



SEND Report for Governors End of year 2015-2016

SCHOOL DEVELOPMENT PLAN

KS1:

- Close the gap between SEND and non SEND (provide case study evidence for complex SEND needs)
- Focus on closing the gap in particular in Maths and writing

KS2:

- Close the gap between SEND and non SEND (provide case study evidence for complex SEND needs)
- Support children with an EHCP to make significant progress
- Focus on closing the gap in particular in maths and writing

Whole School targets set Sept 2015

- To improve the aspiration of SEND pupils and support families in this - change a 'fixed' mindset. ✓
- Increase challenge through high quality teaching ✓
- Achieve dyslexia friendly award (ongoing)
- Maintain IQM school of Excellence (Inclusion Quality Mark) ✓
- To further develop links with IQM schools ✓
- To train more staff to carry out Lego therapy sessions to improve speaking and listening skills and social skills. ✓
- To publish an article about 'good practice' at Polegate School ✓
- To ensure all staff are familiar with the new SEND reforms and to be confident with the new procedures ✓
- To provide workshops on Dyslexia, ASD to both staff and parents ✓
- To train nursery staff with Communicate in Print and Makaton ✓
- To embed Thrive ftc practices throughout the school (ongoing)

SUMMARY OF SEND CHILDREN 2015-2016

75 children on SEND register at the end of term 6	Boys		girls	
% SEN support Total 65	number	%	number	%
Reception 61	5 (1 child EHCP pending)	8%	0	0%
Year 1 61	1	2%	1	2%
Year 2 62	6	10%	1	2%
Year 3 62	3	5%	2	3%
Year 4 60	8	13%	3	10%
Year 5 62	7	11%	9	15%
Year 6 61	10	16%	7	11%
% Statement /EHCP Total 10				
Reception	1	2%	0	0%
Year 1	1	2%	0	0%
Year 2	1	2%	0	0%
Year 3	4	6%	1	2%
Year 4	1	2%	0	0%
Year 5	0	0%	0	0%
Year 6	1	2%	0	0%
LAC 4 pupils	3		1	

FSM pupils 81 FSM/SEN	18	22%	11	14%
% FSM with other factors				
	Boys		Girls	
FSM/ School support	14	17%	11	14%
FSM /Statement/EHCP	4	5%	0	0%
FSM LAC/SEN	3	4%	0	0%
FSM/ GRT/SEN	1	1%	0	0%
Attendance whole school	96%		Girls 96%	boys 96%
SEND attendance	94%		SEN support 95%	
NON SEND attendance	96%		EHCP/statement 94%	

School attendance for SEND children is slightly below attendance across the school .

Summary for term 2			
% of children already at or above expected outcomes for the year			
	Reading	Writing	Maths
Year 1	0%	0%	0%
Year 2	29%	0%	0%
Year 3	0%	0%	0%
Year 4	8%	8%	8%
Year 5	14%	0%	6%
Year 6	15%	0%	13%
Summary for term 4			
% of children already at or above expected outcomes for the year			
	Reading	Writing	Maths
Year 1	14%	0%	14%
Year 2	22%*	0%	22%
Year 3	0%	0%	0%
Year 4	23%	8%	31%
Year 5	17%	6%	7%
Year 6	29%	12%	13%

Summary for term 6

% of children already at or above expected outcomes for the year comparison to last year (although not like for like as levels/standards have changed)

2016	Reading	Writing	Maths	2015	Reading	Writing	Maths
Year 1	33%	47%	33%	Year 1	50%	50%	50%
Year 2	44%	22%	44%	Year 2	57%	50%	88%
Year 3	20%	10%	10%	Year 3	60%	40%	40%
Year 4	33%	16%	16%	Year 4	82%	64%	64%
Year 5	36%	5%	10%	Year 5	44%	31%	38%
Year 6	64%	50%	64%	Year 6	44%	44%	63%

Key stage validated results

Meeting standard	Reading	Writing	Grammar	Maths	combined
Year 6 (14)	64%	50%	21%	64%	29%
Girls (6)	29%	14%	7%	14%	
Boys (8)	35%	36%	14%	50%	
SEN/FSM	29%	14%	14%	21%	

- Focus on grammar support for our SEN pupils who will be eligible to take the test
- Slightly below national average (SEN/Non SEN) In Reading
- Well below national average (SEN/Non SEN) in Grammar
- Slightly below national average (SEN/Non SEN) in Maths

Meeting standard	Reading	Writing	Maths	combined
Year 2 (9)	44%	22%	44%	22%
Girls (2)	11%	0%	11%	
Boy (7)	33%	22%	33%	
SEN/FSM	22%	11%	11%	

- Focus on writing particularly with Girls
- FAP 2 children in year 2

subject	SEN support	LA	EHCP	LA	NON SEN	LA	GAP SEN/NON SEN
READING	44%	27%	0%*	15%	84%	74%	-40%
Reading scaled score	98	95	95	95	104	103	
WRITING	50%	30%	0%*	12%	95%	83%	-45%
MATHS	56%	29%	0%*	12%	95%	74%	-39%
Maths scaled score	98%	95%	92	93	106	103	
RWM combined	19%	12%	0%*	5%	79%	59%	-70%
GPS	33%	21%	0%	15%	93%	76%	-60%
GPS scaled score	98	95	97	94	107	104	

- Focus on supporting year 3 SEND pupils to improve achieving expected outcomes. There are a number of children with complex needs and relevant outside support is also being involved to ensure pupils reach their potential. However 90% of the SEND pupils have made at least 1 point progress since term 1 in year 3. Additional adult support has been deployed to support a child with significant behaviour needs and complex medical needs. 2 children have received an EHCP in year 3 making the total of 5 for this group.
- The number of children who now have a school based plan are- 19 compared to 7 this time last year.
- According to Raise online pupils with SEND perform significantly better than SEND pupils nationally- however with the introduction of the new curriculum and assessment without levels the focus will be to ensure that SEND pupils are supported to achieve targets.
- 3 new children have been taken on roll (2 through FAP) all with SEND and will need a high level of support to ensure a smooth transition to school and to ensure they close their attainment gap.
- Lego therapy has been rolled out to 14 children with SLCN needs and 2 more members of staff have been trained up to deliver the intervention. At the East Sussex Inclusion conference the Senco presented about the impact of Lego therapy and we have had positive feedback from the talk and 2 teachers from Park Mead have come to observe Lego therapy this term. Staff training will take place in term 5 to ensure staff a better understanding of the intervention.
- Lunchtime nurture groups have been increased to 3x a week to support our more vulnerable pupils.
- I have set up a SENCO network with local SENCO's and we have held 2 cluster meetings. Sharing good practice has been the main focus and I am visiting Pevensey and Westham School to observe sensory circuits in practice.
- CPD has included Developing Effective Leadership and Management of SEN which started Jan 16. Philosophy for children course completed July 16.
- SEN surgery's have been set up bi-termly for staff to provide training for staff and to discuss SEND children with teachers and has been received positively.
- Several multi agency meetings have been held to discuss children with complex needs and to look closely at provision for at least 2 children.

The number of children taking part in the THRIVEftc intervention has increased to 8 children. Those children who have been reassessed have shown a significant improvement in their emotional development and this has been reinforced by class teacher feedback.

