

SEN AND DISABILITIES

A report from the Governors of St. Michael's CE Primary School on the effectiveness of the arrangements for pupils with special educational needs and disabilities.

September 2016

The School's Aim

At St. Michael's CE Primary School our aim is to ensure that we are an educationally inclusive school in which the teaching and learning, achievements, attitudes and well being of every young person matters. We take account of pupils' varied life experiences and needs, monitor and evaluate the progress each pupil makes, identify where extra provision and support is necessary and take practical steps to meet pupils' needs effectively.

We have various policies to help us to achieve this aim of which the school Access Policy forms the focus for pupils with SEN and disabilities. The school has updated our practice in line with the SEND code of practice (statutory guidance) which was published on the 15th August 2014.

The SEN Policy

The SEN Policy outlines our aims and all our arrangements for its coordination and management. It describes the systems we have to identify, assess and provide for pupils with special needs and to make sure that we are working in partnership with the pupil, you the parents / carers, other agencies and professionals and other schools to which our pupils may transfer.

The staff

We have a Special Needs Coordinator (SENCo), Miss Billingham, who has an afternoon a week for the role and in 2015 - 2016 we employed 9 teaching assistants for a total of 218.25 hours per week. The work of the Teaching Assistants continues to be varied. They may support our pupils with special needs in the classroom, work supporting small groups or on a one to one basis or during break or lunchtimes.

The Headteacher and school SENCo lead the overall monitoring and progress of pupils with special educational needs. A number of outside agencies (including the Educational Psychology Service, the Speech and Language Therapy Service and Occupational Therapist) further support school provision; although elements of some of these services now have to be 'bought in' by the school. Pupil Premium money has been used to buy in additional Speech and Language provision for half a day a week for selected Pupil Premium children and children for whom this is appropriate. Good liaison between the SENCo, other professionals, class teachers and parents ensures the provision of well constructed Individual Education Plans (IEPs) for pupils on SEN Support and those with Education, Health and Care plans. Individual pupils' progress is monitored through termly reviews, annual reviews and regular assessments. The school actively seeks to work with parents and values the contribution they make; to this end the Disability Equality Group (DEG, containing parents, governors along with the SENCo and Headteacher) continues to meet regularly to make sure that all the needs of the members of our school community are considered and, as far as possible, met.

At this time the total number of pupils on the SEN register represents 5% of the school's population this is a lower figure than last year and continues to reflect the new criteria which have to be met in order that children qualify as having SEND. In August 2016 there were 10 children from years 1 – 6 on the register although this number fluctuates throughout the year as children are added to, or removed from, the register.

External Evaluation of Provision

On 26-27th January 2012 the school underwent an OFSTED inspection; all aspects of school life were scrutinised and the key findings with regard to SEN are included here:

- St Michael's is a good school, with a strong emphasis on raising pupils' awareness of values. Most parents and carers hold positive views of the school describing it as a place where 'there is a particularly strong sense of inclusiveness that helps all children to learn'.
- School leaders have been effective in raising pupils' attainment since the previous inspection, not least by ensuring teachers have higher expectations of what pupils are capable of achieving. Considerable improvement to the school's tracking of pupils' progress has enabled it to intervene sooner to enable those at risk of underachieving to make better progress.
- The early identification of need and well-constructed programmes enable pupils with special educational needs to gain confidence and progress particularly well in their speaking and reading.
- Teaching and learning support assistants are utilised effectively. Teachers ensure assistants have a clear understanding of the lesson objectives and of their role in the lesson. They provide particularly effective support for those who find learning difficult. This was seen in a typical lesson where lower-attaining pupils made good progress in their understanding of factors because the learning support assistant provided just the right balance of support and challenge.
- School leaders, including governors, ensure the safety of all pupils and staff through stringent checks. Staff training ensures all are kept fully up to date with best practice in child protection procedures. Staff are vigilant in looking out for the needs of those pupils whose circumstances have made them vulnerable. Governors are rigorous in ensuring site safety and risk assessments for all activities are fully in place.
- Development planning is based securely on accurate data, with strengths in provision being built on and weaknesses systematically and effectively tackled. Pupils' progress is monitored closely, the outcomes forming the basis of regular meetings, resulting in well-targeted support and guidance for individual pupils. As a result, all pupils have equality of opportunity and the school does not tolerate discrimination of any kind.

Pupil Premium

A separate report is produced evaluating how the Pupil Premium is spent and what impact this has on the most vulnerable pupils in the school.

Pupil progress:

- The Headteacher uses school tracking data alongside reports produced by Oxfordshire County Council to help inform staff of levels of progress and attainment for classes and groups (such as Pupil Premium children or SEND children).
- All children are assessed individually in core subjects through a range of formative and summative assessments in line with the new targets and expectations of the new Primary Curriculum.
- The new expectations are higher than those of the previous curriculum and this has had an impact on results; the impact is particularly noticeable for Y6, who were taught for the first five years in the previous system, and for those children who have specific learning difficulties.
- The school aims for all children to be assessed as 'secure', or above, in their year group and, where this is not the case, teachers and the Senior Leadership Team work together to identify gaps in learning and how to fill them.
- The school uses a range of interventions in order to accelerate the progress of children who need additional support to make expected (or more) progress and/or are not achieving at the expected level.
- Analysis of assessment data show that 36% of children on the SEN register in key stages 1 and 2 were assessed as 'secure' (or above) in reading at the end of the year. However, 71% of these children were assessed as 'securing' (the step immediately before 'secure' in the new assessment system) or 'secure' or above.
- 7% of the children on the SEN register in key stages 1 and 2 were assessed as 'secure' in writing. 43% of these children were assessed as 'securing' or 'secure'.
- 7% of the children on the SEN register in key stages 1 and 2 were assessed at a 'mastery' level (higher than secure) in maths. 36% of these children were assessed as 'securing' or above.
- Pupils who are on the Gifted and Talented/ More Able register are there for a variety of reasons (for example, outstanding artistic abilities or being a gifted mathematician).
- 100% of pupils who were on the Gifted and Talented register achieved results above age related expectations in reading, 89% achieved results above age related expectations in writing (100% were assessed as 'secure') and 95% achieved results above age related expectations in maths (100% were assessed as 'secure').

Admission Arrangements

The school's admission arrangements are as described by Oxfordshire County Council for all maintained primary schools. The Governors of St. Michael's CE Primary School support the notion that wherever possible all pupils with Special educational Needs should be educated in mainstream schools provided that the following criteria apply: -

- a. Account must be taken of the views of the parents of the child
- b. That the pupil's Educational Needs can be met in the school
- c. Placement must be consistent with the education of other pupils in school
- d. That the appropriate resources are available including staff and equipment

The school implements the equal opportunities policy to ensure that all pupils are entitled to the full range of activities.

Pupils with disabilities

Pupils with disabilities are those who have, 'a physical or mental impairment which has a substantial or long term adverse effect on that person's ability to carry out normal day to day activities.' This may include physical and mental conditions and learning disabilities.

The school has adapted our practice in line with the SEND code of practice (statutory guidance) which was published on the 15th August 2014. We continue to endeavour to meet the needs of pupils with disabilities within the school environment through our School Access Policy and Action Plans. These have highlighted areas for consideration when development of premises, general maintenance and redecoration have taken place as well as considerations for the delivery of the curriculum and ensuring that any information about the school is accessible. All facilities at St. Michael's CE Primary School are accessible with ramp access to the main door and side entrance. The main school building has a toilet for the disabled adjacent to the Year 1 classroom. The Catherine Wheel Centre (Partnership Foundation Stage Building) has a disabled toilet with a rise and fall changing unit and level access to all doors. The needs of wheel chair users were also taken into account when designing the outdoor learning environment. A visual as well as auditory fire alarm has been installed in the new building to address the needs of hearing impaired pupils.

Staff Training during 2015/2016

- School Improvement – Raising Attainment in Spelling (INSET day 01.09.15 attended by HT and 8 teachers)
- Health & Safety briefing linked to staff handbook and generalised safe guarding training (Led by HT for 3 hours, 02.09.15, attended by 24 members of staff)
- Ofsted Briefing (twilight 09.09.15 attended by HT)
- LA Heads / Chairs Briefing (twilights 15.09.15 & 22.06.16 attended by HT)
- Personnel Service training (25.09.15 half-day attended by HT)
- Headspace Training (06.10.15 & 01.12.15 half-days attended by HT)
- LAC Designated Person Training (16.10.15 half-day attended by HT)
- Engaging In Learning Partnership INSET (INSET day 02.11.15 attended by HT and 19 other staff)
- FFT – ‘Life after Levels’ (11.11.15 half-day attended by HT)
- Outstanding Formative Assessment (23.11.15 day attended by HT)
- Church Schools in Modern Britain (24.11.15 half-day attended by HT)
- Designated Safeguard Lead training (26.11.15 half-day attended by HT)
- Integris OPT Analysis Tool training (11.02.16 half-day attended by HT)
- Arts Mark training (24.02.16 day attended by HT and 1 teacher)
- Integris OPT analysis follow up training (07.03.16 half-day attended by HT and 2 teachers)
- Head Teachers’ conference – ‘Education and Leadership – International Perspectives’ (17-18.03.16 attended by HT and 1 teacher for 1 day)
- Short Inspections – updates (12.04.16 twilight attended by HT)
- Budget Surgery (13.04.16 half-day attended by HT and 1 other member of staff)
- PE & Sports Premium Update (17.05.16 half-day attended by HT)
- Prevent Training (18.05.16 half-day attended by HT and 1 teacher)
- Prevent Training (accessed on line independently and completed by teaching and some support staff)
- LA Heads / Chairs Briefing
- Integris OPT update (06.07.16 half-day attended by HT)
- Early Excellence Training (09.11.15 half-day attended by 1 teacher)
- Early Years moderation (03.05.16 half-day attended by 1 teacher)
- EYFS Coordinators Network (17.05.16 half-day attended by 1 teacher)
- FA Skills Training via in house coach (6 X 1 hour sessions accessed by 2 teachers)

- SLT Network Meeting (29.09.16 half-day attended by 1 teacher)
- School First Aid training (04.01.16 INSET day attended by 15 staff)
- Maths of the Day training (12.01.16 half-day attended by 1 teacher)
- Project X Training (13.01.16, 21.03.16 half-day attended by 2 members of staff plus 4 additional sessions attended by 1 member of staff)
- Assistant Heads' Conference (15.01.16 day attended by 1 teacher)
- Fire Safety Awareness (25.01.16 twilight attended by 11 members of staff)
- Maths Network (04.05.16 & 29.06.16 twilights attended by 1 teacher)
- Brookes – Student moderation (09.06.16 half-day attended by 1 teacher)
- Maths Conference (10.06.16 day attended by 1 teacher)
- KS1 & KS2 Writing Moderation (08.03.16 half-day attended by 2 teachers)
- KS1 & KS2 Partnership Writing Moderation (16.06.16 half-day attended by 2 teachers)
- Educational Visits Coordinator Training (18.11.15 day attended by 1 teacher)
- PE Coordinators Network / Conference (12.01.16 day attended by 1 teacher)
- REAL PE – Key step gymnastics (12.02.16 half-day attended by 1 teacher)
- Diabetes Training (02.12.16 1 hour attended by 3 members of staff)
- Diabetes Training (08.06.16 half-day attended by 5 members of staff)
- Diabetes Training (29.09.15 half-day attended by 3 members of staff)
- Diabetes Training (21.10.15 1 hour attended by 2 members of staff)
- Science Network (25.05.16) half-day attended by 1 teacher)
- SENCo Conference (07.07.16 day attended by 1 teacher)
- Storytelling Training session (16.10.15 day attended by 1 teacher)
- KS2 Assessment Training (03.02.16 day attended by 1 teacher)
- Storytelling Training session (12.02.16 day attended by 1 teacher)
- Literacy Network Meeting (24.05.15 half-day attended by 1 teacher)
- EAL training supporting new and existing learners (25.11.15 day attended by 1 teacher)
- Learning project training 1 (24.09.16 half-day attended by 2 members of staff)
- Learning project training 2 (12.11.16 half-day attended by 2 members of staff)
- Learning Project training 3 (04.02.16 half-day attended by 2 members of staff)
- Learning Project training 4 (17.03.16 half-day attended by 2 members of staff)
- Learning Project training 5 (19.05.16 half-day attended by 2 members of staff)
- Learning Project – training follow up (various sessions attended by 10 members of staff)
- Paediatric First Aid Training (22-23.10.16 two days training attended by 2 members of staff)

Governor with responsibility for SEN: Ann Pearsall

Miss Emma Billingham – SENCo

Date: 17.09.16