



SEN Report to Governors 2015 – 2016

SENDCo: Laura Parfitt
SEN Governor: Sue Marable

At St Paul's Junior 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.

SEND School Profile 2015 – 2016

	June 2015	June 2016	June 2017 (Projected)
SEN Support	56	62	67
High Needs Funded	10	11	11
Statement	0	1	0
Educational, Health Care Plan	0	0	1

SEND Profile per Year Group

	Year 3		Year 4		Year 5		Year 6	
SEN Support	20		11		14		17	
High Needs Funded	4		0		3		4	
Statement	1		0		0		0	
Educational, Health Care Plan	0		0		0		0	
Pupil Premium Details	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
	8	12	6	5	5	9	5	12

SEN Register Areas of Need

Communication and Interaction <ul style="list-style-type: none"> Autistic Spectrum Disorder Speech, Language or communication Need 	14
Cognition and Learning <ul style="list-style-type: none"> Specific Learning Difficulty Moderate Learning Difficulty Severe Learning Difficulty 	31
Social, Emotional and Mental Health <ul style="list-style-type: none"> Social, Emotional and Mental Health 	15
Sensory and/or Physical <ul style="list-style-type: none"> Physical Disability Medical Disability Visual Disability 	1

Effectiveness and Impact of Additional SEN Provision on Pupil's Outcomes

Year Group	Number of Pupils	Reading			Writing			Maths		
		% Below ARE	% At ARE	% Above ARE	% Below ARE	% At ARE	% Above ARE	% Below ARE	% At ARE	% Above ARE
3	20	60%	35%	0%	70%	25%	0%	75%	25%	0%
4	11	36%	55%	9%	45%	55%	0%	45%	55%	0%
5	14	57%	29%	7%	79%	7%	14%	79%	14%	7%
6	17	76%	12%	0%	76%	18%	0%	71%	6%	15%

Attendance, Exclusions and Behaviour of SEN pupils

Average Attendance	93.35%
Percentage of pupils with attendance below 90%	19% (12 Pupils)
Percentage with 100% attendance	0
Number of temporary fixed term exclusions	3 exclusions (2 pupils. 5 days)
Number of permanent exclusions	1
Percentage of referrals to SEMH Advisory Teacher	3% (2 pupils)

The effectiveness and impact of multi-agency interventions and support

- Consultation Meetings – two meetings across the year to gather ideas and provide support to allow for correct provision to be put in place.
- Educational Psychologist – observed and given advise for 3 pupils. Advise used to support provision put in place by class teachers.
- Learning Support Services – carried out assessments on two pupils. Suggestions made for interventions to be put in place to support pupils.

- Clinical Psychologists – 2 pupils working with clinical psychologist. One pupil on a weekly basis for about 8 weeks to support social and emotional difficulties. One pupil supported since Christmas at home and in school to support child with dealing his condition and increase mood.

Impact of Staff/TA/SENCO training or INSET on improving SEN pupil's outcomes.

- SENCO attendance at annual SENCO conference. Guest speaker gave good advice on improving SENCO role.
- TA training in the Autumn Term on questioning – allowed TAs to consider the way they use questioning with children, e.g. open ended, no hands up etc.
- Staff meeting in the Autumn Term on pupil voice – encouraging staff to ask children how they feel and not assume. Reminder of asking pupils about their ILP (individual learning plan) targets.
- All TAs received training on Mental Health. Suggestion of 'keeping in mind' comments for pupils when an adult has to leave them to exit the room or work with another child.
- ILI (Individual Literacy Intervention) training for new TA in order to carry out intervention as recommended by Learning Support Advisory Teacher
- TA trained as an ELSA (Emotional Literacy Support Assistant). Has now worked with small groups of children to support social and emotional development, key priorities are discussed with the class teacher. ELSA TA meets with other ELSAs each term to discuss ideas and further develop their role within school. SENCO from another school wishes to come and observe a session.

Impact of SEN developments, projects or initiatives

- Horse Riding has been successful in developing children's resilience, social skills, confidence and self-esteem. (Pre and Post Intervention data to follow shortly)
- CLP SENCO groups have now completed the transition passport and this is being used across the LP between all schools.
- CLP SENCO group has developed a booklet to support SEMH (social, emotional and mental health) pupils. The booklet helps to collate evidence and support intervention. We are now looking at the possibility of selling the booklet to other schools.
- Class teachers are now recording all interventions on SPTO and using the 'concern' button to raise concerns they have about children in their classes.
- TAs are still taking responsibility for ILPs (Individual Learning Plans) across the school. They are also tracking pupils progress towards their targets. ILPs are written and reviewed with the children.
- The January 2016 audit allowed us to maintain funding for 3 pupils, gain additional funding for 1 pupil and new funding was granted for two pupils.
- School Entry Plan Meetings have been carried out for Year 6 to 7 transition and Year 2 to 3 transition.
- Additional visits from both Infant Schools for SEN/Vulnerable pupils have been set up. Transition activities have been carried out in order for children to meet adults and get to know the school.
- Year 6 SEN/Vulnerable pupils have had 3 additional visits to Whitstone. This was planned alongside the Whitstone SENCO.

View Point of Pupils

	Yes	Don't Know	No	Actions
I like coming to school	72%	20%	8%	
I work as hard as I can	58%	38%	4%	
The work I do in lessons is interesting	65%	26%	8%	
I feel confident joining in during discussions	52%	31%	17%	
I feel good about myself	76%	16%	8%	
I like having extra help in class	68%	15%	17%	
I know I can ask for help when I need it	80%	18%	2%	
When the teacher gives me extra help I find my work easier	76%	13%	11%	
When another adult gives me extra help I find my work easier	65%	24%	11%	
When my friend gives me extra help I find my work easier	54%	20%	26%	
I prefer to work in a small group away from the class	72%	11%	17%	
I know the targets on my Learning Plan	47%	35%	18%	Ensure children are regularly reminded of ILP targets
My teacher praises me when I do my school work well	77%	21%	2%	
I feel I am getting better at my work	77%	21%	2%	
I find my work easier now than I did before	67%	22%	11%	
I feel confident in doing my homework	36%	25%	39%	Encourage children to use the homework clubs available
I belong to a school club(s)	63%	4%	32%	

Future developments of SEN department

- Parental involvement – highlight SENCO coffee mornings to parents as a drop-in session.
- Parent questionnaire to seek views of parents with children on the SEN register in school.
- Continue to develop the court yard outside the Rainbow Room for use by the Lunchtime Club.