

## Annual Report to the Governors July 2019

Figures in **red** indicate 2019 data **black** indicates 2018 (or previous) data

At Porthleven Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum. Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and professionals and by listening to pupils.

### SEND School Profile

Group	July 2015	July 2016	July 2017	July 2018	July 2019
<b>SEN Support</b>	22	22	37	48	45
<b>Statement/EHCP</b>	9	9	8	5	7
<b>All SEN % of whole sch pop</b>	31/263 = 11.7% Lower than national data	31/274 = 11.3% Lower than national data	45/276 = 16.3% *	53/260=20%	52/264=19.7%

**\*Rise in % of SEN due to reassessment of SEN Support: too many pupils being supported at ON Alert rather than SEN Support. Interpretation of 'Additional and different' broadened to enable appropriate categorising at SEN Support.**

### SEND Profile per year group

Group	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>SEN Support</b>	2 <b>1</b>	4 <b>2</b>	7 <b>4</b>	8 <b>6</b>	6 <b>7</b>	6 <b>8</b>	3 <b>10</b>	11 <b>8</b>
<b>Statement/EHCP</b>	0 <b>0</b>	0 <b>1</b>	0 <b>0</b>	0 <b>0</b>	0 <b>0</b>	4 <b>1</b>	0 <b>4</b>	1 <b>1</b>

### Identifying Special Educational Needs

Children's needs may be categorised into four bands areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

### Early Identification

A pupil has SEN where their learning difficulty or disability requires provision that is different from or additional to that normally available to pupils of the same age.

Identification of children with special educational needs is undertaken by all staff through the SENDCo, and the appropriate records and forms are maintained. A clear analysis of the pupils needs is made based on:

- Teacher's assessment and experience of the pupil: day-to-day observations, Standard Attainment Tests (SATs), Accelerated Reader, Star Maths, Phonic screening, work monitoring, profiling tools for emotional, social and speech, language and communication needs
- Previous rates of progress and attainment:
- Rates of progress in comparison with peers starting from the same baseline
- National data
- The views and experience of parents/carers: questionnaires, face-to-face discussions, review meetings, home visits
- The pupils own views: questionnaires, pupil voice
- Advice from external specialists if appropriate

Records are developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils are referred to the SENDCo for assessment to construct a profile of the child's strengths and weaknesses. Informal evidence is also gathered: lesson and play observations.

Parents/carers are informed about their child's progress and about any concerns as they arise. The views of the pupil and parents/carers are sought as part of the assessment procedure.

Assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than peers starting from the same baseline
- fails to match or improve on previous rates of progress
- fails to close the attainment gap between pupil and peers

The purpose of identification is to work out what action is needed, not to fit the pupil to a label. The needs of a pupil are identified by considering the needs of the whole child not just his/her special educational needs.

Where there are concerns about a pupil's behaviour, investigations will take place to identify the underlying cause of the behaviour.

## **Assessing and reviewing the progress of our SEN children towards targeted outcomes**

### **On Alert**

When a pupil fails to make progress and shows signs of difficulty, school places the pupil at "On Alert" and support is provided through the following ways:

- Adapting teaching and learning strategies in the classroom
- Additional targeted support in the classroom
- Additional catch-up in groups or 1:1
- A social and emotional learning programme
- Focused interventions related to attendance or behaviour
- Additional pastoral support provided by teaching staff.
- Peer mentoring and support

When children are placed On Alert teachers identify and record strategies being used to address needs and have regular conversations with parents and the SENDCo regarding problem-solving and planning support and strategies for the individual pupil.

### **SEN Support**

If provision under On Alert has no or little impact on the pupil's special needs the pupil is moved to the "SEN Support" category of need. Parents/carers are fully involved in the decision to move to the next category of need.

Support that is additional to and different from the differentiated curriculum is provided through an Individual Provision Map (IPM) which is developed through an Assess- Plan-Do-Review cycle. This is a continuous process that ensures that planning is outcome led and that interventions respond directly to the needs of individual pupils. Interventions could include:

- Exercises guided by physiotherapists and occupational therapists
- Emotional literacy programmes
- Anger management programmes
- Social Skills programmes
- Specialist teacher input e.g. Visual and Hearing Support service
- Individual long-term teaching programmes
- Specialist resources e.g. sensory room

Parents are informed and pupils are involved in decisions taken at this stage.

### **Assess-Plan-Do-Review**

An Assess-Plan-Do-Review cycle ensures that effective provision is in place for all our SEN pupils. The cycle begins with assessment of all areas of Literacy and Numeracy plus individual areas of need (motor, emotional, social etc) during the final week of each half term.

Early during the next half term, a review meeting between teacher and SENDCo takes place during which the progress and interventions for all SEN Children at On Alert and at SEN Support are discussed. Interventions are modified to meet needs. Parents of On Alert pupils are invited to a review meeting where significant changes/concerns are identified.

Interventions are put into place in the classrooms and these are continuously assessed and reviewed to ensure that progress is maintained. Modifications to interventions are made as appropriate not merely at review meetings.

At the end of each term all parents/carers of SEN Support pupils are invited to a review meeting during which the Individual Provision Map (IPM) for the previous term is discussed and the IPM for the following term is created. Outcomes are agreed upon by the pupil, parent/carer, teacher, SENDCo and, in some cases, teaching assistant.

### Evaluating the effectiveness of our provision for children with SEN:

Detailed records, as a process of continuous assessment, are kept of the pupils receiving extra teaching support. These include records of what they know, understand and can do, as well as information within the area of learning difficulties.

Interventions are maintained or modified, as a direct result of the information that we gain through our assessments.

For further information please see the Porthleven School Information Report on the school website.

### Attainment and Progress 2017-2018 2018-2019

#### EYFS:

Group	Number of pupils	Good Level of Development Achieved
No SEN	25 29	19/25 = 76% 21/29= 72.4%
SEN Support	5 0	0% NA
Statement/EHCP	0 1	0%

#### KS 1 Phonics Test:

Group	Number of pupils	Passed
No SEN	34 22	85.3% 90.9%
SEN Support	8 4	12.5% 25%
National SEN Support		48%
Statement/EHCP	0 0	NA NA
National EHCP		19%

#### Year 2:

Group	Number of pupils	Met National Expectations		
		Reading	Writing	Maths
No SEN	24 32	83.3% 28=87.5%	86% 23=76.6%	79% 31= 96.8%
SEN Support	7 7	14% 0%	25% 1=11.1%	42.8% 0%
National SEN Support		33%	25%	36%

Statement/EHCP	0 <b>0</b>	NA <b>NA</b>	NA <b>NA</b>	NA <b>NA</b>
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Year 6:

Group	Number of pupils	Met National Expectations			
		Reading	Writing	Grammar	Maths
No SEN	19 <b>28</b>	84% <b>89.2%</b>	94.7% <b>86.2%</b>	<b>89.7%</b>	78.9% <b>79.3%</b>
SEN Support	10 <b>7</b>	80% <b>50%</b>	40% <b>33.3%</b>	<b>50%</b>	20% <b>50%</b>
National SEN Support		43% <b>41%</b>	38% <b>39%</b>	<b>41%</b>	42% <b>46%</b>
Statement/EHCP	1 <b>1</b>	0% <b>0%</b>	0% <b>0%</b>	<b>0%</b>	0% <b>0%</b>
National EHCP		16% <b>16% (1)</b>	13% <b>14%</b>	<b>17%</b>	15% <b>17%</b>

Year 6 Progress:

Group	Number of pupils	KS2 Progress Score			
		Reading	Writing	Grammar	Maths
ALL	30 <b>36</b>	1.3 <b>-1.5</b>	1.1 <b>-2.2</b>		-1.4 <b>-2.8</b>
No SEN	19 <b>28</b>	-0.50 <b>-0.2</b>	2.35 <b>-0.8</b>		-1.24 <b>-2.3</b>
SEN Support	10 <b>7</b>	6.2 <b>-3.7</b>	-1.17 <b>-5.7</b>		-0.37 <b>-4.4</b>
Statement/EHCP	1 <b>1</b>	-10.5 <b>-11.7</b>	-7.4 <b>-9.5</b>		-14.3 <b>-11.7</b>
Average Scale Score Porthleven		<b>101.3</b>		<b>101.5</b>	<b>100</b>
Average Scale Score National (100 = average)		<b>97</b>		<b>98</b>	<b>98</b>

### SEND Budget

Top Up funding provided for SEN Statements/EHC Plans is spent on supporting individual pupils with a Statement/EHC Plan through:

- 1:1 TA support
- Specialist resources
- Training for TAs supporting individual needs.

The school budget includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies: Educational Psychologist, Autism Adviser

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

### **Completed Key Actions for 2018-19**

- Data interrogated termly: data analysis based on Star Reader and White Rose assessments and JH data drops, followed by review of interventions and change in provision if necessary.
- Teaching plans for 6 low achieving pupils at SEN Support/EHCP devised and monitored based on the Assess-Plan-Do-Review cycle.
- Emotional literacy support of all SEN pupils monitored through Boxall Profile assessments leading to provision of support through the Assess, Plan, Do, Review cycle. Pupils assessed during the autumn and summer terms. Monitored and assisted in the planning of Boxall group work, led by Mr SA
- First year of National Nurturing School Project: Shared the lead in discussions during staff meetings based on the six principles of nurture, initiated a Community link with Age Concern and requested that litter collection around Porthleven could become a regular community project, planned a lesson for each Nurture Principle to be taught by class teachers to their pupils. (All shared with Julie Power).

### **Key Actions for 2019-2020**

- All SEN pupils to make accelerated progress each term and narrow the gap in attainment. Particular focus on all SEN pupils in reading and SEN girls in maths. Data interrogated termly: data analysis based on Star Reader and White Rose assessments and JH data drops, followed by review of interventions and change in provision if necessary.
- Continue to develop nurture within Porthleven School: Initiate Community Partnerships, deliver a presentation to governors and parents based on the National Nurturing Schools Project, continue to meet NNSP standards towards achieving NNS accreditation.
- Continue to analyse Boxall data and guide teacher/TAs on appropriate interventions.
- Attend twi-light TIS training and develop an action plan based on pupil emotional well-being.
- Provide training to all TAs and apprentice teachers (where required) based on the full range of learning disabilities: early identification and strategies to support.