

Special Educational Needs Report 2015 -16

July 2016

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“Disabled pupils and those who have special educational needs have their needs very clearly identified. The school is tireless in working with other agencies, when necessary, in order to secure the help they need. The school uses a variety of ways to help develop the skills these pupils need to access their work.”

-Ofsted March 2015

Cranham Church of England Primary School is committed to providing an appropriate and high quality education for all children. We believe that all children, including those with Special Educational Needs or Disabilities (SEND), have an equal right to attain their full potential. Differentiation is included in class teacher planning so that all children can access high quality teaching and learning, however, we recognise that some children require additional support.

As a school we follow Gloucestershire Graduated Pathway to identify and properly respond to children with SEND needs.

The Graduated Pathway is based on a simple Assess, Plan, Do, Review model and has the following graduated responses:

My Profile - Completed by all children

My Plan - A simple planning tool to support a child or young person that looks holistically at the child's needs across areas of life.

My Plan+ - a more in-depth and integrated assessment, understanding and analysis of a child or young person's needs especially when outcomes are not being achieved or progress is not being made and the child has SEND.

My EHC Plan - an Education, Health and Care Plan is a statutory plan that has replaced a Statement of Special Educational Needs. An EHC Plan may be needed when a child or young person's educational needs cannot be met within existing additional resource already delegated to the school. The Local Authority assesses this need based on the evidence provided.

There are currently two children identified as SEND on the SEND register:

Level of need	Number of Pupils	% of pupils on roll
EHC	0	0 %
My Plan+	0	0%

My Plan	2	3.5%
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3.5% is well below national averages.

One of the children currently on a My Plan will be transferring to secondary school in September and additional child is currently under review for a My Plan+

Staffing

In the Autumn and Spring terms Higher Level Teaching Assistants (HLTA) were in place in both classes. (Class 1 60% of the week and Class 2 80% of the week.) Additional support was given to Class 1 through a TA and part of the Headteacher's teaching commitment was used to enable a 3 class structure for 1 day a week. This ensured that the school had a good staff-to-pupil ratio and had opportunities to provide extra small-group and /or individual sessions. One HLTA left the school in the summer term and was replaced by a TA.

In the summer term the school appointed a new SEND Co to the school replacing the Headteacher in this role. The new SEND Co shares this role with another school allowing for the sharing of best practice and greater collaboration.

A HLTA was also the school's lead professional in the delivery of the Common Assessment Framework (CAF) and had received the appropriate training to carry out this role. A member of staff was identified to continue in the role when the HLTA left in the summer term. This member of staff is in the process of being trained in line with the new expectations for a combined graduated pathway for pastoral and special educational needs support.

The school has also received support from the SEN officer for Stroud. During the year this changed from Nathan Roe to Jane Kilby.

Provision

There four areas of Special Needs as outlined:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These areas are covered by three levels of provision for SEND within the school:

Wave 1: Whole class teaching is differentiated for all abilities and involves visual cues, ICT, modelling and hands-on activities in order to engage children who have different learning needs.

Wave 2: Progress is monitored carefully by the Class Teacher, SENCO and Senior Management Team. During their time at Cranham many pupils benefit from having some individual or group intervention to help them catch up with the rest of their peers in a specific area of learning. This support could be either within or outside of class. These pupils may also be supported by My Plan.

Wave 3: Pupils who have not made sufficient progress as a result of Wave 2 intervention, have significantly greater difficulty in learning than the majority of children of the same age or have a disability, will have a My Plan /My Plan +/EHC. All three plans contains specific short term targets for the pupil and school to work.

2015 -2016

Provision for 2015-16 included:

(including provision to monitored pupils)

Intervention	Function	Group size	Age Group
Precision teaching	Reading/spelling high frequency words	1-to-1	KS2
Stareway to Spelling		1-to-1	KS2
Toe-by-Toe	Develop reading skills so that children can become competent readers	1-to-1	KS2
Funky fingers	Fine motor skills	1-to-1	EYFS/ KS1
Handwriting support linked to introduction of cursive handwriting script with links to supporting dyslexic children	Fine motor skills and support with memorising spelling patterns	1-3	KS1/2
Focused phonics group	Supports understanding of synthetic phonics, reading and spelling	1-11	KS1/2
Phase 6 Intervention			

Year 1 phonics intervention	Supports understanding of synthetic phonics, reading and spelling	1-2	KS1
Targeted reading support	Improve reading decoding and comprehension	1-to-1	KS1 and 2 (funded and resourced by the Coventry Building Society)
Small focused maths intervention	To develop key mental maths skills	4	KS2
Silver Seal	Additional support in developing Social, emotional and behavioural skills	6 children per group	KS1 and 2

Note: Numicon was also made available in both classes to support with dyslexia as they moved into Key Stage 2.

Costs (SEND pupils only)

SEND Co training -£150

Resources - £25

Dyslexia training course - £20

Cost of Intervention in relation to My Plan pupils only.

Toe-by-Toe £427 per pupil for 3 sessions a week all year. Total £854.

Stareway to Spelling 11 sessions £132 per pupil. Total £132.

HLTA small group classroom support

SEND Co Assessment time

Progress

All children's progress and attainment is measured 6 times a year in line with Pupil Progress Meetings. My Plans are assessed and adjusted in light of progress made. In 2015-16 the school has reported data both in terms of ARE (Age Related Expectations) and depth of understanding.

Due to the small number of SEND pupils progress within year group attainment and progress is not reported on the school's website. This data is, however, held internally.

Actions for next year include:

- Review interventions with new SEND Co
- Complete SEN assessments using new graduated pathway procedures introduced in September 2016
- Introduce a greater focus on supporting spelling including new whole school spelling tests
- Embed new handwriting scheme
- Continue to support the new SEND Co with training
- Share practice with a cluster school to better assess the outcome of interventions