



Annual report to Parents and Governors on the Implementation of our Special Educational Needs and Disability (SEND) policy July 2017

SEND Report for the 2016-17 Academic Year

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SEND Governor: Mrs Pagliacci
Head teacher: Mrs Hannon

Policy

Our SEND and Inclusion Policy was reviewed and redrafted by Mr. Shepherd in November 2016 and the Governors ratified the policy in February 2017. The policy states that all teachers are responsible for every child in their care, including those with special educational needs. You may download this policy from our school website www.amblesideprimaryschool.co.uk (location: key information, policies and statements).

Number of pupils with SEN – Summer Term 2017

	Autistic 19	SLD 4	MLD 29	Social, emotional & mental health 3	Visual 1	Hearing 1	ADHD 2	Comm & Interaction 7	Physical 2
Ph. 1	4	1	1	0	0	0	0	7	1
Ph. 2	8	3	4	0	0	0	0	0	0
Ph. 3	4	0	7	1	1	1	2	0	1
Ph. 4	3	0	17	2	0	0	0	0	0

Number of SEND pupils at Ambleside - Trends over the last three years

	Summer 2015	Summer 2016	Summer 2017
Phase 1	12	11	14
Phase 2	10	14	15
Phase 3	8	16	17
Phase 4	13	32	22
Totals	43	73	68

The school continues to have a significant number of SEND pupils. There has been a slight decrease from the previous year but school is expecting the overall number to be higher than 73 after the September 2017 intake. The numbers of pupils with SEND in each Key Stage is broadly similar but within Phase One and Phase Two the needs of these pupils are more significant. Amongst these pupils there is one pupil who has an Education Health Care plan. Since September 2016 the school has requested an EHCP for one pupil from the Local Authority but we as yet are to hear what their decision is. Another request would have been made if parents had been able to attend the initial meeting and this has been rescheduled for July 2017. One pupil who a request was made for in Summer 2016 came

back as a no decision. School worked with the Local Authority to convert this pupils' statement into an Education Health Care Plan.

Progress of pupils with SEND

Progress of SEND support pupils from Sept 2016 to July 2017

EYFS

Reading	F1 (N2)			F2		
	Aut (4)	Spr (6)	Sum (5)	Aut (5)	Spr (5)	Sum (5)
Below	25% (1)	33.3% (2)	0% (0)	20% (1)	20% (1)	40% (2)
Expected	50% (2)	16.7% (1)	0% (0)	80% (4)	40% (2)	20% (1)
Better	25% (1)	50% (3)	100% (5)	0%	40% (2)	40% (2)
Writing	F1 (N2)			F2		
	Aut (4)	Spr (6)	Sum (5)	Aut (5)	Spr (5)	Sum (5)
Below	50% (2)	33.3% (2)	60% (3)	80% (4)	80% (4)	80% (4)
Expected	25% (1)	33.3% (2)	20% (1)	0%	0%	0%
Better	25% (1)	33.3% (2)	20% (1)	20% (1)	20% (1)	20% (1)
Number	F1 (N2)			F2		
	Aut (4)	Spr (6)	Sum (5)	Aut (5)	Spr (5)	Sum (5)
Below	75% (3)	33.3% (2)	33.3% (2)	80% (4)	60% (3)	60% (3)
Expected	0%	33.3% (2)	33.3% (2)	0%	0%	0%
Better	25% (1)	33.3% (2)	33.3% (2)	20% (1)	40% (2)	40% (2)

Number in brackets represents the numbers of children.

- Reading – Most pupils are achieving expected or better in F1 and F2
- Writing – Most pupils are achieving below expected in F1 and F2
- Number - Most pupils are achieving expected or better in F1 but in F2 most are below

Key Stage One

Reading	Year One			Year Two		
	Aut (7)	Spr (9)	Sum (9)	Aut (6)	Spr (6)	Sum (6)
Below	87.5% (6)	44% (4)	55% (5)	50% (3)	33.3% (2)	33% (2)
Expected	0%	33% (2)	33% (3)	33% (2)	33.3% (2)	50% (3)
Better	12.5% (1)	23% (3)	12% (1)	17% (1)	33.3% (2)	17% (1)
Writing	Year One			Year Two		
	Aut (7)	Spr (9)	Sum (9)	Aut (6)	Spr (6)	Sum (6)
Below	72% (5)	56% (5)	55% (5)	33% (2)	33.3% (2)	17% (1)
Expected	14% (1)	22% (2)	33% (3)	50% (3)	33.3% (2)	50% (3)
Better	14% (1)	22% (2)	12% (1)	17% (1)	33.3% (2)	33% (2)
Maths	Year One			Year Two		
	Aut (7)	Spr (9)	Sum (9)	Aut (6)	Spr (6)	Sum (6)
Below	100% (7)	66% (5)	44% (4)	33.3% (2)	33.3% (2)	33% (2)
Expected	0%	0%	56% (5)	33.3% (2)	16.7% (1)	33% (2)
Better	0%	34% (4)	0%	33.3% (2)	50% (3)	33% (2)

- Reading – During this year, most pupils achieved either expected or better in Yr 2 and half of the pupils are achieved either expected or better in Yr 1.
- Writing – During this year, most pupils achieved either expected or better in Yr 2 and half of the pupils achieved either expected or better in Yr 1.
- Number - During this year, most pupils achieved either expected or better in Yr 1 and in Yr 2.

Key Stage Two

Reading	Year Three			Year Four		
	Aut (8)	Spr (8)	Sum (8)	Aut (6)	Spr (6)	Sum (6)
Below	62.5% (5)	50% (4)	38 % (3)	85.5% (5)	85.5% (5)	50% (3)
Expected	14% (1)	25% (2)	50% (4)	14.5% (1)	14.5% (1)	33% (2)
Better	23.5% (2)	25% (2)	12% (1)	0%	0%	17% (1)
Reading	Year Five			Year Six		
	Aut (8)	Spr (8)	Sum (8)	Aut (13)	Spr (13)	Sum (13)
Below	75% (6)	75% (6)	75% (6)	73% (9)	86% (11)	84% (11)
Expected	12.5% (1)	25% (2)	25% (2)	20% (3)	7% (1)	16% (2)
Better	12.5% (1)	0%	0%	7% (1)	7% (1)	0%
Writing	Year Three			Year Four		
	Aut (8)	Spr (8)	Sum (8)	Aut (6)	Spr (6)	Sum (6)
Below	62.5% (5)	75% (6)	25% (2)	100% (6)	84% (5)	50% (3)
Expected	14% (1)	0%	50% (4)	0%	16% (1)	33% (2)
Better	23.5% (2)	25% (2)	25% (2)	0%	0%	17% (1)
Writing	Year Five			Year Six		
	Aut (8)	Spr (8)	Sum (8)	Aut (13)	Spr (13)	Sum (13)
Below	75% (6)	75% (6)	62% (5)	78.5% (10)	70% (9)	84% (11)
Expected	25% (2)	25% (2)	38% (3)	7% (1)	23% (3)	16% (2)
Better	0%	0%	0%	14.5% (2)	7% (1)	0%
Maths	Year Three			Year Four		
	Aut (8)	Spr (8)	Sum (8)	Aut (6)	Spr (6)	Sum (6)
Below	37.5% (3)	62.5% (5)	62% (5)	100% (6)	100% (6)	75% (4)
Expected	50% (4)	12.5% (1)	38% (3)	0%	0%	25% (2)
Better	12.5% (1)	25% (2)	0%	0%	0%	17% (1)
Maths	Year Five			Year Six		
	Aut (8)	Spr (8)	Sum (8)	Aut (13)	Spr (13)	Sum (13)
Below	100% (8)	100% (8)	62% (5)	73.5% (9)	100% (13)	100% (13)
Expected	0%	0%	38% (3)	26.5% (4)	0%	0%
Better	0%	0%	0%	0%	0%	0%

- Reading – During this year, most pupils achieved either expected or better in Yr 3, half of the pupils achieved either expected or better in Yr 4 and in Yr 5 & Yr 6 most pupils achieved below the expected progress.
- Writing – During this year, most pupils achieved either expected or better in Yr 3, half of the pupils achieved either expected or better in Yr 4 and in Yr 5 & Yr 6 most pupils achieved below the expected progress.
- Maths - During this year, all pupils achieved below the expected progress in Yr 3, Yr 4, Yr 5 and Yr 6.

Progress according to type of SEND

Percentage of pupils in Yr 1 to Yr 6 who made expected or better progress			
	Reading	Writing	Maths
ASD	50%	37.5%	37.5%
Severe learning difficulties	66%	66%	66%
Moderate learning difficulties	33%	28.5%	28.5%

Attendance for SEND pupils

	2012-2013	2013-2014	2015-2016	2015-2016
SEN	74.5%	91.3%	92.65%	91.6%
Non-SEN	93.6%	92.8%	95.58%	94.6%
Gap	- 19.1%	- 1.5%	- 2.9%	- 3.00%

The overall attendance for SEND pupils is one percent down on the previous year but slight higher than 2013 – 14 and much higher than in 2012 -13. The gap between SEND pupils and non-SEND pupils for 2016 – 17 increased by 0.1%. but that is in part due to a drop in attendance for non-SEND pupils. There has been an ongoing focus on tracking of attendance by staff and regular conversations with teachers and parents/carers have taken place. As a result, the attendance percentages for SEND pupils are now more closely aligned to whole school percentages however this focus needs to continue as it has not as yet made sufficient impact on attendance rates for SEND pupils.

Exclusions

During the academic year 2016-2017 there were four permanent exclusions. Two of these exclusion were in Year 5, one was in Year 6 and one was in Year 3. One of the four pupils has ASD and another is ADHD. There were thirty- five fixed term exclusions, nine in the Autumn term, ten in the Spring term and 16 in the Summer term. The exclusions involved a total of fifteen different pupils with half of those pupils excluded on for between 0.5 days and five days. All of the pupils excluded received daily timetabled support from a teaching assistant and a Learning mentor. Each pupil had a plan of support and successful strategies identified, to ensure the best possible provision

Budget Allocation

The school's SEND funding comes from three sources. It comes from an allocation within the whole school's delegated budget. This allocation allows the school to employ additional teaching assistants who are deployed to support pupils with significant needs.

A second source is funding from the Local Authority via the High Level Need bidding system. This allows individual pupils to have a funding stream attached to them in recognition of their high level of need. The funding is for a year and bids need to be submitted annually. From the 68 pupils currently listed as SEND, only 11 of these receive high level needs funding.

The last funding stream is taken from pupils eligible for Pupil Premium. This last funding stream allows school to put in place specific and significant provision which is either a programme of tailored support or physical resources for the pupils.

Employment of a Speech and language therapist twice a week and an Educational psychologist once a fortnight and support for Year 5 & 6 pupils with dyslexic tendencies have also been sourced from the Pupil Premium Grant.

STAFFING FOR SEND			ADDITIONAL SEND COSTS	
Staff Category	Total weekly hours of SEN support	Total annual cost including on costs	Supplies & Services	Costs
Teaching Assistant - Level 1	655.25	446074	Training	1921
Teaching Assistant - Level 4	22.5	12219	LA SEN Support	1480
Care Assistant	32.5	16167	Speech Therapist	7920
Midday Supervisor & Lunchtime Learning Mentor	40	19897	Psychologist	8434
Learning Mentor*	111	35314	Specialist Dyslexia teacher	8345
Inclusion Leader*	32.5	22498		
Deputy Inclusion Leader*		14098		
*42% of total salary				
(58% paid by PP)	893.75 hours	£566,206		£28,100

Whole staff CPD

Teachers and teaching assistants have attended continued professional development in the following SEND areas:-

- Identifying and supporting children with SEND
- Phonics & reading
- Autism
- Positive handling and de-escalation methods

Specialist CPD

Mr Shepherd (Inclusion Leader):

- Completed CPD across the year to complete the National Professional Qualification for Senior Leaders
- Worked closely with other Inclusion Leaders from the other local schools who make up the Primary Six Partnership

Mr Whale (Deputy Inclusion Leader):

- Worked closely with other Inclusion Leaders from the other local schools who make up the Primary Six Partnership – including a specific CPD session on 'A Dyslexic Friendly Classroom'.
- Observation of delivery of Makaton sessions with pupil.

Evaluating the effectiveness of provision made for children with SEND

The overview of progress for pupils with SEND outlined in the report shows that in EYFS and Key Stage One most pupils are making expected or better progress, however for Key Stage Two most are making below expected progress. This suggests that the provision being provided in EYFS and Key Stage One is effective and tailored accordingly but this is not the case for Key Stage Two.

The challenge for next year will be to address the issues in Key Stage Two which are causing insufficient progress to be made while maintaining the effective provision in EYFS and Key Stage One. We have a number of pupils in school for whom social development and ability to communicate are significant challenges. This is an aspect this data does not show.

We do assess the pupil's progress in both and it is a focus of the day to day provision provided. From our assessments, most of our pupils have made some good progress this year and there have been a lot of positive comments at the recent review meetings.

Every high profile SEND pupil has had a least two review meetings during the year which Mr. Shepherd and Mr. Whale both conduct due to the number of pupils requiring them. This means school is able to work more effectively and ensure there is better continuity between meetings. This year, Mr. Whale this year has spent a lot of time attending CAF meetings and liaising with outside agencies. This is often required when a pupil first starts with the school but there are also the ongoing meetings and continuing the development of provision throughout the year. Mr. Shepherd has focussed on the transition of Year Six pupils. Although a lot of this focus was during the Summer term, the process started for some pupils when they were still in Year Five. The work of both Mr. Whale and Mr. Shepherd is vital for progress and ongoing success for these pupils and is worth the time and effort required.

The school has the support of a number of outside agencies such as the LA SEND team. These professionals provide guidance to staff and parents as well as supporting the school with any HLN bids or EHCP requests. Their input brings significant benefits to our pupils and allows us to provide well-informed provision. A few pupils receive HLN funding which is additional funding the school receives after a bid is made. This year the school submitted 15 bids and school received funding for 13 of those bids.

The school assigns support for pupils from our teaching assistants' dependent on level of need. A few pupils receive 1:1 support but most have shared support and this varies in amount depending on need. Deployment is carried out following discussion with staff so that it is informed and it is reviewed at least termly to ensure it is at its most effective.

Appendix A

A summary of Ambleside Primary School's approach to SEND and its provision

Whole school approach:

Quality first teaching and additional interventions are defined through our ongoing dialogue across the school contributing to our provision management approach.

Underpinning ALL our provision in school is the graduated approach cycle of:



Tracking SEND across the school

The school maintains a register of all of the pupils it considers to be SEND and this is updated termly to reflect the current standing of SEND within school. Ambleside Primary School alongside other agencies will continue to assess and monitor all pupils. Should any pupil be identified as having a need from any of the four categories of SEND (autism, sensory: including visual/hearing, physical and moderate/severe learning difficulties) they will be considered and assessed for the SEND register.

Approach to teaching children with SEND

Quality first teaching is paramount. However, where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and often uses a combination of approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- individual support
- shared support in groups of up to four
- personalised curriculum and adaptations to match learning styles
- further differentiation of resources

Some examples include:

- Adaptations to the learning environment
- Workstations in low stimulus areas
- Visual prompts
- Visual timetables
- Sensory room
- Variety of resources to provide a range of sensory experiences or develop certain responses

Adaptations to the curriculum

Some recognised routes to differentiation include:

By input	<i>Providing a different Learning Objective One size does not always fit all.</i>
By task	<i>Same learning objective, alternative method</i>
By outcome	<i>Same task but planned different outcomes – consider what outcomes look like at different Year group Bands/Steps.</i>
By support	<i>Staff, peers, use of a scribe, reader, writing frames, visual prompts, key vocabulary</i>
By organisation	<i>Roles assigned within a group, pairs</i>
By resources/ICT	<i>Lap tops, iPads, clicker 6</i>

Support for improving emotional and social development

Where applicable, our provision includes access to:

- 1:1 timetabled support by the learning mentors
- Social skills groups run by the learning mentors and by teaching assistants during lunchtime.
- Behaviour passport system
- Advice and support from the Behaviour support team, Children and Adolescents Mental Health Service and Behaviour and Emotional Health Team.

As part of our whole school approach to Spiritual, Moral, Social and Cultural (SMSC) development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people and the world.

External Agencies

Throughout the school year the following external agencies supported SEND pupils in the school:

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Autism Spectrum Disorder (ASD) Team
- Learning and Cognitive Team
- Behaviour support Team
- Children and Adolescents Mental Health Service (CAHMS)
- Behaviour and Emotional Health Team
- Occupational therapists
- Physiotherapists.

Transition

Some children with SEND find the transition between year groups a problematic and anxious time as they struggle to cope with the unexpected nature of change. To support children during this time, we ensure that we use the knowledge and advice of experts such as EP, SaLT and ASD Teams, when planning the transition for such children.

To ensure the effective transition between year groups for pupils with SEND, this year, the inclusion leader, current teacher and TA met the new year group staff at the end of the summer term to share information and talk through effective proven strategies.

Amongst others, we have also found these techniques to be particularly beneficial:

- making a personalised transition book with photos of new teacher
- additional visits to new teacher/classroom; running errands for their new teacher
- working with their new 1:1 support
- showing good work to their new teacher
- PSHE lessons on change/transition

Many of these activities or transition techniques take place at least a few weeks before the children even learn who their new teacher is going to be. We believe that putting such actions into place – as early as possible - aids a smoother transition.

Liaison with secondary school partners

Strong links exist with all our partner secondary schools. Close liaison took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector. Separate transition arrangements and induction visits were set up for SEND pupils where required.

Pupil involvement in their education

Ways in which we include children in their learning include:

- Whenever appropriate pupils are involved in writing their Learning Plans (LPs) Curriculum targets are written in child friendly vocabulary.
- We involve pupils (as much as possible) in meetings that concern them
- Asking pupils which resource/method works best for them before purchasing new equipment
- Children help to plan their annual reviews if they have Education Health and Care Plan They are invited to give their views prior to review meetings.

Parents and Carers involvement

Parents and carers of children on the register are kept informed about their child's targets and progress through an annual report and both formal and informal meetings with the class teacher. The Inclusion Leader is also available on request daily or during parent evenings.

Children in receipt of Wave 3 support have a Learning Plan (these have replaced Individual Education Plans). To offer families the opportunity to be involved in the process, copies of the latest Learning Plan are given to parents before a review for comments. Parents of children with an Education Health and Care Plan are invited to attend annual review meetings and are formally asked for their views. Parents and carers also have the opportunity to meet with external partners.

The Inclusion Leader and the Lead teaching assistant ran a series of coffee mornings in the summer term. This was an opportunity for parents and carers to talk to staff about the work of their child over a year, in a more informal setting. It was also an opportunity to meet other SEND parents and most importantly provide a chance for the child to be involved.

Parents and carers can also be kept up-to-date and involved with inclusion matters through visiting our informative website –

http://www.amblesideprimaryschool.co.uk/Groups/227920/Ambleside_Primary_School/Curriculum/Inclusion/Inclusion.aspx

Complaints

Our complaints procedure can be found on our school website in the 'Parents' section under policies.

<http://www.amblesideprimaryschool.co.uk/wp-content/uploads/2016/08/Complaints-Procedure-Policy-January-17-CB-edit.pdf>

Parent voice

We both welcome and value your opinion. If you have any questions on your child's SEND provision at our school please contact either their class teacher, Mr. Shepherd or Mr. Whale via the Office.