

Broom Valley Community School SEND 2016-7 End of Year Analysis

Context: Number of children on role: 499

Total number of children identified as receiving SEN Support is 31 and 5 children with Education, Health and Care Plans.

11.4% of school population identified as SEN Support 0.9% with EHCP/Statement (14.4% national) (2.8% Statement/EHCP)

Cognition and Learning	Communication & Interaction	Social, Emotional and Mental Health	Physical & or Sensory
19	11	2	3

Moderate learning difficulty is the most common primary need type which is the same nationally.

SEND Summary

In KS1 reading, writing and maths was below national for children identified as SEN Support. 25% were at expected for reading (national 74%) 25% were at expected for writing (national 65%) and 25% were at expected for maths (national 73%)

In KS2 reading progress was slower. Progress in writing and maths was higher than national.

Persistent Absences was 30.8% for children identified as SEN Support (14.2% National)

F1 Summary: All SEND children are working below age related expectations. Non SEND children make more progress than SEND children. One child was working towards an assessment for an EHCP (Request to assess submitted July 2017)

F2 Summary: There were 4 children identified as having SEND. Three SEND children were working below age related expectation. One child was working above. One child reached the Good Level of Development (GLD)

Year 1 Summary: There were 7 children identified as SEND One child has an EHCP with 29 hours of identified support. One child was working towards an assessment for an EHCP (Request to assess submitted July 2017) Two children are receiving 1:1 support and are on the EHCP pathway. 14.3% made expected progress in reading

Year 2 Summary: 2 children have EHCPs with identified support of 29 hours. One child was working towards an assessment for an EHCP (Request to assess submitted July 2017)

Year 3 Summary: 2 children were identified as SEND. One child made significant progress with speech and was no longer identified as SEN Support.

Year 4 Summary: 8 children were identified as SEN Support. One child has an EHCP with 25 hours of identified support. There was a high level of need in Y4. 38.7% made expected progress in reading. 25% made expected progress in maths.

Year 5 Summary: There were no children identified as having SEND until a child transferred in the summer term with speech, language and communication need.

Year 6 Summary: One child has an EHCP with 19 hours of identified support. There were two children identified as SEN

LAC Analysis:

Year 4: The LAC did not make expected progress in reading, writing or maths. However, the progress was good and specific SEND was identified.

F2: LAC was discharged from CDC, but continued to be monitored. Did not get the GLD but made accelerated progress

F1: LAC made progress with speech and PSED.

Targeted interventions used to diminish the difference:

Speech and Language: Language Enrichment Activity Programme, Vocabulary Improvement Programme, Narrative Improvement Programme

Reading: 1:1 reading, phonics groups, Fischer Family Trust

Writing: Dough Disco, Fischer Family Trust, fine and gross motor activities as suggested by the SEND Consultant

Maths: Pre-teaching, Numicon

Social, Emotional and Mental Health: Theraplav

Pupil voice:

"I have got a timetable for lunch which has really helped me. Mr Wilson explains things using less language so I understand" (Y4 pupil)

"I like writing on big paper because then I can read it" (F2 child)

"I love Forest School, I like learning outside." (Y5 pupil)

"I don't need help but I like it when she sits near me!" (Y6 child with EHCP and 1:1 support)

Parent Voice: (parent questionnaires February 2017)

"I feel the school involve me in making decisions about the support my child receives" (Y1 parent)

"My son has made great progress in school. I thought he would need a special school" (child with EHCP)

"She has developed socially and her language has improved greatly" (F2 parent)

"The One Page Profile workshop I attended provided plenty of information. Communication between us all is great!" (carer for LAC)

- The SEND Code of Practice 2014 was introduced in October 2016 to all staff through a PDM. It was continued to be implemented throughout the year.
- The SEND policy was updated in October 2016 and will continue to be reviewed annually to ensure that it reflects the ethos and procedures and to ensure that it meets statutory duties.
- The SEN Information report was updated in October 2016 and uploaded to the school website. The Rother Council Local Offer page has a link to the school website.
- Broom Valley continues to work closely with all external agencies to support the needs of the children identified as needing additional support. This includes Educational Psychology, SEND Consultant (Learning Support Teacher) Social, Emotional and Mental Health Team, Speech and Language Therapy, Teachers for the Vision Impaired, Teachers for the Hearing Impaired, Education, Health and Care Plan Assessment Team, School Nurse, Special School Nurses, Child and Adolescent Mental Health Service (CAMHS)
- A SEND Review was conducted by Helen Baker (Acting Lead for LSS and Jan Ridgeway LSS Teacher for EY in March 2017. The team agreed with the identified ... put in place to improve the provision for children with SEND.
- Transition visits to secondary – Year 6 teachers and SENDCo met with the SENDCo for Oakwood to share information,
- Home visits for F2 for children identified with SEND were completed alongside the EYAH.
- SEND reviews with SENDCo were held twice to share information regarding progress, identified interventions, next steps and new referrals.
- Two Therapeutic Inclusion Rooms were developed for KS1 and KS2 children and are accessed by children who have an EHCP and children with more complex needs.
- Training was delivered for SEND code of Practice, ASD and Dyslexia was delivered to all staff.
- Identified staff have completed Fischer Family Trust and Speech and Language training to complete interventions to target reading, writing and speech and language development. All interventions have been running for a term.