

Report to Governors July 2017

Alison Martin-SENCo

SEN Governor-

Analysis of SEND register according to need		
	school	national
Pupils on register	18% 16 pupils	14.4%
pupils with statements or EHC plans	3.3%	2.8%
Breakdown of Primary Need		
<i>The area of 'cognition and learning' includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties such as dyslexia, dyscalculia and developmental coordination disorder (dyspraxia).</i>		
Communication and Interaction	30%	20.9%
Cognition and Learning SpLD	12%	15.6%
Cognition and Learning (MLD)	7%	26.8%
Physical Disability	7%	2.2%
Hearing Impairment	13%	1.6%
Social Emotional and mental health	25%	17.3%
Autism Spectrum Disorder	6%	4.7%

Update on Code of Practice 2014

The Code of Practice 2014 has been fully adopted by the school since 2014. There has been one transfer from a Statement to an Education and Health Care Plan (EHC Plan) this year. We are waiting for our last statement to be changed into an EHC Plan before the end of 2018.

Identifying Pupils with SEND

- The school uses the descriptors in the SEN Code of Practice to identify pupils with SEND.
- This is in collaboration with the class teacher, SENCo, Special Needs Advisory Service Teacher (SNA) and values parental contribution.
- When a child has been identified as having SEND they are placed on the Special Educational Needs register.
- Each child has a pupil profile with specific targets agreed between the child, teacher and family.
- This profile is reviewed with parents three times per year.
- Interventions are tracked on provision maps.

Attainment Gap between pupils with SEND and those without SEND at end of KS2 2016-2017-school

maths	writing	reading	spelling grammar
38%	50%	52%	50%

Attainment Gap between pupils with SEND and those without SEND at end of KS2 2016-2017-National

48% across reading, writing, maths

The attainment gap between pupils with SEND and non-SEND is smaller in Checkendon School in maths than the national figures, slightly bigger for other areas. **Important to bear in mind that this is 2 pupils.**

Attainment of pupils with SEND at end of KS2 2016-2017-school

maths	writing	reading	SPAG
50%	50%	50%	50%

Attainment of pupils with SEND at end of KS2 2015-2016-National

	Maths	Writing	Reading	SPAG
Pupils identified with SEMH needs. National	43%	42%	42%	43%
Pupils identified with SEMH needs. Checkendon	0	0	0	0
Pupils identified with speech, language and communication needs. National	23%	25%	32%	26%
Pupils identified with speech, language and communication needs. Checkendon	100%	100%	100%	100%

Staff Development

- Training on Physical Disability for staff in class with child with Physical disability.
- Training on Precision Teaching-in house
- Teaching Assistant Surgeries with SNAST to address any needs in terms of working with children in their classes.
- Training on SEN standardised testing and assessment
- SENCo attends inclusion briefings termly and SEN Inclusion Conference yearly

Work with External Agencies

External agencies worked with this year

- Child and Adult Mental Health services (CAMHs)
- Speech and Language therapy
- Communication and Interaction service
- Early Help Teams
- Locality Services
- Educational Psychology
- Multi-Disciplinary Team
- Occupational Therapy
- Physiotherapy
- Specialist Advisory Teacher of the Deaf
- Special Educational Needs Support Service (SENS)
- Young Carers
- Oxford Health
- SNAST
- Emotional Literacy Support assistant- ELSA
- Reading for Dogs