

## Governors SEND report July 2018

### Copnor Primary School Special Educational Needs/Disabilities (SEND) 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, whatever that might be. The SEND/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 SEND is Rachel Stewart.

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

In the academic year 2016/17, there were 110 pupils identified as having Special Educational Needs/Disabilities (SEND) which is approximately 16.3% of the school population. The national figure for primary schools SEND is 13.5%.

These include;

90 receiving SEN Support Provision which is 13.3% of the school population.  
(*National figure for SEN Support in Primary Schools - 12.2%*)

20 pupils are receiving provision through an Education, Health and Care Plan – EHCP which is 2.9% of the school population. (*National figure for EHCPs in Primary Schools – 1.3%\**)

Two of pupils with EHCPs were dual registered and were attending behaviour provisions at the Harbour site and Flying Bull Behaviour Provision.

*\*In September 2017, we have 15 EHCPs and through the application of an additional 5 pupils for Statutory Assessment, we had 20 EHCPs by the end of the school year.*

Two pupils with significant Social, Emotional and Mental health (SEMH) needs were also supported on a full time 1:1 basis with and are undergoing Statutory Assessment for an Education, Health and Care Plan.

Four pupils were on reduced timetables throughout the academic year in order to meet their particular needs within the mainstream school setting. At the end of the school year, only one child may remain in a reduced timetable at the start of the new academic year 18/19.

## **Deployment of Staff and Resources**

We currently have 32 Teaching Assistants (TAs) who deliver specialised programmes as well as general classroom support. 16 TAs work 1:1 with identified pupils. We also have 4 Higher Level Teaching Assistants (HLTAs) and 2 Apprentice Teaching Assistants.

All teaching assistants receive appropriate training and resources. This year, all TAs have had training in Restorative Practice, Safeguarding and XXX. Selected TAs have also had training in First Aid, Team Teach, Emotional Literacy Support and Autism/ADHD.

The Special Educational Needs Coordinator (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, Welfare Assistant and Pastoral Interventions Manager who also assists the SENCo.

In addition to this, there are two qualified Emotional Literacy Support Assistants (ELSAs) within the school and a further three TAs that are being trained this year. One TA is deployed to run specialist SALT programmes in the afternoons and another TA runs Occupational Therapy (OT) and Handgym programmes on two afternoons. A further two 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

Hand Gym

Wave 3 FFT training for Reading.

Emotional Literacy Support

Legotherapy

SIDNEY (Screening and Identification of Dyslexia, Notably in the Early Years)

## 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.

## SEN Attainment

### Year 1 Phonics Screening Check

25% of pupils with SEN achieved the national standard last year in their phonics assessment. National figures are currently not available (Nov 18).

### Year 2 Phonics Screening Check

87% of pupils with SEN achieved the national standard last year in their phonics assessment. National figures are currently not available (Nov 18).

### Year 2 End of Key Stage 1 Results

	<b>% of SEN Support pupils reaching the expected standard at Copnor</b>
Reading	29%
Writing	7%
EGPS	42%
Maths	43%

### Year 6 End of Key Stage 2 Results

	<b>% of SEN Support pupils reaching the expected standard at Copnor</b>
Reading	25%
Writing	19%
EGPS	13%
Maths	13%

## **SEN Progress**

Progress across all year groups showing children who have made at least three steps of progress across the school year.

<b>% of SEN making at least one year's progress in 2017-18</b>						
	Reading		Writing		Maths	
	SEN	All pupils	SEN	All pupils	SEN	All pupils
Y1	71%	85%	41%	75%	65%	81%
Y2	73%	94%	67%	86%	87%	95%
Y3	61%	88%	39%	60%	61%	76%
Y4	81%	88%	53%	73%	60%	93%
Y5	50%	82%	30%	56%	60%	84%
Y6	47%	81%	67%	87%	50%	81%
<b>All</b>	<b>64%</b>	<b>86%</b>	<b>50%</b>	<b>73%</b>	<b>64%</b>	<b>85%</b>

## **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 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 pupils with additional needs, 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