



St. Peter's Catholic School, Woolwich SE18 7BN



Local Offer – 2017/18-SEND Information Report

Type of School	Mainstream/VA
Primary School	210 Places- Admissions made via the School/Local Authority Admissions Panel

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/and or disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

1. The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

http://www.royalgreenwich.gov.uk/downloads/download/551/local_offer_for_children_with_special_educational_needs_and_disabilities

2. The school SEND Policy, which can be accessed via this link: www.stpeters.greenwich.sch.uk/send-offer
3. The school PSHE Policy, which can be accessed via this link: www.st.peters.greenwich.sch.uk/PSHE
4. The school Anti-Bullying Policy, which can be accessed via this link: www.stpeters.greenwich.sch.uk/Anti-Bullying
5. Details of school Pupil Premium Grant, which can be accessed via this link: www.stpeters.greenwich.sch.uk/pupil-premium-grant/

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School Based Information	People	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</p>	<p>Class/subject teacher</p>	<p>He/ She is responsible for: Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary. Writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your</p>

		<p>child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <p>Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</p> <p>If you would like to discuss your child's needs with their class teacher, please make an appointment either with the class teacher themselves or at the main office.</p>
	<p>The Special Educational Needs Co-Ordinator (SENCO) Miss Marna Du Bruyn</p>	<p>He/ She is responsible for: Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</p> <p>Ensuring that you are:</p> <ul style="list-style-type: none"> involved in supporting your child's learning kept informed about the support your child is getting involved in reviewing how they are doing

part of planning ahead for them.

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...

Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.

To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.

Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.

Organising training for staff so they are aware and confident about how to meet

		<p>the needs of your child and others within our school.</p> <p>The SENCO can be contacted by appointment at the main office.</p>
	<p>A Teacher Assistant (TA) may be allocated to some pupils with SEN and or disabilities)</p>	<p>A Teacher Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback!</p>
	<p>Headteacher</p>	<p>He/ She is responsible for: The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He/ She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.</p> <p>He/ She must make sure that the Governing Body is kept up to date about</p>

		<p>any issues in the school relating to SEND.</p> <p>The Headteacher can be contacted by appointment at the main office.</p>
	<p>SEND Governor</p>	<p>He/ She is responsible for: Making sure that the school has an up to date SEND Policy</p> <p>Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</p> <p>Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</p> <p>Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</p> <p>The SEND Governor can be contacted by appointment at the main office.</p>

B. COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and/or disabilities in this school?	Class teacher input via good/outstanding classroom teaching	<p>The teacher will have the highest possible expectations for your child and all pupils in their class.</p> <p>All teaching is based on building on what your child already knows, can do and can understand.</p> <p>Putting in place different ways of teaching so that your child is</p>	All children in school receive this.

		<p>fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</p> <p>Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</p>	
	<p>Specific small group work. This group may be Run in the classroom or outside.</p> <p>Run by a teacher or (most often) a Teaching assistant who has had training to run these groups.</p> <p>These are often called Intervention groups by schools.</p> <p><i>(Stage of SEND Code of Practice:</i></p>	<p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</p> <p>He/ She will plan group sessions for your child with targets to help your child to make more progress.</p> <p>A Teacher Assistant/teacher (or outside professional (like a</p>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.</p>

	<p>SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.)</p>	<p>Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme.</p>	
	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</p> <p>AND/OR Individual support for your child of 21 hours and below in school</p> <p><i>Stage of SEN Code of Practice:</i> SEN Support, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)</p>	<p>If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <p>Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</p> <p>If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a</p>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

	<p>Outside agencies such as the Speech and Language therapy (SALT) Service.</p>	<p>specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none">Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them betterSupport to set targets which will include their specific professional expertiseYour child's involvement in a group run by school staff under the guidance of the	
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		<p>outside professional e.g. a social skills group or sensory circuit</p> <p>A group or individual work with outside professional</p> <p>The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</p>	
	<p>Specified Individual support for your child of more than 21 hours in school. This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by a Statement of Special Educational Needs. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: www.royalgreenwich.gov.uk</p> <p>Your child's school/setting will</p>	<p>Children whose learning needs are: Severe, complex and lifelong need, as a guide, 21 hours or more, in school</p>

	<p>teaching (as a guide 21 hours or more, in school), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)</p> <p>Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</p>	<p>have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team Around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional and them.</p> <p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory</p>	
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		<p>assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.</p> <p>After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong, as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress</p>	
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		<p>as possible.</p> <p>The EHC Plan or Statement (if your child stills has one) will outline the number of hours of individual/small group support your child will receive from the TA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</p> <p>The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	
<p>How will we support your child with identified special needs starting at school?</p>		<p>We will first invite you to visit the school with your child to have a look around and speak to staff.</p> <p>If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts</p> <p>Your child's key person may visit your child if they are attending</p>	

	<p>another provision</p> <p>We may suggest adaptations to the settling in period to help your child to settle more easily.</p>
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially.</p> <p>If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher</p> <p>If you are still not happy you can speak to the school SEN Governor.</p>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.</p> <p>Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</p> <p>If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.</p> <p>If your child is still not making expected progress the school will</p>

	<p>discuss with you</p> <p>Any concerns you may have</p> <p>Discuss with you any further interventions or referrals to outside professionals to support your child's learning</p> <p>To discuss how we could work together, to support your child at home/school.</p>
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<p>Every day reviews</p> <p>Pupil questionnaires</p> <p>Pupil Voice</p> <p>Assessment</p> <p>School Council</p> <p>School House Teams</p> <p>In-Class discussion</p> <p>Suggestion Box</p>
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<p>The school budget, received from Greenwich LA, includes money for supporting children with SEN.</p> <p>The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.</p>

	<p>The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including</p> <ul style="list-style-type: none"> the children getting extra support already the children needing extra support the children who have been identified as not making as much progress as would be expected. <p>And decide what resources/training and support is needed.</p> <p>All resources/training and support are reviewed regularly and changes made as needed.</p>	
<p>Who are the other people providing service to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<p>Additional Speech and Language Therapy input to provide a higher level of service to the school</p> <p>Educational Psychology Service</p> <p>Additional Educational Psychology input to provide a higher level of service to the school</p>
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<p>Autism Outreach Service</p> <p>Sensory Service for children with visual or hearing needs</p> <p>CAMHS</p>

		<p>STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)</p> <p>Speech and Language Therapy (provided by Health but paid for by the Local Authority).</p> <p>Occupational Therapy</p> <p>Physiotherapy</p> <p>Professional training for school staff to deliver medical interventions</p> <p>Waterside Behaviour advice service</p> <p>Parent Partnership Service (to support families through the SEN processes and procedures).</p>
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<p>School Nurse</p> <p>Occupational Therapy (some Special Schools only)</p> <p>Physiotherapy (some Special Schools only)</p>
	D. Voluntary agencies	<p>National Autistic Society</p> <p>MENCAP</p> <p>Greenwich Parent Voice</p>

<p>How are the adults in school helped to work with children with an SEND and what training do they have?</p>	<p>The SENCO's job is to support the class teacher in planning for children with SEN.</p> <p>The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc...</p> <p>Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.</p> <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO/ Inclusion Manager.</p>
<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<p>Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</p>

	<p>Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</p> <p>Specific resources and strategies will be used to support your child individually and in groups.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</p>
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<p>Your child's progress is continually monitored by his/her class teacher.</p> <p>His/her progress is reviewed formally every term against the Age related expectations (ARE) for each year group from Year 1 to upwards. These outline what every child is expected to know for Reading, Writing and Maths by the end of the school year. Children will also receive a review on their attendance and engagement in learning and behaviour. Assessment will use the language of developing, securing and mastering.</p> <p>A child is developing (D) their understanding of a programme if they have a good understanding of 50% of the descriptors in the programme of study in a particular year.</p> <p>A child is securing (S) if they have a good understanding of a 80%.</p> <p>A child is mastering (M) if they have a good understanding and</p>

knowledge of all the descriptors in the programme for a particular year and up to 20% of the following year.

The expectation will be for children to make 3 point progress during a year. At St. Peter's we aim to cater for the individual learning needs for all pupils, in line with the new SEND Code of Practice. Our tracking use the descriptors of Developing (Developing, Secure and Mastery) as part of our step tracking throughout the year against (ARE) and also using average point scores will show children's progress in more detail and smaller but significant steps. a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.

Children at SEN Support will have an IEP (or PLP) which will be reviewed with your involvement, every term and the plan for the next term made.

The progress of children with a statement of EHC Plan/Statement of SEN is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good

	<p>progress within any individual work and in any group that they take part in.</p> <p>A range of ways will be used to keep you informed, which may include:</p> <ul style="list-style-type: none"> Home/school book Letters sent home Additional meetings as required Reports
<p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p>	<p>Follow our PSHE Policy</p> <p>Refer to the CAHMS Support after the High Level Teacher Assistant supported the child on a 1:1 basis.</p>
<p>How is the school made accessible for students with SEND</p>	<p>The school has a designated room for Special Needs teaching. We ensure that equipment used is accessible to all children regardless of their needs.</p> <p>LA SEND support document:</p> <p>http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings</p>
<p>How does our school make special arrangements for Looked After Children (LAC) with SEND?</p>	<p>We consult with the virtual school – Headteacher and SENCO as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are</p>

	<p>working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child.</p> <p>We review the child's needs and progress regularly, for example before entering the school to ensure smooth transition from their previous setting and then at regular intervals.</p> <p>We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes: www.stpeters.greenwich.sch.uk/pupil-premium-grant/</p> <p>The SENCO ensures that training and policies are supportive of Looked After Children with SEND</p> <p>The Designated Governor for LAC (Mrs Sarah Heywood) works to ensure provision is enabling LAC with SEND to make good progress.</p> <p>Regular PEP meeting take place between the school and the carers to ensure that the children make progress.</p> <p>Miss Du Bruyn (SENCO) Reports to the Governors about the progress the children are making.</p>
<p>How have we made this school physically accessible to children with SEND?</p>	<p>The school has a designated room for Special Needs teaching.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs.</p>
<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p>

If your child is moving to another school:

We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP (PLP's) will be shared with the new teacher.

If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6

The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.

Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.

	<p>Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</p>
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School Based Data/Information: 2017/2018

How many students did we have at our school with statements or EHC plans at the end of July 2017

1

How many students did we have at School Support at the end of July 2017

19

What were the outcomes for children within our school with SEND for 2017/2018

Average Point Score

Attainment Levels- Summer Term 2017-2018 Year FS2

	Reading	Writing	Maths	End of Year ARE
SEN (K)	7.7	7.7	7.7	7.7
Statement	n/a	n/a	n/a	
Non SEN	9.0	9.0	9.0	9 – 11

Average Point Score

Attainment Levels- Summer Term 2017-2018 Year 1

	Reading	Writing	Maths	End of Year ARE
SEN (K)	12.0	12.0	12.0	12.0
Statement	n/a	n/a	n/a	
Non SEN	13.3	13.3	13.3	13

Average Point Score

Attainment Levels- Summer Term 2017-2018 Year 2

	Reading	Writing	Maths	End of Year ARE
SEN (K)	13.5	13.5	14.0	13.6
Statement	n/a	n/a	n/a	
Non SEN	16.4	16.4	16.3	16

Average Point Score
Attainment Levels- Summer Term 2017-2018 Year 3

	Reading	Writing	Maths	End of Year ARE
SEN (K)	18.5	18.5	18.5	18.5
Statement	n/a	n/a	n/a	
Non SEN	19.3	19.3	19.4	19

Average Point Score
Attainment Levels- Summer Term 2017-2018 Year 4

	Reading	Writing	Maths	End of Year ARE 22
SEN (K)	21.2	21.2	21.8	21.4
Statement	20.0	20.0	21.0	20.3
Non SEN	22.4	22.4	22.5	22

Average Point Score
Attainment Levels- Summer Term 2017-2018 Year 5

	Reading	Writing	Maths	End of Year ARE 25
SEN (K)	24.0	24.0	24.0	24.0
Statement	n/a	n/a	n/a	
Non SEN	25.4	25.3	25.4	25

Average Point Score
Attainment Levels- Summer Term 2017-2018 Year 6

	Reading	Writing	Maths	End of Year ARE 28
SEN (K)	27.8	27.5	28.0	27.7
Statement	n/a	n/a	n/a	
Non SEN	28.4	28.4	28.5	28

Average Point Score SUMMER 2017-2018

Reading

Year Group	SEN	Non-SEN	End Of Year ARE
FS2	7.7	9.0	9 – 11
Year 1	12.0	13.3	13
Year 2	13.5	16.4	16
Year 3	18.5	19.3	19
Year 4	21.2	22.4	22
Year 5	24.0	25.4	25
Year 6	27.8	28.4	28

	ARE at or Above Expectation
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Average Point Score SUMMER 2017-2018

Writing

Year Group	SEN	Non-SEN	End Of Year ARE
FS2	7.7	9.0	9 – 11
Year 1	12.0	13.3	13
Year 2	13.5	16.4	16
Year 3	18.5	19.3	19
Year 4	21.2	22.4	22
Year 5	24.0	25.3	25
Year 6	27.5	28.4	28

	ARE at or Above Expectation
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Average Point Score SUMMER 2016-2017

Maths

Year Group	SEN	Non-SEN	End Of Year ARE
FS2	7.7	9.0	9 – 11
Year 1	12.0	13.3	13
Year 2	14.0	16.3	16
Year 3	18.5	19.4	19
Year 4	21.8	22.5	22
Year 5	24.0	25.4	25
Year 6	28.0	28.4	28

	ARE at or Above Expectation
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What training did staff at our school have in SEND over the year 2017/2018

We continue to attend a wide range of training courses with regards to SEN, during 2017/2018 they included:
 ASD Transition Support, Sensory Circuit training and setting up the Sensory Room, Dyslexia Training, SEN Conference and Forum, Transition of Vulnerable Students, Lego Therapy Training, Word Wave Training, Education Inclusion, SEND Reform Training, SENCO Planning and Assessment and Changes in Education.

What was in the Headteacher's report to the Governors about SEND in 2017/2018

The Headteacher reports to the Governors three times per year. Every report had a designated SEN reporting section, explaining that our SENCO:

 Organises the provision for SEN pupils, based on a needs analysis and targeted approach. A wide range of support is offered, including high quality class teaching, differentiated work, teacher and teaching assistant support, small intervention groups delivered by trained teaching assistants, nurture sessions for social and behaviour issues, and outside agencies. The teaching assistant led intervention groups have been particularly successful, with pupils on literacy reading programmes catching up rapidly and showing the progress. All are reviewed at termly progress meetings. The teaching assistants have been moderated by the SALT, ensuring quality assured delivery of programmes.

For the **Autumn 2017**, specific data reported on was:

The SEN register is currently as follows:

	15/16	16/17	17/18
Education, Health and Care Plan (EHC)	0	0	1
School Support Kode K	24	18	19
School %	12%	9%	9.5%

Our Inclusion Leader submitted her Self-Evaluation Report which was shared at the Curriculum, Achievements and Standards Sub-Committee. This included an overview of SEND to date, including the New Special Educational Needs and Disability (SEND) Code of Practice, which came into force in September 2014. To date no pupil has been successful in his application of a request for statutory assessment, leading to the pupil being granted an EHC plan.

The school's Local Offer and SEND information can be accessed on our website.

For the **Spring 2018**, specific data reported on was:

The SEN register is currently as follows:

	15/16	16/17	17/18
Education, Health and Care Plan (EHC)	0	0	1

School Support Kode K	21	17	20
School %	10%	8%	10%

The teaching assistant led intervention groups have been particularly successful, with pupils on literacy reading programmes catching up rapidly and showing the progress. All are reviewed at termly progress meetings. The teaching assistants have been moderated by the SALT, ensuring quality assured delivery of programmes.

For the **Summer 2018 end of July Data** , specific data reported on was:

The special needs figures are as below:

	15/16	16/17	17/18
Education, Health and Care Plan (EHC)	0	1	1
School Support Kode K	20	19	19
School %	10% (207 children in school)	10%	9.5%

Were there any other important changes in SEND over the year 2017/2018

Our provision of equipment/resources and use of outside agencies was reviewed for the year and was found appropriate/adequate in accordance to the needs of the children we have. There was a national change to SEN Provision/Status Codes, ie 'School Action' and 'School Action Plus' merged to become 'School Support', and 'Statement' became 'Education, Health and Care Plan' (EHC).

GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
K	School Support new code