

Special Educational Needs and Disability (SEND) Report to Governors

February 2017

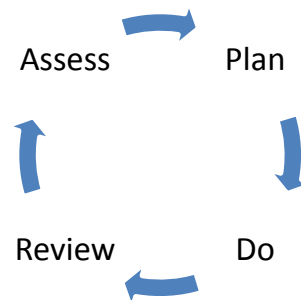
1. Transition to the new SEND system

Very good progress has been made in transferring to the new SEND system which came into place in September 2014. All statutory documentation is in place, i.e., SEND Policy, Accessibility Plan, SEND Information Report and this document, the SEND Report to Governors. All of these documents will be published on the school website.

The SEND Register is constantly maintained with children moving on and off the Register as appropriate. All children are recorded in the appropriate categories of Provision For All (no SEND), SEN Support or Education and Health Care Plan (EHC Plan)/Statement. They are also recorded under these categories on SIMS, the school's management system.

2. How we identify children with SEND

Underpinning all our provision in school is the **graduated approach** cycle of:



We use a “graduated approach” to assessing, identifying and providing for pupils’ SEND. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children’s progress is continuously used. Our Assessment Policy outlines the range of assessments regularly used throughout the school. A range of specific, more specialised tests are used (usually by the SENCo) to assist in the identification of an individual child’s needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. To obtain further understanding of a child’s learning difficulties, we may use other specialist assessments including:

- Salford Sentence Reading and Comprehension Test
- Single Word Spelling Test (SWST)
- York Assessment of Reading for Comprehension (YARC)
- Phonological Assessment Battery (PhAB)
- Neale Analysis of Reading Ability

- Dyslexia Portfolio
- Dyscalculia Screener
- British Picture Vocabulary Scale (BPVS)
- Boxall Profile
- Emotional Literacy

If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties.

Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register.

An Individual Provision Map (IPM) or Individual Education Plan (IEP) is devised in collaboration with the child. The IPM or IEP is discussed with parents initially by the Class Teacher. Parents may contribute to the IPM/IEP if they wish.

4. Staff Training

Last year, the school was awarded Somerset's Inclusive Dyslexia Friendly Status award. As part of this, all teaching staff and TAs participated in training aimed at identifying and providing for children with dyslexia.

Generally, all staff are encouraged to participate in training which develops their expertise in providing for children with SEND. An individual's training needs are discussed at performance management meetings and reviews. Training is provided to enable staff to meet the needs of the children that they are working with. So far this year, staff have participated in training programmes including Individualised Literacy Intervention, Spelling Detectives, Talkboost, Talking Partners, speech and language groups and programmes and physiotherapy programmes

5. External Agencies

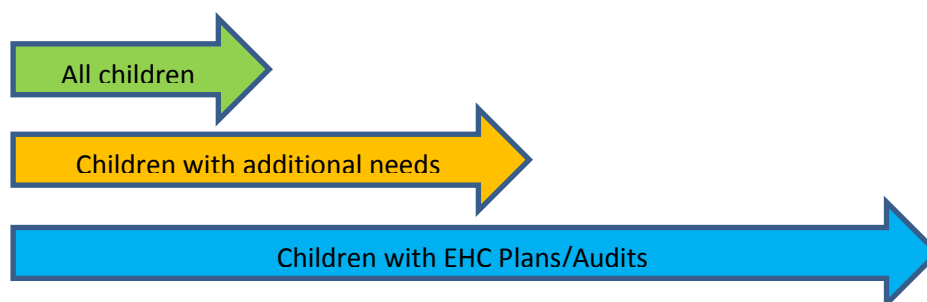
Where children have complex needs or a high level of need, we access support from a range of external agencies which include:

- Education Psychologist
- Speech and Language Therapy
- Autism and Communication Service
- Occupational Therapy
- Physiotherapy
- Hearing Sensory Support
- Visual Sensory Support
- Learning Support Service
- Child and Adult Mental Health Service

6. SEND funding

SEND funding is complex. The chart below shows how SEND children are funded in Somerset schools:

	Funds held by school		Funds allocated by LA
	Element 1	Element 2	Element 3
Mainstream	Age Weighted Pupil Unit - £4,000	Delegated - up to £6,000	Top Up Funding
Special Schools and Additionally Resourced Provision (Resource Bases)	Planned place - £10,000 per place		
Independent Schools	School fees		



Element 1 funding is the funding that we receive for all pupils. This is the Age Weighted Pupil Unit (AWPU) and is the money that we receive for each child to provide a mainstream education. In Somerset it is approximately £4,000.

Element 2 funding is additional funding to meet the needs of children with additional needs. This is the majority of children with SEN - those children who are classed as “SEN Support”. It is intended to cover the next £6,000 of additional support. So, for each child, the school is responsible for meeting the first £10,000 of provision. Element 2 funding is paid to the school each year, according to a formula which is based on the size of the school, pupils’ prior attainment and the degree of economic and social deprivation in the local area. It is a fixed amount and does not change according to the needs of the children that we admit.

Element 3 funding is for a small number of children who have EHC Plans or “higher needs” which cost more than £10,000 to provide for. In these cases, Somerset allocates top-up funding. At present, this has to be applied for at an audit. It is now recognised that this system is deeply flawed and a new system of banding will replace this system by April 2018.

Westover Green SEND Funding 2016-17	
Element 2	Low attainment £98,809
	Deprivation £106,912
	Total £205,721
Element 3 (High Needs Funding)	£19,691
Total SEND funding	£225,412

7. SEND Expenditure 2016-17

Westover Green SEND Expenditure 2016-17	
9 SEND TAs (TAs assigned to work with particular children on a 1:1 or small group basis, or TAs delivering specific interventions)	£93,156
SEND resource budget	£500

In addition, it should be remembered that we have a high number of support staff at Westover Green. We have at least one additional adult in every class, as the chart below shows:

Support staff by class 2016-17		
Year	Class	Additional adults
R	Mulberry	8
R	Plum	
1	Apple	2
1	Cherry	2
2	Pear	1
2	Willow	2
3	Holly	1
3	Silver Birch	1
4	Cedar	2
4	Larch	1
5	Elm	2
5	Sycamore	2
6	Beech	2
6	Rowan	1

Some of this funding is used to maintain high staffing levels as we have SEND children in all classes.

8. SEN Children Provided For

The chart below shows the number and percentage of SEND children in each class:

Year group	SEN Support		Statement/EHC Plan	
	Number	%	Number	%
YR	6	10	3	5
Y1	10	16.7	2	3.3
Y2	6	10	0	0
Y3	8	13.3	1	1.7
Y4	13	21.6	3	5
Y5	17	28.3	1	1.7
Y6	22	36.7	0	0
School	82	19.5	10	2.4
National		12.1		1.3

The high number of children with Statements/EHC Plans is due to the children in the Autism and Communication Base.

9. Progress and Attainment of SEN Children

Attached to this report is performance data for SEND children. Data is also provided for children who are not SEND as a comparison.

Appendix 1 shows the performance of last year's Y2 children. It is taken from the 2016 Inspection Dashboard.

Appendix 2 shows the performance of SEND children in last year's Y2.

Appendix 3 shows the performance of children in last year's Y1 Phonics Screen.

Appendix 4 shows attendance and exclusion data for all year groups.

Appendix 5 shows the progress of SEND children in the present year groups as at the end of the Autumn Term 2016-17.

Points to consider:

- There were 14 SEN Support children in the KS2 cohort and 9 in KS1.
- In KS2, SEN Support children performed poorly in Writing in particular.
- In KS1, the percentage of children reaching the expected standard in Reading, Writing and Maths exceeded LA and national figures.
- In KS2, Grammar, Punctuation and Spelling was a relative strength for SEN children - as they achieved above the LA average. In all other areas they achieved below.

- Absence levels for children with EHC Plans/Statements are very high. This is due almost entirely to children in the Autism and Communication Base, many of whom are on part-time timetables.
- In Y1, Maths is a relative strength. This is evidence of the effectiveness of the additional adults deployed to support the teaching in groups.
- It is reasonable to expect that, based on previous years, Y2 and Y6 children will make accelerated progress during the Spring and Summer Terms.

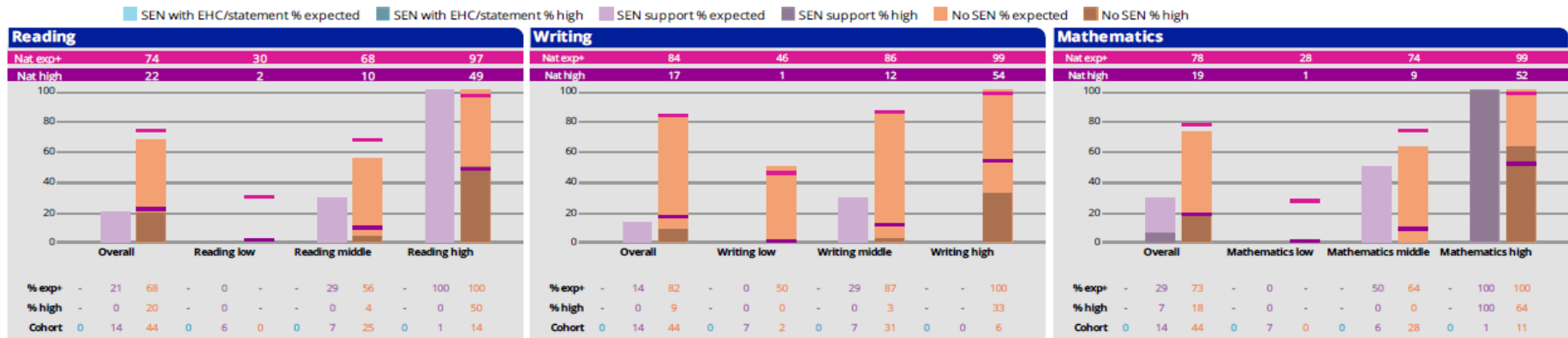
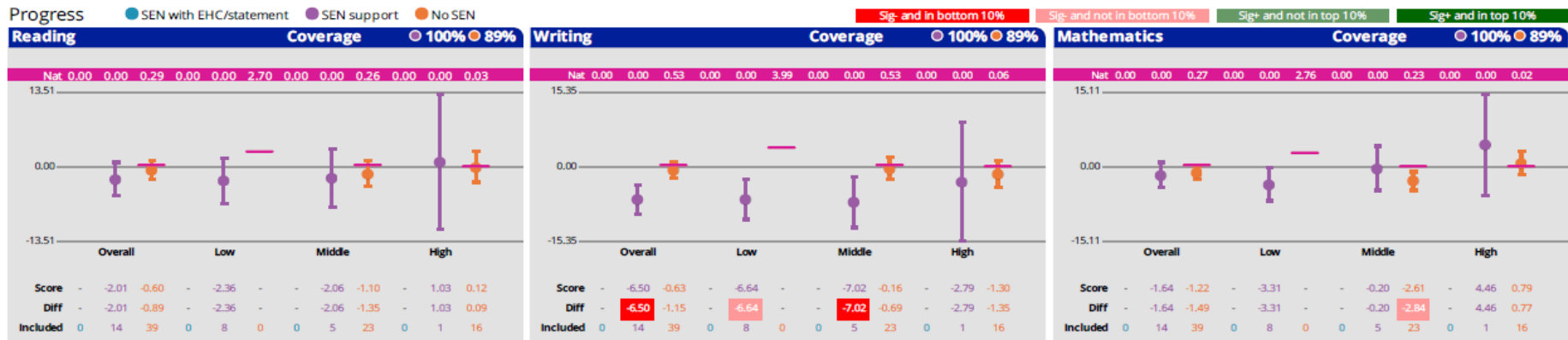
R. Rosslyn (SENCo) February 2017

Appendix 1

Westover Green Community School SEN groups



Progress and attainment in reading, writing and mathematics are shown for SEN groups. In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and by subject for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall. National progress scores for all pupils are zero; national figures for the no SEN group are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the table shows the percentage attaining at least the expected standard and the bars split this into % expected and % high. The difference from national is shown as the number (no) of pupils it represents. Coverage is shown for each group overall.



Appendix 2

Westover Green Community School

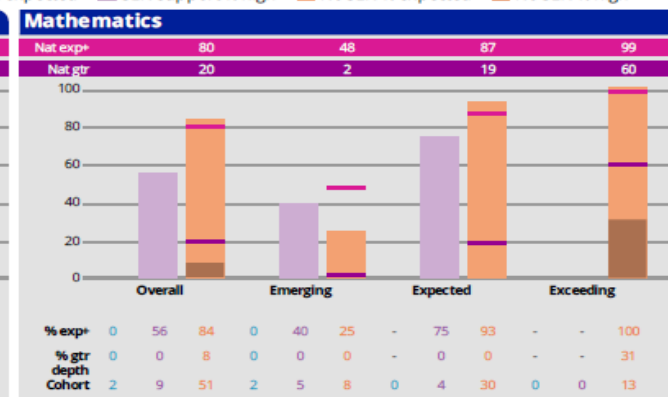
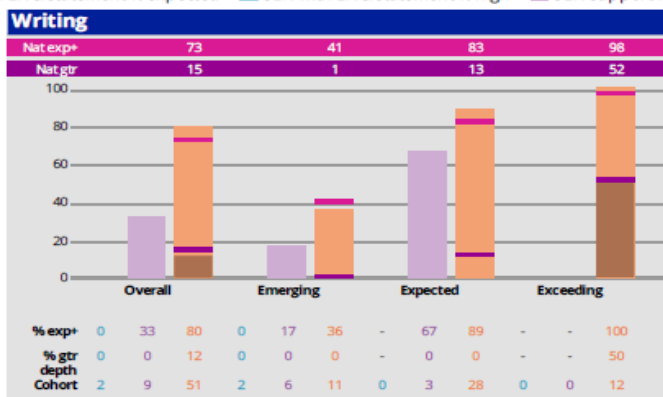
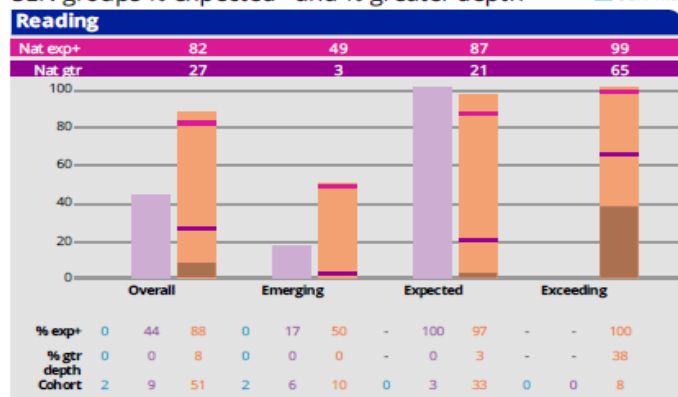
SEN groups and science

Attainment in reading, writing and mathematics is shown for SEN groups. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the corresponding early learning goal. National figures for the no SEN group are shown by horizontal bars. In science, the percentage of pupils attaining the expected standard is shown for each group.

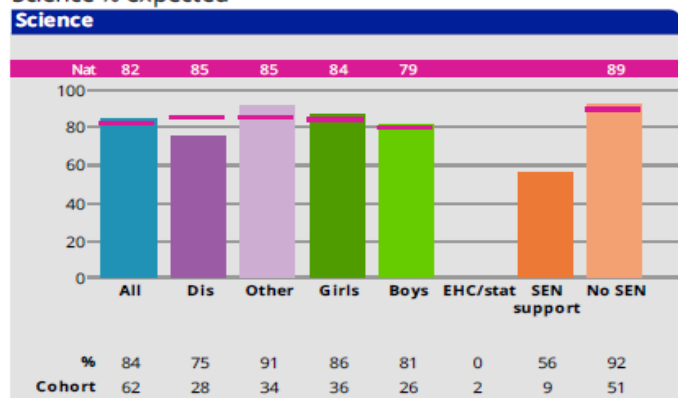


SEN groups % expected+ and % greater depth

SEN with EHC/statement % expected SEN with EHC/statement % high SEN support % expected SEN support % high No SEN % expected No SEN % high



Science % expected



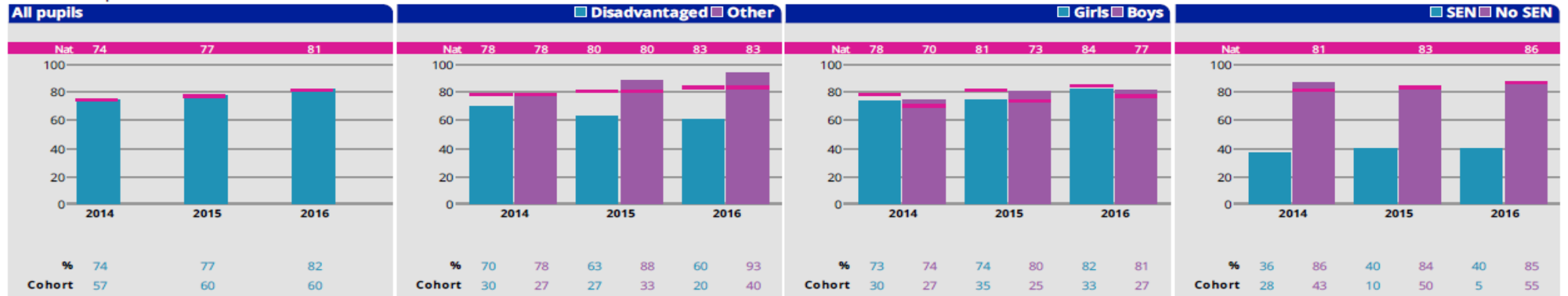
Appendix 3

Westover Green Community School Phonics

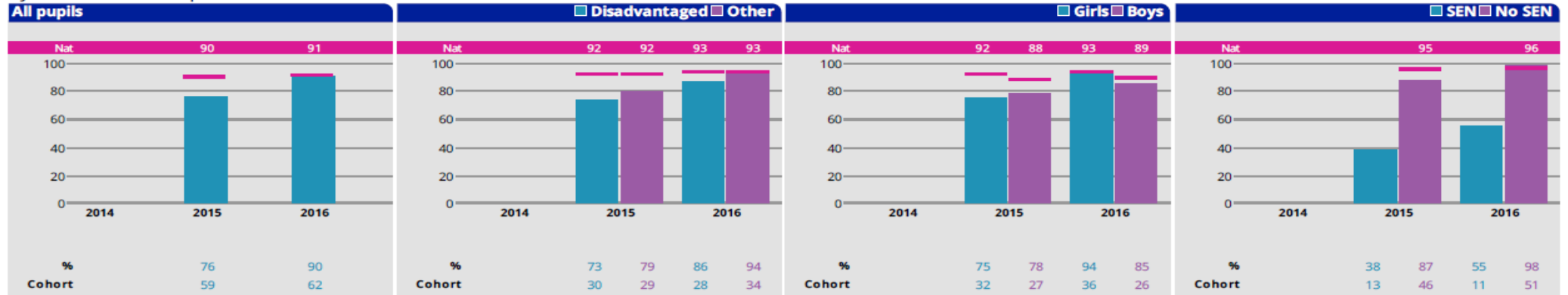
Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.



Year 1 % expected



By end of Year 2 % expected



Appendix 4

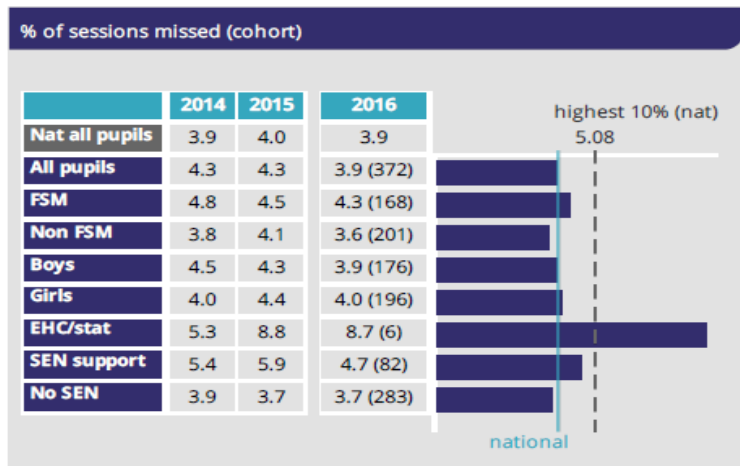
Westover Green Community School

Absence, exclusions

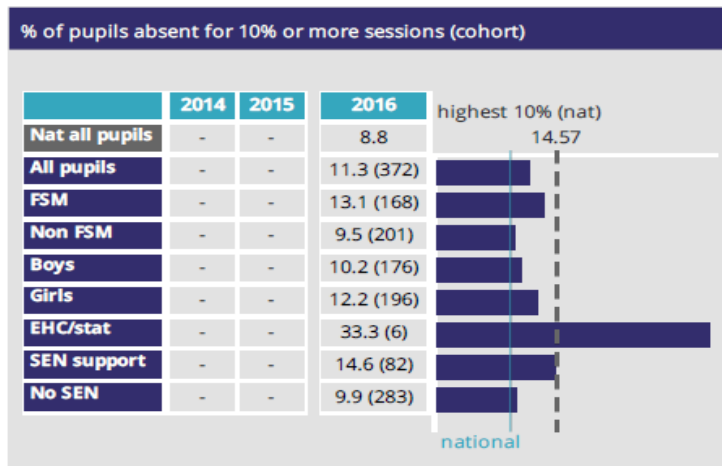
Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data.



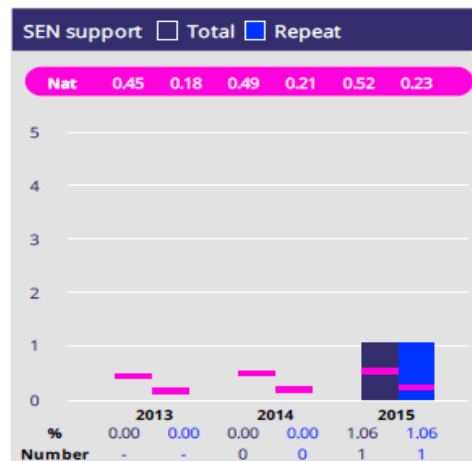
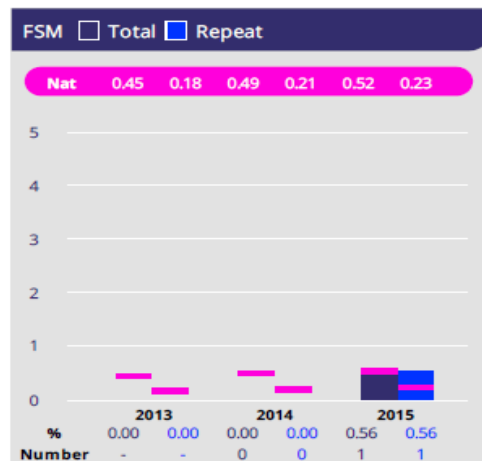
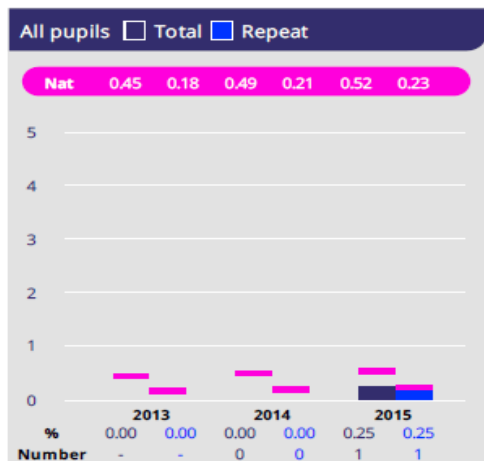
Absence



Persistent Absence



Fixed term exclusions % and number of pupils excluded



Permanent exclusions

All pupils

In 2015, 1 pupil was permanently excluded (more than 10 times the national %)

In comparison,

0 pupils were excluded in 2014

0 pupils were excluded in 2013

Appendix 5

SEN Children Autumn Term 2016-17

Reading - Years 1 - 6

Year Group	Total	No result	U	30-50S	40-60E	40-60D	40-60S	ELG2	1E	1D	1S	1M	% at ARE
Y1	SEN	11		1			5	3	2				0.0
	Not SEN	47					3	1	9				72.3

Year Group	Total	N/R	1E	1D	1S	1M	2E	2D	2S	2M	3E	3D	3S	3M	4E	4D	4S	4M	5E	5D	5S	5M	6E	6D	6S	6M	% at ARE
Y2	SEN	6		2	2	1		1																			16.7
	Not SEN	54		2	6	7		32	7																		72.2
Y3	SEN	11			1	3		1	1	1		4															36.4
	Not SEN	51				2		1		5		43															84.3
Y4	SEN	15	2	1					2	1					9												60.0
	Not SEN	43							1						42												97.7
Y5	SEN	18	1		1							1	3	3		1	1	3		4							22.2
	Not SEN	40															1	2		37							92.5
Y6	SEN	22			1				3			4	3			2					1			8			36.4
	Not SEN	36							1												1			34			94.4

Working at Age Related Expectations

SEN Children Autumn Term 2016-17

Writing - Years 1 - 6

Year Group		Total	No result	U	30-50S	40-60E	40-60D	40-60S	ELG2	1E	1D	1S	1M	% at ARE
Y1	SEN	11		1		1	4	3	2					0.0
	Not SEN	47					1	6	1	39				83.0

Year Group		Total	N/R	1E	1D	1S	1M	2E	2D	2S	2M	3E	3D	3S	3M	4E	4D	4S	4M	5E	5D	5S	5M	6E	6D	6S	6M	% at ARE
Y2	SEN	6		2	2			2																				33.3
	Not SEN	54			8	6		39	1																			74.1
Y3	SEN	11			2	1		3	1	1		3																27.3
	Not SEN	51			1			3	4	4		39																76.5
Y4	SEN	15	1	2				1	2							9												60.0
	Not SEN	43						1								42												97.7
Y5	SEN	18	1		1				1			1	5	2			3	2			2							11.1
	Not SEN	40											1				1	2			36							90.0
Y6	SEN	22			1				1			4	5							1	3			7				31.8
	Not SEN	36								1											1			34				94.4

Working at Age Related Expectations

SEN Children Autumn Term 2016-17

Maths - Years 1 - 6

Year Group		Total	No result	U	30-50S	40-60E	40-60D	40-60S	ELG2	1E	1D	1S	1M	% at ARE
Y1	SEN	11		1	1	1	1	3	1	3				27.3
	Not SEN	47	1					2		44				93.6

Year Group		Total	N/R	1E	1D	1S	1M	2E	2D	2S	2M	3E	3D	3S	3M	4E	4D	4S	4M	5E	5D	5S	5M	6E	6D	6S	6M	% at ARE
Y2	SEN	6		3		1		2																				33.3
	Not SEN	54		1	1	12		40																				74.1
Y3	SEN	11			1	1		2	1			6																54.6
	Not SEN	51						3	5	2		41																80.4
Y4	SEN	15	1	2					1	2						9												60.0
	Not SEN	43														43												100.0
Y5	SEN	18	1					2		1			4	2		1		2		5								27.8
	Not SEN	40											2				1	1		36								90.0
Y6	SEN	22						1	1				4			3	2			2	2				7			31.8
	Not SEN	36														1										35		97.2

Working at Age Related Expectations