

Governors SEND report July 2019

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 school's 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 2018/19, there were 118 pupils identified as having Special Educational Needs/Disabilities (SEND) which is approximately 17.3% of the school population. *The national figure for SEND in Primary Schools is 14.4%.*

These include;

99 receiving SEN Support Provision which is 14.6% of the school population. *(National figure for SEN Support in Primary Schools - 12.6%)*

By the end of the school year, 19 pupils are receiving provision through an Education, Health and Care Plan – (EHCP) which is 2.6% of the school population. *(National figure for EHCPs in Primary Schools – 1.6%)*

Two pupils with EHCPs were dual registered and were attending and receiving support at the Flying Bull Primary Behaviour Provision.

Two 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, one child had moved to a local special school and the other child moved to secondary school on a full-time timetable.

The most prevalent type of need within the school is Cognition and Learning (42%) followed by Communication and Interaction (31%), and then Social, Emotional and Mental Health (21%) and finally, Sensory/Physical Needs (6%).

Deployment of Staff and Resources

We currently have 30 Teaching Assistants (TAs) who deliver specialised programmes as well as general classroom support. 17 TAs work 1:1 with identified pupils. We also have 4 Higher Level Teaching Assistants (HLTAs) who provide Planning, Preparation and Assessment cover (PPA) and Subject Leader time for staff across the school. We have 1 TA who provides specialist sports provision across the school and a range of sports clubs for our children to attend.

All teaching assistants receive appropriate training and resources. This year, all TAs have had training in the following;

- Identifying, assessing and supporting pupils with Dyslexia,
- Using a Concrete, Pictorial, Abstract (CPA) approach to supporting pupils in maths
- Clicker 7 – using assistive technology to aid learning
- CPOMS – recording safeguarding incidents within the school
- Supporting Spelling, Punctuation and Grammar in class
- Supporting pupils with English As Additional Language (EMAS)
- Understanding an Education, Health and Care Plan

There has also been additional training for individual teaching assistants including;

- Team Teach
- Emergency and Paediatric First Aid Training (Medicot)
- Supporting More Able Pupils in the classroom
- Neurodiversity (CAMHS)
- Managing Anxiety and Self Harm (CAMHS)
- TA Skills Workshops (Portsmouth Teaching Alliance)
- ELKLAN Speech and Language Support (Springboard)
- Phonics Training (Portsmouth Teaching Alliance)
- Epi Pen and Asthma Training
- Social Scenarios (CAMHS)
- Understanding ADHD and ADHD (CAMHS)
- Improving Maths Subject Knowledge (Warren Park Primary)

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. 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 SENCO's main responsibilities are to over-see 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 network 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;

Clever Hands Fine Skills Motor Programme
 Wave 3 FFT training for Reading
 Emotional Literacy Support
 Legotherapy
 SIDNEY (Screening and Identification of Dyslexia, Notably in the Early Years)
 Precision Teaching
 Phonics Boosters
 Individual Pupil Conferencing
 Narrative Therapy (Speech and Language Support)
 Speech Sound Support (Schools Therapy Pack)

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

EYFS Good Level of Development

All Pupils at Copnor 2019	All Pupils National 2019	Pupils with SEND at Copnor 2019	All Pupils with SEND National 17/18*
71%	71.8%	14%	24%

*No published data for National SEN 18/19 out at present.

Year 1 Phonics Screening Check

All Pupils at Copnor 2019	All Pupils National 2019	Pupils with SEND at Copnor 2019	All Pupils with SEND National 17/18*
83%	82%	47%	44%

*No published data for National SEN 18/19 out at present.

Year 2 Phonics Screening Check

64% of pupils with SEN achieved the national standard last year in their phonics assessment. National figures are currently not available (Nov 19).

Year 2 End of Key Stage 1

	% of pupils with SEND reaching the expected standard at Copnor July 19	% of SEN reaching the expected standard nationally July 18	% of all pupils reaching the expected standard at Copnor July 19
Reading	28%	30%	79%
Writing	22%	No data	71%
Maths	33%	33%	78%

*No published data for National SEN 18/19 out at present.

Year 6 End of Key Stage 2

	% of pupils with SEND reaching the expected standard at Copnor	% of all pupils reaching the expected standard at Copnor
Reading	25% EHCP, 27% SEN Support	62%
Writing	38% EHCP, 27% SEN Support	74%
EGPS	38% EHCP, 40% SEN Support	72%
Maths	38% EHCP, 47% SEN Support	72%

The only national figure available (Nov 19) for pupils with SEND is a percentage for Reading, Writing and Maths combined. This percentage nationally for pupils with SEND is 21%. The same percentage for Reading, Writing and Maths combined for pupils with SEND at Copnor is 25% for EHCP pupils and 27% for SEN Support.

*No published data for National SEN 18/19 out at present.

SEN Progress

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

% of SEN making at least one year's progress in 2018-19						
	Reading		Writing		Maths	
	SEN	All pupils	SEN	All pupils	SEN	All pupils
YR	43%	91%	57%	98%	71%	99%
Y1	67%	82%	27%	72%	46%	80%
Y2	50%	89%	44%	81%	69%	89%
Y3	73%	86%	47%	72%	87%	90%
Y4	84%	92%	74%	89%	84%	91%
Y5	71%	92%	64%	90%	64%	89%

Y6	96%	96%	96%	97%	91%	89%
All (18-19)	69%	90%	58%	86%	71%	90%
All (17-18)	64%	86%	50%	73%	64%	85%

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.

School Local Offer and Portsmouth Local Offer

An explanation of what Copnor can provide for its pupils with special educational needs is detailed within a document called the 'local offer.' This can be located on the school website under SEN/Pastoral within the tab 'SEN Information Report.' The local authority also detail the available provision for the city of Portsmouth called the 'Portsmouth Local Offer.' This can be found at <http://www.portsmouthlocaloffer.org/>.

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