SEND report to Governors February 2019

Evaluation of SEND provision and pupil progress.

The SEND team has had changes this year with Kirstie Gregson being appointed as SENCo to strengthen our team. This is to ensure that we can provide the best level of support that we can for the children. The team is led overall by Darren Morris, with Anna Cripwell supporting FS, Kirstie supporting Years 1, 2 and 3 and Darren supporting Years 4, 5 and 6. The SENCOs follow the graduated response process in order to meet needs effectively.

Analysis of numbers of pupils on the SEND register

At present there are 134 pupils on our SEND register at Cherry Tree Hill Primary, from FS1 to Year 6. This is 22% of the 613 children on roll. Of these children 17 are being supported by the Educational Psychologist and 28 children are being supported by Speech and Language therapists with having regular therapy. We have 9 children with an EHCP (Education and Health Care Plans). We also have children who are supported by various health professionals including the school nurse, physiotherapists, occupational therapists and the STePs team (VI, HI)

We are currently monitoring an additional group of pupils throughout the school and our process of monitoring, assessing and reviewing needs is constantly changing as we strive to meet the needs as effectively as we can. If a child meets the criteria for SEND support they will be added to our SEND list after a period of assessment and observation by the SENCo or another outside agency. This follows assessment and targeted learning intervention through quality first teaching.

The children’s needs are categorised as follows:

<table>
<thead>
<tr>
<th></th>
<th>MLD</th>
<th>VI</th>
<th>HI</th>
<th>PD</th>
<th>SPLD</th>
<th>ESMH</th>
<th>SLC</th>
<th>ASD</th>
<th>OTHER</th>
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</thead>
<tbody>
<tr>
<td>SEND support</td>
<td>23</td>
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<td>2</td>
<td>5</td>
<td>0</td>
<td>19</td>
<td>49</td>
<td>9</td>
<td>16</td>
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<tr>
<td>EHCP</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<td>4</td>
<td>5</td>
<td>0</td>
<td>20</td>
<td>49</td>
<td>13</td>
<td>16</td>
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</table>

MLD – Moderate Learning Difficulties

VI – Visual Impairment

HI – Hearing Impairment
The breakdown of need shows that the largest area of need within our school is speech and language therapy. We assess children as soon as they present with a speech sound difficulty using the speech link programme. We will then liaise with the speech therapist to decide if the child needs to have speech support from school for delayed speech or have support from the Speech and Language Therapy services to support disorder. Language skills are also screened within FS2 using the language link programme so that we can identify those who need specific language support work, targeting needs as early as possible so that the children can be best supported. We have also had recent training on the Launchpad for Literacy which enables us to bridge the gaps in early language and learning skills and is also helpful in identifying and bridging gaps in older children with specific and learning needs.

Analysis by boy/girl

At present 69% of the children on the SEND list are boys. This trend is similar to the National picture with more boys than girls being supported at both a school support and EHCP level.

In a whole school context 15% of boys are on the SEND register and 8% of girls.

Analysis by Year Group

<table>
<thead>
<tr>
<th>Year</th>
<th>SEND support</th>
<th>EHCP</th>
<th>Educational Psychologist support</th>
<th>Speech and Language Therapist Supported</th>
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</thead>
<tbody>
<tr>
<td>FS1</td>
<td>10</td>
<td>1</td>
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<td>FS2</td>
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<td>Year 1</td>
<td>12</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>Year 2</td>
<td>18</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Year 3</td>
<td>17</td>
<td></td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Year 4</td>
<td>18</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Year 5</td>
<td>16</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Year 6</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>125</td>
<td>9</td>
<td>17</td>
<td>28</td>
</tr>
</tbody>
</table>
Data analysis

Data is analysed each half term where we look at progress and bridging the gaps. We look at which areas need to be specifically worked on to ensure the best progress is made.

EYFS

47% of children in FS are on track for GLD

Maths

<table>
<thead>
<tr>
<th>SEND Actual</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
<th>Year Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEND Target</td>
<td>35</td>
<td>35</td>
<td>41</td>
<td>38</td>
<td>46</td>
<td>38</td>
</tr>
</tbody>
</table>

Reading

<table>
<thead>
<tr>
<th>SEND Actual</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
<th>Year Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEND Target</td>
<td>32</td>
<td>32</td>
<td>40</td>
<td>36</td>
<td>40</td>
<td>36</td>
</tr>
</tbody>
</table>

Writing

<table>
<thead>
<tr>
<th>SEND Actual</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
<th>Year Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEND Target</td>
<td>24</td>
<td>24</td>
<td>27</td>
<td>32</td>
<td>34</td>
<td>32</td>
</tr>
</tbody>
</table>

What are we doing to improve the progress and attainment?

The SENCOs monitor action plans and interventions each term to ensure that the targets are relevant and realistic, offering advice and changing targets and support provided if necessary. We regularly analyse the data and highlight gaps, looking for accelerated progress where children are very close to being at age related expectation. The SENCOs meet with staff for an action plan surgery when new targets are due to support in setting smart targets and answer questions about support. The SENCOs will also observe children, offer advice to and work with teachers to ensure they are meeting needs effectively, will make and purchase resources to break down these barriers. Teachers need to provide evidence of good quality first teaching and intervention including action plan evidence. We also provide advice and support for parents where possible to help to make sure needs are met at home.

Interventions
Interventions are happening every afternoon in each year group. FS interventions happen at point throughout the day and specific speech and language interventions at set times in the morning for FS2. The interventions are a combination of teacher led and recognised programme that show progress against specific criteria.

The precision teaching programme is a specific intervention used in school for individual children on a needs basis.

Teaching Assistants are trained to deliver the Read It, Write It intervention programme to improve standards of both reading and writing in children working at a lower ability level and children with SEND.

Speech link provides assessment and resources that enable trained staff in school to deliver programmes to support speech sound development. Language link provides screening for children with poor understanding of language and alongside blank level questioning provides targeted language support.

Launchpad for Literacy enables gaps in learning to be identified and worked on in order to try and bridge these gaps, focusing on skill development.

Physical Literacy is delivered in Year 2 by staff trained to support the development of children’s core strength, which in turn supports concentration and strength for writing.

Specific interventions also take place in each year group:

**FS1**
- Launchpad targeted support
- Speech link and speech therapy programmes.

**FS2**
- Launchpad targeted support
- Speech link and speech therapy programmes.
- Language support groups – language link and blank level questioning.

**Year 1**
1:1 Action plan target sessions on an individual or small group basis (dependent on need) with every child in the year group on the SEND register.

- Phonics booster sessions.
- Maths intervention groups based on lessons to secure knowledge.
Daily reading.
Speech and language programmes set in school or by the speech and language therapist.

Year 2
1:1 Action plan target sessions on an individual or small group basis (dependent on need) with every child in the year group on the SEND register.
Phonics booster sessions.
Maths intervention groups based on lessons to secure knowledge.
Daily reading.
Speech and language programmes set in school or by the speech and language therapist.
Read It, Write It daily sessions.
Physical Literacy.

Year 3
1:1 Action plan target sessions on an individual or small group basis (dependent on need) with every child in the year group on the SEND register.
Maths intervention groups based on lessons to secure knowledge.
Daily reading.
Speech and language programmes set in school or by the speech and language therapist.
Guided reading/Accelerated reader programme.
Spelling/phonics daily sessions for children who did not pass Year 2 phonics retake.

Year 4
1:1 Action plan target sessions on an individual or small group basis (dependent on need) with every child in the year group on the SEND register.
Maths intervention groups based on lessons to secure knowledge.
Daily reading.
Speech and language programmes set in school or by the speech and language therapist.
Guided reading/Accelerated reader programme
Year 5

1:1 Action plan target sessions on an individual or small group basis (dependent on need) with every child in the year group on the SEND register.

Maths intervention groups from lessons to secure knowledge

Daily reading.

Guided reading/Accelerated reader programme

Year 6

1:1 Action plan target sessions on an individual or small group basis (dependent on need) with every child in the year group on the SEND register.

Maths intervention groups from lessons to secure knowledge

Daily reading.

Guided reading

Comprehension sessions

Booster sessions

English and Maths daily group work to address learning needs (delivered by a teacher)

Analysis of Individual Pupil Action Plans

Individual Pupil Action Plans continue to be used to provide targeted support for children on the SEND list. Action plans are reviewed three times a year by parents, teacher and the child and if professionals are regularly involved in support we also ask them to contribute their advice.

Targets are set during the meeting and they are a working document. Targets should be smart and specific to meet the child’s needs and targets can be added to, changed and adapted during the process so that support is the most relevant. The SENCO’s run surgeries to support staff in setting these targets and monitor plans to ensure they are effective.

Multi-agency interventions and support

We work in close partnership with a range of multi-agency services to provide pupils and their families the support that they need:

Educational Psychologists

Educational Welfare Officer
Speech and Language Therapists
CAMHS
Early Intervention support workers
STePs Advisory Teachers
Social Workers
Occupational Therapists
Physiotherapists
Community Paediatricians
GP’S
Health Visitors
School Health service
Social Workers/Family support workers
Parent Partnership
Umbrella
SENDAIASS
Gait Specialists

**Monitoring**

The SEND governor has supported monitoring which is done termly, looking at action plans and targets and monitoring interventions taking place, adapting targets and advising staff on support given where needed.

**Training**

We currently have a new member of the SEND team and Kirstie will begin her SENCo award.

Staff in FS1 have been receiving BSL training to support a child in learning and using sign language.

Staff have also attended Barriers to Learning Training and Lego Therapy Training.

Four teachers have attended Autism training provided by the STePs team.

A member of staff is currently on the Autism Champions Training.

Staff have been trained in Launchpad for Literacy with four FS staff having full training.

New staff are being supported in using school systems for identification of and supporting needs.
Year 2 staff have received Physical Literacy training.

All staff have the Graduated Response training and have been updated.

Extra training will continue to be planned in and delivered throughout the year.