

SEND REPORT TO GOVERNORS- JULY 2016

Current Number of Pupils with SEND within School

School Support 1	7
School Support 2	5
Statement / EHC Plan	0
Overall	12

Budget Allocation

SEN funding has been allocated towards the payment for staffing for support for individual children, small group work both in and outside the classroom, and towards the purchase of resources to support the teaching and provision for children with SEND.

Attainment and progress for children with SEND

EYFS – % of children achieving the expected level (Early Learning Goals)

		Non SEN (21)	SEN (1)	School overall
Communication and Language:	Listening and Attention	100	100	100
	Understanding	100	100	100
	Speaking	100	100	100
Physical Development:	Moving and Handling	90	0	85.7
	Health and Self Care	100	100	100
Personal, Social and Emotional Development:	Self Confidence and Self Awareness	95	0	90.5
	Managing Feelings and Behaviour	95	0	90.5
	Making Relationships	100	100	100
Literacy	Reading	85	100	85.7
	Writing	80	0	76.2
Mathematics	Numbers	75	0	71.4
	Shape, Space and Measures	100	100	100
Understanding the World:	People and Communities	100	100	100
	The World	100	100	100
	Technology	100	100	100
Expressive arts, Designing and Making	Exploring and using Media and Materials	100	100	100
	Being Imaginative	100	100	100
Average points			29	33.4
LA average points 2015			27.8	33.9
National 2014				33.8

This child's baseline assessment showed that he was working below national in all areas. Teacher baseline assessments scored 22-36 months baseline in reading and writing and 30-50

months in PSED, CAL and Maths. This child has been referred to occupational therapy for hypermobility. This child has a July birthday. This is good progress.

Year 1

The one SEN pupil (Stage 2) was not entered for the Phonics Screening assessment and an application for an EHC plan to be started. This child is also subject to a child protection Plan.

Year 2

SEN 2016 against national average 2015

	<u>SEN School support</u>	<u>NA 2014</u>
	<u>% Achieving Expected Standard</u>	<u>% Achieving 2b+</u>
<u>No of children</u>	3	
<u>Reading</u>	0	81
<u>Writing</u>	0	70
<u>Numeracy</u>	33.3	80

It should be remembered that the expected standard is closer to a 2a

There is no AWOL data to compare to yet.

All of the above pupils were re-entered for phonics screening assessment and reached the expected level.

Year 3

There is a high level of need in this class. 3 children SPLD, 1 diagnosed with ASD and ADHD, 1 diagnosed with ADHD and another added to the SEN register this year for SEMH issues.

	Reading KS1	Reading	Writing KS1	Writing	Maths KS1	Maths
1	2b	EXP	2c	EME	2b	EXP
2	1	EME	2c	EME	1	EME
3	2a	EXP	1	EME	2c	EME
4	2b	EXP	2b	EME	2b	EXP
5	2a	EXP	2b	EME	2b	EXP
6	2c	EME	2c	EME	2b	EXP

Writing Support next year: Switch on Programme, Read Write Inc spelling scheme, Nelson handwriting resources and extra intervention. Additional teaching assistant support within the classroom.

Application for EHC plan for one child started. Ed Psych consultation requested for another child with high level SEMH needs.

Year 4

Only 1 SEN pupil who made expected progress. Achieving level 1 and 2c in key stage 1 to emerging in all areas at year 4.

Staffing decisions

Marie Robinson is training for her Specialist SPLD teacher qualification with Cambridge University. She will work 19 hours per week giving intervention and support to individuals and groups next year. This will be funded by SEND and PP budget.

Additional support for year 4 2016. Additional TA.

Partnership with external agencies

At St Leonard's Lower we believe it is paramount to liaise closely with external agencies to ensure the best possible provision for every child within school.

The following agencies have supported children within school this year:

- Speech and Language Therapy
- Educational Psychology
- Child Development Centre – Community Paediatricians
- Chums

We also recognise the importance of effective transition arrangements, both from pre school into our school, and from our school to Middle School. We work closely with colleagues from other settings to ensure smooth transition for all SEND pupils. We ensure, where needed, additional transition arrangements are made.

SEND Income and Expenditure 2015-16

<u>Income</u>		
Notional 5%	£21,981	
High Needs Funding	£2,540	
<u>Total Income</u>	<u>£24,521</u>	
<u>Expenditure</u>		
Staffing	£22,820	SEN leadership allowance TA support (HLTA + 1) MSA support (2)

Resources	£811	Twinkl Walls scheme Numicon ADHD resources and cardboard workstations Espresso
Training and Development	£925	Inclusion conference TA training Numicon High Quality Teaching and Learning
<u>Total Expenditure</u>	<u>£24,556</u>	
	<u>(35)</u>	