



## Allerton CE Primary School SEND Information Report April 2016

### Context:

There are currently 45 children on the SEND register

This includes

- 2 children with Education Health and Care plans (Y1 and Y6)
- 13 children who have High Needs Top Up funding (this will change to 10 in April 2016 due to progress)
- 10 children who have Cognition and Learning Needs
- 37 children with Communication and Interaction needs
- 5 children with Social, Emotional and Mental Health Needs
- 5 children with Physical needs which need some modifications of the curriculum
- 2015 RAISE online shows the following data

% of children with SEND support							
School	10.9						
National	13.0	0.0	7.5	10.4	13.6	18.2	72.9
% of children with SEN statement/EHC plan							
School	0.5						
National	1.4	0.0	0.3	0.8	1.3	2.1	25.0

### FUNDING 2016-2017

SEND funding for April 2016-April 2017 (Funding For Inclusion)

Total notional SEND budget - £175,348

Level 2 pupils - £41,667

FFI Total budget - £217,015

### Leadership and Management/Staffing:

- The Deputy Head leads on SEND
- The Inclusion/SEND team includes an Teaching Assistant (Speech Language and Communication Needs), a Learning Mentor, a Behaviour Mentor
- Rachel Kelly is Lead for Autism
- Deployment of TAs – the needs of children in individual classes dictate where TAs are placed.
- We employ 7 part time and 14 full time TAs who are class based.

Year Group	Number of children with Top Up Funding	Number of SEND support children	TAs working 1-1/1-2	Additional TAs
2YO	0	1		4
3YO	2	0	2	2
Rec	1	4	2	2
Y1	2	11	1	3

Y2	1	6	0	1
Y3	1	4	0	1
Y4	0	2	0	1
Y5	3	3	1	0
Y5/6	1	3	1	0
Y6	1	2	0	1

- **SEND CPD** this academic year has included Intensive Interaction, Autism, Catch Up Numeracy, Play Therapy training, P-level writers, Wave 2 converting statements.
- **Tracking systems**

In EYFS Wave 3 children are tracked using individual trackers (from the LA) which highlights smaller steps than for the rest of the cohorts.

Throughout KS1 and KS2 children who are working on the National Curriculum are tracked using ITrack (online assessment tool). Their assessments are shown against the appropriate objectives, regardless of their year group (eg a Y5 child can be assessed against Y3 objectives)

Specific SEND tracker plots progress of SEND children showing the percentage of the year group objective they are attaining, regardless of which year group.

If children are working towards National Curriculum levels, they are tracked against PIVATS, an assessment tool originally devised for special schools.

### Outcomes For Children on the SEND register:

**RAISE** online 2015

#### Y1 phonics check

	cohort	Number achieving standard	% school	% national
No SEND	55	38	69	83
SEND support	4	2	50	42

*Whilst children with SEND support did not achieve as highly as the rest of the cohort, the school's percentage was 8% above National and the gap between SEND/none was narrower (19% compared to 41% nationally)*

#### Y2 phonics retake

	cohort	Number achieving standard	% school	% national
No SEND	53	50	94	95
SEND support	7	6	86	67

*This was echoed for those children who retook the phonics test in Y2*

*Whilst children with SEND support did not achieve as highly as the rest of the cohort, the school's percentage was 19% above National and the gap between SEND/none was narrower (8% compared to 28% nationally)*

#### Attainment at KS1 (APS)

	All subjects		Reading APS		Writing APS		Maths APS	
	School	National	School	National	School	National	School	National
No SEND	16.5	16.9	17.0	17.4	15.8	16.1	16.6	17.1
SEND support	14.4	12.5	14.7	12.8	13.9	11.6	14.7	13.2

*The picture is very positive in all areas together and separately even though children with SEND support did not achieve as highly as the rest of the cohort.*

Overall the school's percentage for SEND was 1.9 APS above National and the gap between SEND/none was narrower (2.1APS compared to 4.4APS nationally)  
 In reading the same difference of 1.9 APS against national; gap 2.3 APS in school compared to 4.6 APS nationally.  
 Writing difference of 2.3 APS above National, gap for school 1.9 APS compared to 4.5 APS Nationally  
 Maths 1.5 APS above National, gap in school 1.9APS, gap of 4.9APS nationally

**Attainment at KS2 (APS)**

	All subjects		Reading APS		Writing APS		Maths APS		SPAG	
	School	National	School	National	School	National	School	National	School	National
No SEND	28.2	29.9	28.0	30.1	28.7	30.0	28.0	29.4	30.3	30.5
SEND support	22.0	25.1	22.0	25.1	21.0	25.4	23.0	24.3	24.0	24.0
School gap	6.2		6.0		7.7		5.0		6.3	
National Gap		4.8		5.0		4.6		5.1		6.5

For all subjects, reading and writing separately the gap within school is greater than nationally. It is just narrower in maths and SPAG.  
 None of the differences are significant

**Progress at KS2**

Value added progress for SEND between KS1 and KS2 was higher in school than National (99.7 compared to 99.3), this difference is greater than in 2014.

100% of the SEND children achieved expected (or above) progress compared to 79% nationally  
 100% of SEND cohort achieved expected (or above) progress in writing compared to 88% nationally  
 In reading only 60% of the group achieved expected progress, compared to 83% nationally. One of the possible reasons for this is that, as the first test some of those children who have SEND found this very unsettling and did not achieve as had been predicted based on practice tests.

**Stakeholder Views**

Current Outside Agencies involved are:

Educational Psychologist, Speech and Language Therapist, SENIT (school support), Paediatricians, cluster services (inc behaviour support), STARS(autism), play therapist, counsellors.

- Parent/Pupil Voice – each term we have a review in which parents and children are able to express their views. These are always very positive, with reports from class teachers and outside agencies being discussed.
- Comments from outside agencies  
 (SENIT) " I can't believe she is the same child that I saw in Reception"  
 (STARS) "What you have done for \*\*\*\*\* is unbelievable. The progress he has made in 2 years is testimony to this"

**Possible case studies**

Currently have 3 children with diagnosis of Autistic Spectrum Disorder, 2 children who are undergoing assessment for it and 3 others who have distinct pragmatic needs. All of these children have been identified within school, with outside agency involvement supporting our diagnosis.

One child in Y1 has had top up funding since nursery for specific language impairment. He was barely communicating and made only a few vocal sounds. This funding is no longer available due to his outstanding progress.

2 children in Y5 have also had top up funding since EYFS.  
They are also now exceeding the level at which they would be entitled to this.

One child in Y3 had top up funding for behaviour in KS1. Due to further assessment and understanding of his needs, his funding is no longer for SEMH, but is now for communication as it has become clear his needs are pragmatic.

One child in Y6 will not qualify for top up funding in Y7, due to the progress he has made with his specific language disorder.

**Next steps/Key SEND Action Points: (summer term 2016)**

Disseminate Intensive Interaction training to parents of EY children (5<sup>th</sup> May 2016)

Disseminate Reciprocal Reading training to all TAs. (JL)

EHC plan requests for 3 children (1 in nursery, 1 in Y1 and 1 in Y5 – JL)

Transition reviews with 2 high schools