



SEN Report July 2018

Evaluation of SEN provision and pupil progress

Analysis of numbers of pupils on SEN register

In Term 1 2015 there were 14 pupils on the SEN register. This is 11% of the school community.

No pupil had a statement of Special Educational Needs.

This academic year, Key Stage leaders have led pupil progress meetings which has enabled them to deploy TAs effectively and it not be the sole responsibility of the SENCo. Our data tracking system is a valuable tool to use and, combined with the expertise of the teachers, children are identified early and appropriate support is put in place.

The four broad **categories** are:

- Communication and Interaction (C & I)
- Cognition and Learning (C & L)
- Social, emotional and mental health needs (SEMH)
- Sensory and /or physical needs (S & P)

Most children are on the register for more than 1 area of need as needs present co-morbidly.

Looked After Children

Currently there are no looked after children in school.

Analysis of SEN Pupils Progress

The progress of SEN pupils is monitored at Data Tracking Meetings which are held three times per year.

National assessment levels no longer exist. Nettlebed Community School uses a data tracking system called Target Tracker. There are age related bands for each year group and within each band there are six steps.

A 'good' level of progress for SEN pupils is 4.0 steps.

All SEND pupils made their expected progress in maths and reading but 3 children did not make it in writing. Interventions have been put in place for the following year.

When a pupil is identified as making less than expected progress in any area, action is taken to review the intervention programmes, support time and, if necessary, external agencies are asked to provide advice and strategies. The interventions may change or /and the amount of support may be increased in consultation with the teacher and head teacher.

Attendance

Average attendance over the academic year 2018 - 2018 for SEND pupil was 95.83% compared to 96.1% of non-SEND children. Attendance has a significant impact on progress. This very good attendance enables interventions to be held regularly as timetabled and pupils to participate in a broad balanced curriculum.



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Interventions:

The interventions used across the school include Rapid Reading, Rapid Maths, Rapid Writing, precision teaching, Launch into Reading Success, Spirals, ELS and Wave 3 literacy, Rapid phonics, Phonological Awareness Training.

Additional resources have been purchased and are being used to support pupils with specific learning difficulties. There is a range of resources, books, board games and card games.

Multi- Agency support:

- Educational Psychologist (2.0 days plus statutory work)
- Occupational Therapist
- Speech and Language Therapist
- Speech and Language technician
- Language and Advisory Support Teacher -LACAT
- Physiotherapist

SEN Staff Training

SENCO attended inclusion meetings three times per year, and as Designated Teacher attended a training session.

TA meetings are held regularly. These meetings provide TAs with school information, intervention training and issues raised by the TAs are discussed.

Some TAs have experience with specific interventions. Their experience is used to support other TAs to deliver the intervention by providing time to explain the resources and then to work alongside each other for a short time, if necessary.

This term two TA meetings per week have been held at the start of each month to enable all TAs to attend a meeting. This has been introduced due to the number of part time TAs .

Specific training was given from a speech and language technician to support activities for pupils.