

# BEACON RISE PRIMARY SCHOOL

## Annual Report to Governors

### January 2018



At Beacon Rise Primary 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.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

#### SEND School Profile

At present, SEND pupils make up 25% of the whole school population.

	January 2015	January 2016	January 2017	January 2018
<b>SEN Support</b>	128	129	120	
<b>Statement/EHC</b>	5	5	10	14

#### SEND Profile per Year

	Rec	1	2	3	4	5	6
<b>SEN Support</b>							
<b>Statement/EHC</b>	4	3		3	2	2	

#### Identifying Special Educational Needs

Children's needs may be categorised into four bands areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

#### Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Carry out home visits for all Reception pupils
2. Attend all transfer reviews for all pupils with SEND transferring to us
3. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

#### Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Providing all adults with the opportunity to discuss concerns at any time
4. Liaising with parents.

### Provision

Any child identified on the SEND register receives additional support. This is outlined on the year group provision map which is written in conjunction with the class teacher and TA. This outlines any support in addition to quality first teaching which is needed for pupils within the class.

Teachers then write an intervention plan, clearly outlining the pupil's current level, targets linked to their next steps in learning and suggested activities. TAs use these plans to plan the daily intervention sessions. At the end of the intervention, the class teacher and TA review the pupil's learning and state the exit level.

Parents/Carers are invited to meet termly with the class teacher, teaching assistant and where appropriate SENCO to review their child's learning, celebrate their successes.

For further information, please see the School Local Offer on the SEN section of the school website.

### Attainment and Progress of SEND Pupils 2016-7

#### EYFS

	Number of Pupils	Good Level of Development Achieved
Any SEN	18	22%
EHCP/Statemented	3	0%
SEN Support	15	27%

#### KS1

##### Year 1 Phonics Test

	No of Pupils	Passed
Any SEN	22	91%
EHCP/Statemented	0	
SEN Support	22	91%

#### Year 2

	No of Pupils	Met National Expectation		
		Reading	Writing	Maths
Any SEN	19	47%	32%	42%
EHCP/Statemented	3	0%	0%	0%
SEN Support	16	56%	38%	50%

#### KS2

##### Year 6

	No of Pupils	Met National Expectation			
		Reading	Writing	Maths	R, W & M
Any SEN	18	83%	94%	83%	78%
EHCP/Statemented	0				
SEN Support	18	83%	94%	83%	78%

The progress made by these pupils is:

	No of Pupils	Reading	Writing	Maths
Any SEN	18	2.22	4.96	2.06
EHCP/Statemented	0			
SEN Support	18	2.22	4.96	2.06

This data shows the progress our pupils with SEND make is in line with or above that of the other pupils without SEND.

### **SEND Budget**

High needs statement support for 2014 – 2015 was £47,936.

High needs statement support for 2015 – 2016 was £41,499.

High needs statement support for 2016 – 2017 was £84,040.

High needs EHC support for 2017-2018 is currently £131,207. The LA have recognised the school has a high level of need and allocated £27,993 through a High Incidence Grant.

This money is spent on supporting individual pupils with a statement through:

- 1:1 TA support
- Specialist resources
- CPD for TAs supporting individual needs.

The school budget, received from South Gloucestershire, includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies.

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

### **Key Priorities for 2017-18**

- Ensure pupils with SEN make at least average progress in each Key Stage
- Ensure staff have the necessary knowledge and skills to teach and include all pupils with SEN
- Managing anxiety training for all staff
- Transgender training for all staff
- Update SEN register and provision
- Induction of new TAs.