



SPECIAL EDUCATIONAL NEEDS

Report for Governing Body - November 2016

In November 2016 the SEN register is made up of the following composition.

Range 4	Range 3	Range 1 and Range 2
7 pupils	12 pupils	64 pupils

Reception (1 Child on the register)

One pupil at range 3 is currently on the register for Communication and Interaction needs. This child has recently been diagnosed with Autism. School are preparing to apply for an Education, Health and Care plan for this child. Autism Support will come into school to support us with steps to support this child and to support us with the application for the Educational, Health and Care Plan. Carolyn Broadly the Educational Psychologist is also scheduled to do some work with this child and support our application for extra funding.

Year 1 (8 children on the register all range 1 -2)

% of child who have made progress since September 2016.

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
25%	25%	50%

The 8 children on the register are for Cognition and Learning needs. Interventions have been set up to support these children by filling in the gaps for reading, writing and maths. TA's have been used to effectively to support these children by delivering a personalised input planned by teachers, for Maths, English and Phonic sessions.

Year 2 (14 children on the register:- 9 range 1-2, 4 range 3 and 1 range 4)

% of children who have made progress since September

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
71%	29%	86%

There are 3 children who have significant Social and Emotional Needs in year 2 and they need a high level of adult support. The SEBD team are working with the school to support these children. A behaviour mentor is coming into school for 3 sessions a week until December to support staff and children. They have worked with school to put together behaviour plans for these children. An application has been accepted for one child to attend on offsite behaviour unit, part time for 12 weeks. Another child's EHCP has been agreed but parents and school feel that main stream school is not able to meet his emotional and educational needs and parents are applying for a specialist provision for this child. Nurture provision is being delivered for 4 children where they are accessing maths and literacy work while working on social and emotional skills.

Maths, Reading and writing interventions have been set up to support children with cognition and learning difficulties. An extra TA has been employed this term so more support can be given to these children.

Year 3 (10 children on the register:- (8 range 1-2 and 2 range 3)

% of children who have made progress since September 2016.

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
50%	50%	70%

TA's are being used effectively to support range 3 children for cognition and learning with extra reading and sentence work. Teachers are differentiating planning to meet SEN children's needs and TA's are delivering learning in small groups.

Year 4 (20 children on the register:- 15 range 1 and 2, 4 range 3 and 1 range 4)

% of children who have made progress since September 2016.

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
70%	50%	65%

Behaviour support are working with school to support 2 children with Social and Emotional Needs. A behaviour plan has been put in place and regular reviews with parents are taking place. Another child has been referred to behaviour support and parent is working closely with school. A behaviour mentor is working in year 4 for 3 sessions a week until Christmas to support children and staff Nurture sessions have been set up in the afternoons to support the social and emotional needs of 4 children providing SEAL activities.

There are 5 children with specific learning difficulties (3 children who have a diagnosis of dyslexia). One TA is delivering a Phonic intervention to support reading and writing, at least 3 x a week to support these children.

TA's are being used to provide extra reading and comprehension work for specific children.

A teacher from the Learning Support Team is coming in to assess 1 child in November for dyslexia.

Carolyn Broadly has been in this term to give school advice on a child with an EHCP. This child has just been diagnosed with Autism and someone from the Autism Support Team will come into school to support with next steps to support her learning.

Year 5 (11 children on the register:-8 children range 1 and 3 children range 4.)

% of children who have made progress since September 2016.

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
45%	55%	55%

Phonological reading and spelling intervention is being delivered to children with specific spelling and reading needs 3 x weekly.

A TA being used to support children with EHCPs in class, working in a small group of 1:3 for English and Maths sessions. These children are also taking part in a social skills afternoon 1 x week, using the Pete Rigby understanding feelings intervention and lego therapy.

Year 6 (19 children on the register:- 16 children range 1 - 2, 1 child range 3 and 2 children at range 4.)

% of children who have made progress since September 2016.

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
42%	26%	47%

Phonological intervention to support reading and spelling is taking place for 3 children with specific learning difficulties. The Learning support team have begun to assess 1 child for dyslexia.

2 children are taking part in a social skills afternoon 1 x week, using the Pete Rigby understanding feelings intervention and lego therapy.

1 child has been referred to the ASCT team and work has begun to support parents with this child.

Laura Books from the Visual impairment team has been working closely with school and parents to support a child with VI needs and this will continue throughout the year to ensure a smooth transition to upper school.

IEPs

IEPs for specific children on range 2 all range 3 and 4 children have been updated and these will be monitored. IEPs continue to be stored on the school's ClassTrack system where all attainment data for SEN and target groups is held and analysed half termly.

Training.

Training from Behaviour support is to be delivered this half term to both teaching assistants and teachers to develop understanding of why children display certain behaviours and how staff can support children with emotional behaviours and also how staff can support each other when dealing with challenging behaviours.

Charlotte Bradley (SENCO)