

SEN Overview - Spring 2018 (Check Point 3)

What are the key issues in this area?

- 15% of pupils at Pensans have special educational needs.
- 58% of pupils with SEN are also entitled to Pupil Premium.
- The attainment difference between pupils with SEN and their peers remains significant.
- 67% of children with SEN have had a level of social care intervention.
- 53% of pupils with SEN have Communication and Interaction as their primary area of need; 21% have Cognition and Learning; 21% have Social, Emotional and Mental Health and 5% have Sensory and/or Physical needs. Many pupils have secondary needs also.
- The needs of some of the pupils are requiring increasingly specialised resources and staffing.
- Transition to new situations e.g classes, trips, staff.
- Ensuring that classrooms are fully inclusive with the increased focus on quality first teaching.

What has the impact been? What does the data show?

- The overall impact has improved outcomes for children with SEN, although the attainment difference between them and their peers remains significant as starting points have been considerably lower.

IMPACT STATEMENT FROM THE SCHOOL TEACHER ASSESSMENT COLLECTION REPORT (February 2018):

- Pupils with Special Educational Needs in Years 5 and 6 are closing the attainment gap between them and their peers in all subjects.

- Pupils with Special Educational Needs are exceeding their peers in their progress in Year 6 in all subjects.

- The impact of all SEN provision is monitored half-termly or termly and the progress of each child recorded. Adjustments to provision is made accordingly as a part of the Graduated Approach.

Below is the SEN data from the **2017 KS2 SATS**:

Headline Information:

- 2 children with SEN achieved expected in one subject.
- SEN children exceeded their Not SEN peers in Maths.

How do we know?

- Ongoing data collection on Scholar Pack.
- Half-termly data analysis.
- End of KS2 data scrutiny.
- EYFS entry data.
- Safeguarding audit.
- Discussions with and reports from outside agencies working with the families of children with SEN.
- Assess, Plan, Do, Review cycles as a part of the Graduated Approach.
- Advice from outside agencies.
- SERP observation and panel membership.
- Network meetings.

What have we done to address these?

- Inclusion audit with dyslexia adviser.
- Half-termly data collection points and analysis.
- Rigorous assessment of need and provision.
- Communication passports for more vulnerable children.
- Working closely with outside agencies such as EP, SEBSS, OT, ASD Team, SALT, Dyslexia Team, School Nurse, Family Support, Social Services, Physiotherapy, V&H Support.
- Supervision/EP surgeries.
- Behaviour Support surgeries.
- INSET on Precision Teaching and Dyscalculia.
- In depth training for key staff on dyslexia.
- Thrive Approach - 6 practitioners.
- Targeted support (1:1 and/or intervention)
- Graduated Approach to monitor and support needs.
- SENCO attends network meetings and keeps up to date on research.
- Sharing of information with all relevant parties.
- All records/notes/observation/provision maps kept centrally on schools information system.
- Pupil conferencing.
- Target books and IEPs.
- Working with other schools.
- Extended transition.
- Termly/half-termly parent review meetings.
- Staff SEN skills audit to address training needs.

How can we triangulate/prove this in the classes across the school?

- The SENCO analyses the data in each year group every half-term in a report as 2 groups: SEN and Not SEN. Actions for phase leaders are then made accordingly depending on the difference in attainment and progress.
- SENCO looks at individual pupils with class teachers and look at the impact that interventions have had on progress, taking into account pupil conferencing (opinion of child) and parent meetings (opinion of parent) during the Assess, Plan, Do, Review process.
- Individual assessments of interventions e.g Reading Recovery, Counting to Calculating and Thrive are looked at to ensure that more specific steps are being made.
- Inclusion audits/learning walks/observations.

	2017 KS 2 SATS	Attainment (exp or above) % School	Attainment (exp or above) % National	Progress (made exp or above)
SEN	Reading	1/9=11%	66%	0.6
	Writing	0/3=0%	74%	-1.01
	Maths	1/3=33%	70%	0.9
Not SEN	Reading	25/38=66%	73%	0.77
	Writing	25/38=66%	84%	0.4
	Maths	21/38=55%	78%	-1.9