

Cranham Church of England Primary School

Local Special Education and Needs or Disabilities (SEND) Offer

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Special Educational Needs Report 2016 -17

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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 4 children identified as SEND on the SEND register with 54 on roll in the school:

Level of need	Number of Pupils	% of pupils on roll
EHC	0	0
My Plan+	1	1.9
My Plan	3	5.6

Total % of SEND at Cranham 7.4% - well below national averages.

National average within state funded primary schools 13.5% (at Jan 2017)

National Average within Gloucestershire 14.7% (at Jan 2017)

Staffing

The school became a 3 class structure during the mornings this academic year.

Teaching Assistants (apprentice TA, qualified TA, graduate intern) were in place class 1 and class 3 to work alongside the Teachers during the mornings. Class 2 was led by an experienced Senior Teacher during each morning with support from a TA for phonics which included an intervention group for some children. Interventions for this class were run during the afternoons or by the Class Teacher via Quality First Teaching strategies as a Wave 1 intervention.

Additional support was also given to Class 1 through a Graduate Intern undertaking the EYTS course at the University of Gloucestershire. The Head Teacher also undertook this postgraduate qualification and taught in Class 1 as part of her teaching commitment. The Head teacher also worked with focus groups throughout the year to help raise attainment and progress further and to offer personalised provision.

The 3 class structure in the mornings gave smaller class sizes and enabled SEN children to receive more teacher directed time – with quality first teaching being used as an effective Wave 1 strategy. TA support was given during the afternoons across the school, enabling targeted interventions to take place and also ensuring all children had the best chance of accessing the curriculum at the point of delivery.

The school had a good staff-to-pupil ratio and had opportunities to provide extra small-group and /or individual sessions.

In the summer term of 2016 the school appointed a new SENDCo to the school replacing the Headteacher in this role. This new SEND Co undertook this role for the year 2016-17 and shared this role with another school, this allowed for the sharing of best practice and greater collaboration.

The Head Teacher remained the school's lead professional in the delivery of the Common Assessment Framework (CAF) this year. The Head Teacher worked closely with the Families First Plus Team advisers, and some of these children were part of the SEND cohort.

An existing member of staff is being trained next year to grow the school's capacity still further and to continue to offer the schools existing Early Help pathway for pastoral as well as special educational needs support.

The school has also received support from the SEN monitoring officer for Stroud Jane Kilby.

The SENDCo attended cluster schools SEND meetings and also the Closing the Gap conference on behalf of both schools and circulated information.

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, SENDCo 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 a Diminishing the Difference plan in the first instance if the target is felt to be easily reachable with either a different teaching methodology or short term intervention , or by My Plan where the need is greater.

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.

2016 -2017

Provision for 2016-17 included:

(including provision for monitored pupils)

Intervention	Function	Group size	Age Group
Precision teaching	Reading/spelling high frequency words	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
Doh Disco	Fine motor skills	Whole cohort	EYFS
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			
Monitor spelling ages using SWIST materials	Identify gaps in spelling so strategies for catch up can be put in place	Whole class	Across school from age 6 upwards
NESSY	Support programme for spelling	Individual programme on computer, results	7 identified pupils not making ARE in spelling or with identified specific difficulty

		generated weekly	
Use of Power of 2 to support maths progress	Support number bond work and rapid recall maths facts	1-1	KS2
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
Small focused maths intervention	To develop key mental maths skills	4	KS2

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

Costs (SEND pupils and those on short term catch up plans)

SEND Co training -£150

Resources -

Power of 2

TA small group classroom support

Head teacher intervention groups

SENDCo staffing costs

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 2016-17 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:

- Handover by current SENDCo and support transition to new SENDCo during Term 1 (following promotion of existing SENDCo in September 2017. Previous SENDCo will still be available to advise/support where needed)
- Review interventions and set up any new ones
- Create new intervention timetables and SENDCo to continue to collect weekly to monitor pupils. Work samples/copies of assessments to be kept by SENDCo each term to evaluate progress over time
- Complete any new SEN assessments using graduated pathway procedures
- Introduce a greater focus on supporting progress in maths
- Continue to share resources and training across settings
- Undertake Zippy's friends training to support PSCHÉ and pastoral support
- Share practice with other cluster schools to better assess the outcome of interventions
- Utilise the EEF evaluations to help monitor the effectiveness of interventions
- Support new NQT and other support staff with SEN children through training and regular meetings
- SENDCo to continue to carry out focused observation drop ins in consultation with teaching staff and to provide supportive feedback/suggestions to staff to improve outcomes for children with SEND by providing quality first teaching.