used within school to support these children. The policy is reviewed annually and is written in line with the Code of Practice and the Special Educational Needs and Disability Act 2001.

The School SENCo is Allyson Roberts and the named Governor for SEN is Rachel Stewart.

#### **Number of Children with SEN**

In the academic year 2015/16, there were 103 pupils identified as having SEN Support which is approximately 14.9% of pupils on roll. This is particularly high and the SENCo is looking to reduce this figure by reviewing those who are on the SEND register. These include;

103 receiving SEN Support Provision

4 pupils are receiving provision through a Statement of SEN

10 pupils are receiving provision through an EHC plan

6 pupils are also supported on a 1:1 basis as they will shortly be undergoing Statutory Assessment or have SEMH needs that require some degree of 1:1 support.

#### **Deployment of Staff and Resources**

We currently have 27 teaching assistants who deliver specialised programmes as well as general classroom support. 17 work 1:1 with identified pupils. We also have 4 HLTAs and 2 Apprentice TAs.

All teaching assistants receive appropriate training and resources. This year, all TAs have had training in Communication and Interaction (delivered by our attached Educational Psychologist), Attachment Disorder, Autism and Safeguarding. Selected TAs have also had training in First Aid and Team Teach.

The Inclusions Officer/SENCo, who is also an Assistant Headteacher, is responsible for the Pastoral Care across the school. Within the Pastoral Care team, there is an Attendance Officer, Welfare Officer and Pastoral Interventions Manager who also assists the SENCo.

In addition to this, there is also a full time ELSA within the school. One TA is deployed to run specialist SALT programmes in the afternoons and another TA runs OT and Handgym programmes on two afternoons. A further 2 TAs work as librarians as well as support guided reading sessions across a number of classes.

The Inclusions Officer/SENCo's main responsibilities are to oversee and coordinate SEN provision throughout the school. The SENCo meets with parents, liaises with outside agencies, works with pupils and completes paperwork ensuring the children receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEN. The SENCo meets regularly with all staff to discuss pupil progress and the impact of intervention programmes.

The SENCo looks carefully at school data and uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of SEN strategies.

The school also has a variety of resources to support pupils including a sensory room, sensory tents, writing slopes, headphones, talking tins, pencil grips, wobble cushions, weighted blankets and fidget toys.

### **Intervention Programmes completed this academic year**

This year we have organised different intervention programmes. These are listed below;

Toe by Toe  
Precision Teaching  
Catch Up Maths  
Hand Gym  
First Class@Number

### **External Agencies**

The school has built good working relationships with a number of agencies such as CAMHS, Social Care, Speech and Language Therapy, Occupational Therapy, our attached Educational Psychologist, the School Nursing Service, MABS (Multi Agency Behaviour Support Service) and Cliffdale Outreach.

### **Budget Allocation**

#### **Funding Received This Financial Year**

Additional Educational Needs Funded by School £222,900  
High Needs Funding from Local Authority (SEN annual report) £25,836

**Total Funding Received £248,736**

#### **Expenditure for This Financial Year**

Teaching Assistants £230,061  
SEN Resources (resources inc MABS and EMAS, Ed Psych) £10,960  
Paid to Harbour for Dual Registered Children £6,423  
Training £1292

**Total Expenditure £248,736**

## Progress of SEN

### Year 1 Phonics Screening Check

7/15 (47%) of pupils with SEN achieved the national standard last year in their phonics assessment, compared with 46% of pupils nationally.

### Year 2 Phonics Screening Check

12/17 (71%) of pupils with SEN achieved the national standard last year in their phonics assessment, compared with 69% of pupils nationally.

### Year 2 End of Key Stage 1 Results

14 pupils in Year 2 are identified as SEN Support and 3 are identified as having an Education, Health Care Plan. Their results are collated in the table below:

	% of SEN Support pupils reaching the expected standard at Copnor	% of EHCP pupils reaching the expected standard at Copnor
Reading	38%	100%
Writing	25%	0%
Maths	38%	100%

### Year 6 End of Key Stage 2 Results

12 pupils in Year 6 are identified as SEN Support and 3 are identified as having an Education, Health Care Plan. Their results are collated in the table below:

	% of SEN Support pupils reaching the expected standard at Copnor	% of EHCP pupils reaching the expected standard at Copnor	Progress score Y3 baseline – end of KS2
Reading	36%	0%	1.12
Writing	18%	33%	2.03
Maths	27%	0%	-1.53

This data shows that, across the school, SEN pupils make progress that is line with the progress of all pupils.

% of SEN making at least one year's progress in 2015/16						
	Reading		Writing		Maths	
	SEN	All pupils	SEN	All pupils	SEN	All pupils
YR	93	94	93	96	100	98
Y1	82	88	100	90	91	82
Y2	78	80	89	90	89	93
Y3	89	91	89	81	83	80
Y4	59	76	94	90	100	89

Y5	87	83	100	86	71	80
Y6	54	75	85	89	93	79
All	77	84	93	89	90	86

### **Disability Equality Scheme Access Plan**

Under the Equality Act 2010, schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents and other people using the school are treated equally. The school's accessibility plan has been revised and placed on the school website.

### **Nursery, Infant and Secondary Liaison**

We liaise very closely with Springwood, Little Admirals and a number of other nurseries that our pupils arrive from. We also work a variety of Infant schools to support children joining the school in Year 3, as well as our main secondary schools (Admiral Lord Nelson School and Mayfield) that our Year 6 children transfer to. Additional visits are arranged between the schools for SEND pupils, and meetings are held between key members of staff and parents to pass on vital information, and ensure they continue to receive the correct support.

### **Complaints Procedure**

If parents have any concerns about their child's special educational needs, they should raise this with the class teacher in the first instance. Parents may also ask to speak to the SENCo. If they are still concerned, they should ask for an appointment with the Headteacher. Following this, if they continue to be concerned about the provision the school is making for their child, they should write to the Chair of Governors, care of the school address. Parents are always welcome to discuss their children's progress with the appropriate class teacher, SENCo and/or Headteacher.

All staff at Copnor Primary School continue to value the contributions made by all the children, professionals and parents/carers to help develop our inclusive school community.

Rachel Stewart

SEN Governor