



Special Educational Needs and Disability

Annual Report

2016-2017

At Clifford Primary School our overarching aim is to encourage and nourish pupils' intellectual, creative, spiritual and physical achievements in order that every child reaches their full potential. At Clifford Primary School we are committed to providing a full and efficient education to all pupils and embrace the concept of equal opportunities for all. We will endeavour to provide with the resources available to us an environment where all pupils feel valued and welcome.

The SEND policy and Local Offer, which can be found on the schools' website, identifies our aims and objectives for pupils with SEND and also describes the processes used within school to support these pupils. The policy is reviewed annually.

SENDCo for Clifford Primary School is Mrs Jennifer Langford.

The named governor for SEND in 2016-2017 is Ms Lucy Driver-Williams.

1. How does the school identify pupils with SENs and Disabilities?

- When a teacher or a parent has raised concerns about your child’s progress, and targeted teaching has not met the child’s needs, the teacher must raise this with the SENDCo.
- Schools also have meetings every term between each class teacher and the SENDCo/ Headteacher in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.
- If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more details
 - To listen to any concerns you may have too
 - To plan any additional support your child may receive
 - To discuss with you any referrals to outside professionals to support your child’s learning

2. How many children in the school have SENDs?

In the 2016-2017 academic year there were 11 pupils identified as having SENDs which is 8.2% of pupils on roll.

Key Stage	SEN Register	EHC Plan	Total
EYFS	1	0	1
Key Stage 1	3	0	3
Key Stage 2	5	0	5
			9

Number of pupils moving down a threshold on the SEND register	0
Number of pupils moving up from SEN support to EHC plan	1
Number of pupils who have come off the SEN register since 2015-2016	6
Number of pupils awaiting an EHC assessment	1
Comments: Number of pupils added to the register during 2016-2017	1

Over this academic year we have supported 38 pupils through specific, highly individualised intervention programmes. This academic year we introduced two new

	interventions which are Mindfulness, delivered by Mindfulness Now coach Sian Barclay and Therapeutic story writing delivered by the SENDCo.													
3. What are the attendance, exclusion and mental well-being levels of the the SEN pupils?	<table border="1"> <tr> <td>Persistent absentees (attendance less than 90%)</td> <td>44%</td> </tr> <tr> <td>100% attendance</td> <td>0%</td> </tr> <tr> <td>Fixed term exclusions</td> <td>0%</td> </tr> <tr> <td>Permanent exclusions</td> <td>0%</td> </tr> <tr> <td>Mental health referrals to CAMHS team</td> <td>0%</td> </tr> <tr> <td>School nursing referrals</td> <td>3%</td> </tr> </table>		Persistent absentees (attendance less than 90%)	44%	100% attendance	0%	Fixed term exclusions	0%	Permanent exclusions	0%	Mental health referrals to CAMHS team	0%	School nursing referrals	3%
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4. How effective is the partnership working with SEN pupils' parents/ carers?	<table border="1"> <tr> <td>% of parental complaints relating to SEN</td> <td>0%</td> </tr> <tr> <td>% of parents accessing Tier 1 (SEND) Tribunal</td> <td>0%</td> </tr> <tr> <td>% of parents satisfied with SEN</td> <td>100%</td> </tr> <tr> <td>% of parents attending their child's EHC plan review</td> <td>Not applicable</td> </tr> <tr> <td>% of parents not attending their child's EHC plan review</td> <td>Not applicable</td> </tr> </table>		% of parental complaints relating to SEN	0%	% of parents accessing Tier 1 (SEND) Tribunal	0%	% of parents satisfied with SEN	100%	% of parents attending their child's EHC plan review	Not applicable	% of parents not attending their child's EHC plan review	Not applicable		
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5. What types of SENDs does the school currently need to provide?	Counselling, Speech and Language Therapy, Dyslexia, Dyscalculia, Emotional and Behavioural support, Physiotherapy and Occupational therapy.													
6. How are pupils with SEND ensured access to the curriculum?	<ul style="list-style-type: none"> •Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. •Specially trained support staff can often adapt the teachers planning to support the needs of your child where necessary. •Specific resources and strategies will be used to support your child individually and in groups. 													

•Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs.

7. What are the outcomes for pupils with SENDs compared to pupils without SENDs?

KS2 Test	Outcomes for all pupils	Outcomes for SEN pupils by %
Reading	75% reached expected standard	0% reached expected standard
	25% not reached expected standard	100 % not reached expected standard
Grammar, Punctuation and Spelling	75% reached expected standard	0% reached expected standard
	25% not reached expected standard	100% not reached expected standard
Mathematics	75% reached expected standard	0% reached expected standard
	25% not reached expected standard	100 % not reached expected standard

KS1 Teacher assessment	Outcomes for all pupils	Outcomes for SEN pupils by %
Reading	68% reached expected standard	0% reached expected standard
	32% not reached expected standard	100 % not reached expected standard
Writing	68% reached expected standard	0% reached expected standard
	32% not reached expected standard	100% not reached expected standard
Mathematics	79% reached expected standard	0% reached expected standard
	21% not reached expected standard	100 % not reached expected standard

	KS1 Phonics Screening Test	Outcomes for all year 1 pupils	Outcomes for year 1 pupils with SEN	Outcomes for Y2 pupils with SEN who did not reach expected standard in Y1																
	% pupils reaching expected standard	100%	N/A	0% (Note, of these children one missed a 'pass' score by 1 mark)																
	% pupils not reaching expected standard	0%	N/A	100%																
<p>The 2014 National Curriculum is very demanding; therefore none of our pupils with SEND are working at the Age Related Expectation.</p>																				
<p>8. What is the effectiveness and impact of multi-agency interventions and support?</p>	<p>66.6% of children on the SEND register were seen by multi-agency advisors between 2016-2017. 55.5% were assessed by the educational psychologist, 11.1% assessed by a paediatric consultant, 11.1% supported by the School Nursing Service and 44.4% by a Mindfulness Now coach. Teachers and teaching assistants have worked hard to put provisions in place as recommended by multi-agency staff. We measure attainment using points and 4 points achieved over an academic year is considered good progress.</p> <table border="1" data-bbox="833 919 2000 1070"> <thead> <tr> <th></th> <th>Writing</th> <th>Reading</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td><4 points achieved</td> <td>5/8</td> <td>4/8</td> <td>5/8</td> </tr> <tr> <td>4 points achieved</td> <td>1/8</td> <td>3/8</td> <td>2/8</td> </tr> <tr> <td>>4 points achieved</td> <td>2/8</td> <td>1/8</td> <td>1/8</td> </tr> </tbody> </table> <p>Note: Year R follows the EYFS curriculum and has been excluded from this table.</p>					Writing	Reading	Mathematics	<4 points achieved	5/8	4/8	5/8	4 points achieved	1/8	3/8	2/8	>4 points achieved	2/8	1/8	1/8
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<p>9. How is their progress monitored?</p>	<ul style="list-style-type: none"> Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and Age Related Expectations (ARE) given in reading, writing, numeracy and science. If your child is in Year 1 and above, but is not yet at ARE, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P scales'. 																			

	<ul style="list-style-type: none"> • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. • Children with a PLP will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> - Home/school contact book - Emails - Additional meetings as required - Reports
<p>10. How are school resources deployed? How successful is this?</p>	<p>Teaching Assistants (TAs) Our Teaching Assistants are trained to deliver specific intervention strategies and review pupil progress every six weeks for example, speech and language programmes, occupational therapy exercises and Read Write Inc.</p> <p>External support Support from outside agencies is bought-in to support pupils, parents and teachers in the next step when intervention strategies used have had little impact. Written reports guide teaching staff and parents and suggest resources that could be used to further support the child.</p> <p>Equipment and adaptations We have a range of equipment e.g. wobble cushions, pencil grips, writing slopes, balance boards, coloured overlays and purchase additional resources as advised.</p>
<p>11. Has the SENDCo undertaken the necessary training?</p>	<p>Mrs Jennifer Langford began her NASENCo qualification training with the University of Worcester in September 2015 and successfully completed it in May 2016.</p>

<p>12. Have the relevant staff members received appropriate training?</p>	<p>Golden Valley SENDCO forum meetings 3 x 1T Talk for writing 1 x1T Therapeutic story writing course 3x 1T Mindfulness course x1T (this training took place over 6 half day sessions and 1 whole day) SRE all staff Safeguarding 1 x all teaching staff Developing higher order reading skills 1X 1T Writing for purpose and audience 1 x 1T Computing 1 x 1T</p>		
<p>13. What communication strategies are in place for parents/ carers of pupils with SEND?</p>	<ul style="list-style-type: none"> •We would like you to talk to your child’s class teacher so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. •The SENDCo is available to meet with you to discuss your child’s progress or any concerns/worries you may have. •All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. •PLPs will be reviewed with your involvement each term. •Home learning projects will be adjusted as needed to your child’s individual needs •A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. <p>In addition: If your child is undergoing statutory assessment you will also be supported by the Children’s Services SEND Team. They will ensure that you fully understand the process.</p>		
<p>14. What is the income and expenditure on SEND?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Funding</td> <td style="width: 50%; text-align: center;">Expenses</td> </tr> </table>	Funding	Expenses
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	Notional SEND Funding	£27,773	Teaching Assistants	£60,817
	Banded Funding	£4,797	Lunch-time support	£2,317
			Educational Psychologist	£1,500
			Mindfulness Now coach	£500
			Mindfulness training	£150
			Therapeutic story writing training	£395
			Supply cover to release teachers to attend training	£900
15. What is going well?	<p>Early identification of any issues and relevant interventions put in place. In addition, SEN children receive additional lessons with their class teachers through pre-teaching of lessons and follow up work. These are recorded on class provision maps which are updated every half-term.</p> <p>We work closely with external agencies and put into place any recommendations which we are given.</p>			
16. What needs to be improved in 2017-2018	<p>Progress of all pupils on the SEND Register and those being supported.</p> <p>Aim to secure more funds with which to purchase resources which we will add to our existing stock.</p> <p>Aim to increase attendance of children with SEND. Currently, 44% of this cohort have less than 90% attendance and therefore classed as 'persistent absentees'.</p>			
17. SEND governor comments on the strengths and weaknesses of SEND policy and SEND provision existing within our school.	<p>As governor, my role is to be a critical friend to the school, with that in mind I have asked questions about the SEND provision in order to better understand what it entails and the impact of the provision on pupils who receive support, their peers and the staff.</p>			

I was pleased to find that the interventions are viewed in a positive light by pupils and those receiving support are carefully monitored and their improvement measured. The comprehensive system used to track all pupils is used effectively with the SEND provision in order to further support SEND pupils. As more historic data becomes available, the aim is to be open to further refine this practice.

I was impressed by the whole school approach to the SEND provision and am grateful that all staff are so committed to supporting pupils that they give up their own time to both pre teach and reteach lessons. It should be noted that the biggest challenge they face that could be addressed is absenteeism. The impact of pupils missing multiple sessions is clear and results in the pupils requiring disproportionately more support. In addition, funding remains a challenge, with a great deal of perseverance and determination being needed to access it.

I was also pleased at the depth of thought that goes into maximising the effectiveness of the funding and training. The focus is on value for money, the sharing of knowledge and resources, embedding training and good practice; multi-use resources rather than one off actions.

I look forward to seeing how the provision continues to develop over the coming year.
Ms Lucy Driver-Williams