

Governors SEND report July 2017

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 2016/17, there were 104 pupils identified as having SEN Support which is approximately 15.1% of pupils on roll. This is higher than expected due to 14 pupils identified with SEN transferring into the school, including 3 with an EHCP and 1 child who is Hard to Place.

These include;

87 receiving SEN Support Provision

3 pupils are receiving provision through a Statement of SEN

14 pupils are receiving provision through an EHC plan

2 pupils (both with EHCPs are dual registered with behaviour provisions with Portsmouth)

4 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 29 teaching assistants who deliver specialised programmes as well as general classroom support. 21 work 1:1 with identified pupils. We also have 4 HLTAs and 3 Apprentice TAs.

All teaching assistants receive appropriate training and resources. This year, all TAs have had training in Wave 3 Fischer Family Trust Reading Intervention, Language Development and Safeguarding. Selected TAs have also had training in First Aid and Team Teach. In the academic year 2017-18, there will be an induction programme for all new TAs who start working within the school.

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
Wave 3 FFT training for Reading.

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 Clifdale Outreach.

Progress of SEN

Year 1 Phonics Screening Check

44 % of pupils with SEN achieved the national standard last year in their phonics assessment. National figures are currently not available (Dec 17).

Year 2 Phonics Screening Check

57% of pupils with SEN achieved the national standard last year in their phonics assessment. National figures are currently not available (Oct 17).

Year 2 End of Key Stage 1 Results

	% of SEN Support pupils reaching the expected standard at Copnor
Reading	43%
Writing	14%
EGPS	14%
Maths	43%

Year 6 End of Key Stage 2 Results

	% of SEN Support pupils reaching the expected standard at Copnor
Reading	31%
Writing	39%
EGPS	39%
Maths	31%

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 2016-17						
	Reading		Writing		Maths	
	SEN	All pupils	SEN	All pupils	SEN	All pupils
Y1	36%	81%	29%	73%	36%	78%
Y2	73%	97%	73%	95%	82%	98%
Y3	67%	90%	73%	87%	64%	88%
Y4	50%	84%	56%	86%	50%	85%
Y5	39%	90%	8%	85%	71%	91%
Y6	83%	90%	92%	98%	100%	96%
All	58%	89%	55%	87%	67%	89%

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