

Subject: Special Educational Needs	Subject Leader: N Jones	Date: Summer Term 2018
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Outline of SEN provision in school

At St Joseph's we follow and adhere to the graduated pathway to support those children with a Special Educational Need. Every nine weeks, each Class Teacher will assess all of the children, identifying those who haven't made good progress and specifically focusing on the progress made by the SEN children. This is then discussed with the Head Teacher and SENDCO during a formal Pupil Progress meeting. Gaps in learning are quickly identified using the Insight tracker and those learning objectives are then used so that Class Teachers are able to plan an intervention which specifically caters for those children's individualised gaps in learning. All interventions are led by our highly skilled Teaching Assistants who are accountable for the progress made by the children during this time. Intervention files, observations and SEN files are monitored on a regular basis by the SENDCo to ensure consistency and quality first teaching is evident throughout the 9 weeks. These are then reviewed at the Pupil Progress meeting at the end of the assessment window. Alongside the monitoring work carried out by the SENDCo, the Senior Leadership Team will also look through the children's books and regularly do learning walks to ensure that all children, especially those with a specific learning need are supported well during a lesson.

We currently have one Education, Health and Care (EHC) plan in school (Year 1), with the intention of 3 more entering into our Reception class in September 2018. Every July, The SENDCo organises and leads a meeting with other professionals involved so that targets can be reviewed and updated on the plan. The parents are also welcome to attend these meetings. This child is making good and some accelerated progress throughout the curriculum, which is currently in line with her peers (despite having plenty of time off due to operations). She is very happy at school and socialises well with her peers. As the SENDCo and her Class Teacher, I have an excellent knowledge of her needs which will be shared with the Year 2 Class Teacher in preparation for this transition time. The EHCPlan has been in place since February 2016.

The SENDCo meets with the SEND Governor every term and is due to meet again at the beginning of July. This is vitally important so that the SEN Governor has a clear understanding of the provision in place at our school, and also the rate of progress our SEN children are making compared to their peers. The SENDCo has an excellent and professional working partnership with the SEN Governor and has felt very supported throughout the academic year.

Identifying pupils with SEND

At the beginning of the academic year, the SENDCo has reviewed the SEN register and identified those children who should remain on the register and those who should be removed. This was done in collaboration with the Class Teachers and discussions took place around which children should be on the SEN register and which children the Teachers had concerns about in their cohort. All staff were provided with 'Gloucestershire guidance identification sheets' to assess the level of need for each child on the SEN register, as well

as those children who have been flagged as a concern within the cohort. The SENDCo also has an up to date tracker of non-sen children to ensure that these child don't have further gaps in their learning and so are closely monitored alongside those children on the SEN register. Once a child has been identified, the 'assess, plan, do, review' cycle begins and the children are closely monitored by the SENDCo. This cycle has been put in place by the Gloucestershire County Council.

Progress made by pupils with SEND

All children on the SEN register have made progress this year which is the direct result of targeted intervention. At the end of each assessment window, the SENDCo monitors the children's progress by comparing the percentage of objectives secured at the beginning of the assessment window to the percentage secured by the end of the assessment window. This is also discussed within each child's case study which is updated every 9 weeks by the SENDCo. Below you will see the percentage of objectives secured between September and May for each child on the SEN register:

Year 1:

Y1 Aut2 Reading % Secured of Year	Y1 Sum1 Reading % Secured of Year	Y1 Aut2 VCOP % Secured of Year	Y1 Sum1 VCOP % Secured of Year	Y1 Aut2 Maths % Secured of Year	Y1 Sum1 Maths % Secured of Year
Edit ▼	Edit ▼	Edit ▼	Edit ▼	Edit ▼	Edit ▼
	Y1 5%		Y1 32%		Y1 9%
Y1 0%	Y1 6%	Y1 0%	Y1 33%	Y1 1%	Y1 28%
Y1 0%	Y1 5%	Y1 0%	Y1 32%	Y1 1%	Y1 19%

Year 2:

These children have now secured the Year 1 objectives and will now move on to the Year 2 objectives.

Y2 Aut2 Reading % Secured of Year	Y2 Sum1 Reading % Secured of Year	Y2 Aut2 Maths % Secured of Year	Y2 Sum 1 Maths % Secured of Year	
Edit ▼	Edit ▼	Edit ▼	Edit ▼	
Y1 0%	Y2 9%	Y1 44%	Y2 0%	
Y1 0%	Y2 9%	Y1 50%	Y2 0%	
Y2 6%	Y2 15%	Y1 38%	Y2 0%	
6%	Y2 11%	(None)	Y2 0%	

Year 3:

No SEN from September 2017

Year 4:

Y4 Aut2 Reading % Secured of Year	Y4 Sum1 Reading % Secured of Year	Y4 Aut2 VCOP % Secured of Year	Y4 Sum1 VCOP % Secured of Year	Y4 Aut2 Maths % Secured of Year	Y4 Sum1 Maths % Secured of Year
Edit ▼	Edit ▼	Edit ▼	Edit ▼	Edit ▼	Edit ▼
Y3 0%	Y3 0%	Y3 0%	Y4 0%	Y3 0%	Y2 26%
Y2 20%	Y2 63%	Y4 0%	Y4 0%	Y3 4%	Y4 2%
Y3 20%	Y4 38%	Y4 10%	Y4 61%	Y4 6%	Y4 57%
Y2 20%	Y2 63%	Y4 2%	Y4 59%	Y3 21%	Y4 16%
(None)	38%	4%	Y4 30%	6%	25%

Year 5:

Y5 Aut2 Reading % Secured of Year	Y5 Sum1 Reading % Secured of Year	Y5 Aut2 VCOP % Secured of Year	Y5 Sum1 VCOP % Secured of Year	Y5 Aut2 Maths % Secured of Year	Y5 Sum1 Maths % Secured of Year
Edit ▼	Edit ▼	Edit ▼	Edit ▼	Edit ▼	Edit ▼
%					
Y4 20%	Y5 50%	Y5 3%	Y5 53%	Y5 4%	Y5 50%
Y4 23%	Y4 80%	Y5 2%	Y5 30%	Y5 0%	Y5 36%
Y5 25%	Y5 78%	Y5 24%	Y5 91%	Y5 26%	Y5 65%
25%	64%	Y5 10%	Y5 58%	Y5 10%	Y5 50%

Year 6:

Awaiting SATs results

Staff development

The Teaching Assistants in school have been on a range of courses throughout the academic year to further improve their own knowledge and understanding of particular Special Educational Needs.

Examples of courses attended are:

- Mental health awareness and first aid training
- Lego course
- Fizzy Training

All staff are keen to develop their own knowledge and understanding so that they are able to fully support specific learning needs within our school.

Work with external agencies

The SENDCo works closely with a range of external agencies and has had advice from specialist services such as Speech and Language Therapists, Educational Psychologists, Paediatricians, Social Services, Early Years Practitioners and Early Help. All advice given has been shared with the Class Teachers to ensure that they are able to fully support the learning of these children within their own classrooms. All reports have been referred to throughout the year to ensure that we have everything in place possible for those children who need it. Personalised targets in the children's My Plan's have also been written based on the specialist advice we have had from external agencies.

Areas for further improvement (Next year)

- How do we ensure that children with Special Educational Needs are identified early enough to reduce the number of interventions in Key Stage 2?
- Understanding the SEN budget and how money is spent to support pupils.
- Continue to support new members of staff and support with county requirements such as My Plan's
- How do we accelerate the progress of mobile pupils so that they are in line with their peers?