Newnham St Peter's C of E Primary School
SEND Report for Governors 2019
Evaluation of SEND Provision and Pupil Progress

Review of implications from 2018 report:

SEND continue to be a top priority for all members of staff and governors. Their progress is discussed at each pupil progress meeting and Teaching and Learning Committee meetings. They are the focus pupils for all teachers.

We have been continuing to work towards the Mental Health Award in the academic year of 2018-2019 and will continue to develop this area in the academic year of 2019-2020.

Reading Wise intervention was implemented, however found to lack the desired impact. The subscription will not be renewed next year and alternative reading interventions explored.

Some maths interventions were implemented within class time. We will continue to focus on Maths and explore effective interventions in the academic year of 2019-2020. Steve Lomax conducted a twilight session for staff to consolidate our understanding of the "Do it, Twist it, Solve it" approach to how we teach Maths and to ensure consistency across all year groups.

Writing has been a priority this year. Middle leaders have developed a new tracking system to monitor children's progress and attainment throughout the year that can be evidenced in books. 'Stareway to spelling' was purchased as a spelling intervention to support children with SEND. Handwriting has been a whole school focus, with a set handwriting scheme being implemented. This is proving to have a positive impact throughout the school and progress is evident. A whole school spelling scheme was also introduced from Year 2-6. Progress is beginning to show and we will continue to monitor this in the next academic year. The school have also introduced "exciting writing" to showcase children's independent writing skills and clearly demonstrate progress throughout the year. Children are encouraged to use 'Alan Peat sentences' that are taught to ensure a consistent approach to different types of sentences.

Analysis of number of pupils on the SEND register:

At present there are 26 children on the SEND register at Newnham St Peter's. This does not include those children who are currently being closely monitored by the school. 26 pupils represent 21% of the 123 pupils on roll, which is the same as this time last year. However, last year 8 of the SEND pupils were in Year 6. One new pupil with SEND needs entered in reception this year and 7 pupils in Years 1-6 were identified as SEND during the academic year. Two pupils have an Education Health Care Plan (EHCP) and three further pupils have had a request for EHC needs assessment submitted.

SEND Profile by Year Group:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Female	1	5	0	1	3	3	3
Male	0	0	1	4	1	3	1

Identification of Special Educational Needs:

Newnham St Peter's staff members identify Special Educational Needs as early as possible. Each teacher continually monitors the children in their class. Class teachers assess children in phonics (KS1), reading, writing and maths every half term. If any child presents a concern, is failing to make progress or is falling behind age related expectations the class teacher raises their concern with the school SENDCo. The SENDCo will then use the 'Gloucestershire Guidance Booklet for Professionals working with Children and Young People 0-25 years with Additional Needs including SEND' to make an informed decision. If a need is identified then the parents are invited into school to discuss the findings and, with their agreement, the child is placed on the SEND register. The SENDCo and class teacher write a 'My Plan' outlining targets for the child and a copy of this is given to parents.

Analysis of Provision:

All teachers at Newnham St Peter's are teachers of children with SEND. The child's class teacher is the main point of contact for parents and is responsible for meeting the child's needs on a day to day basis. The SENDCo monitors the provision, offers advice and support to class teachers and is the main point of contact for outside agencies. Referrals to outside agencies are made by the SENDCo.

As with all children, it is essential that Quality First Teaching (QFT) is offered and targeted to support specific children's needs. This includes detailed planning with clear differentiation. Children with additional needs are identified on teachers' plans and agreed strategies of support may be listed. The class teacher will work with SEND children wherever possible. This is known as Wave 1 provision.

In addition to Quality First Teaching there may be 1:1 work or small group work, catch-up sessions, planned for children working slightly below age related expectations. This provision is usually carried out by a teaching assistant and closely monitored by the class teacher. This is known as Wave 2 provision.
Children working well below age related expectations will have an individualised programme of support using specific intervention programmes. This provision is usually carried out by a teaching assistant and closely monitored by the class teacher. This is known as Wave 3 provision.

As well as support offered to improve academic progress there is also provision in place to support behavioural, social and emotional development. This support is usually carried out by the school Pastoral Support Advisor (PSA). The PSA may become the main point of contact for parents.

At half termly Pupil Progress meetings the progress of all SEND children is discussed. The impact of Wave 1, 2 and 3 provisions are analysed. Changes to provision are made as required.

SEND Funding:

The notional SEND budget this year was £37,979. This has been spent on TA support, dedicated SEND Co time, including additional hours to prepare for EHCPs and SEND resources.

Data Tables:

ASP will show progress data for Year 2 and 6 pupils. We will discuss this data at Governors - Teaching and Learning Committee once it has been published.

Year 1-6 Children at ARE or working at greater depth (July 2019):
Reading

	Below	Working Towards	Age Related	Greater Depth
SEND (25)	10 (40%)	10 (40%)	5 (20%)	
Non SEND (76)	1 (1%)	15 (20%	41 (54%)	19 (25%)

Writing

	Below	Working Towards	Age Related	Greater Depth
SEND (25)	9 (36%)	16 (64%)		
Non SEND (76)	3 (4%)	32 (42%)	36 (47%)	5 (7%)

Mathematics

	Below	Working Towards	Age Related	Greater Depth
SEND (25)	9 (36%)	7 (28%)	9 (36%)	
Non SEND (76)	1 (1%)	14 (18%)	42 (55%)	19 (25%)

Reception children who are emerging, expected or exceeding in the corresponding four Early Learning goals

Reading

	Emerging	Expected	Exceeding
SEND (1)			1 (100%)
Non SEND (23)	3 (13%)	16 (70%)	4 (17%)

Writing

	Emerging	Expected	Exceeding
SEND (1)			1 (100%)
Non SEND (23)	6 (26%)	13 (57%)	4 (17%)

Number

	Emerging	Expected	Exceeding
SEND (1)			1 (100%)
Non SEND (23)	3 (13%)	16 (70%)	4 (17%)

Shape, Space and Measure

	Emerging	Expected	Exceeding
SEND (1)			1 (100%)
Non SEND (23)	4 (17%)	15 (65%)	4 (17%)

Year 1-6 Progress
Reading

	Below	Working Towards	Age Related	Greater Depth
Low/ emerging/ Below	6 (24%)	1 (4%)		
Emerging/ working towards	4 (16%)	5 (20%)		
Expected/ Age Related		4 (16%)	3 (12%)	
Exceeding/ Greater Depth			2 (8%)	

Writing

	Below	Working Towards	Age Related	Greater Depth
Low/ emerging/ Below	6 (24%)	5 (20%)		
Emerging/ working towards	4 (16%)	5 (20%)		
Expected/ Age Related		4 (16%)		
Exceeding/ Greater Depth		2 (8%)		

Mathematics

	Below	Working Towards	Age Related	Greater Depth
Low/ emerging/ Below	8 (32%)	3 (12%)		
Emerging/ working towards	1 (4%)	3 (12%)	1 (4%)	
Expected/ Age Related		1 (4%)	8 (32%)	
Exceeding/ Greater Depth				

Analysis of Results:
SEND progress data will be analysed once data is published.
SEND children working at expected ARE is lower than non-SEND children in all areas.
Writing is significantly lower for SEND and non-SEND pupils than reading and maths.

Implications:

SEND are a top priority for all members of staff and governors.

We will continue to work towards the Mental Health Award in the academic year of 2018-2019.

SEND children who are making slower progress than their peers have been identified and discussed with the SENDCo and Head Teacher. Appropriate interventions at Wave 2 and 3 have been planned for Autumn 2019 and will need to be timetabled and monitored by the new SENDCo to ensure that the Quality First Teaching they receive is closely matched to their specific needs. Their progress will be discussed at the Pupil Progress Meeting planned for October 2019.

1. To ensure that interventions are specific to children's needs and delivered regularly (timetabled effectively with adequate TA support assigned).
2. To ensure teaching staff are delivering QFT to children with SEND and are using and reviewing MyPlan targets effectively.
3. To continue to ensure that SEMH needs are monitored and addressed through effective pastoral support work.

Danielle Robinson
SENDCo - July 2019