



NORTH KIDLINGTON SCHOOL Annual SEN Report to Parents – July 2017

Our SEND Policy can be downloaded or read online via our school website www.north-kidlington.oxon.sch.uk. If you are unable to access our website or would prefer a hard copy of the Policy, please contact the school office.

Our definition for Special Educational Needs

At North Kidlington School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

Number of Pupils in the school with Special Educational Needs (SEN) 2016-2017

At North Kidlington School 18.75% (54 children) of our population currently have SEN. This percentage is above the National average of 13.5% for children with SEN in Primary Schools (Source: DfE SFR37_2017_National_tables).

We use the 2014 SEND Code of Practice and the Oxfordshire County Council SEN Guidance Handbook descriptors to identify and record information about the assessment and provision for each pupil.

The Code recognises three broad Levels of provision within the continuum:

1. Wave 1-Quality First Teaching (Previously Initial Action-These children are not recorded on the SEN register).
2. Wave 2-Additional Programmes and support to accelerate learning (Previously School Action)
3. Wave 3-Additional highly personalised interventions (Previously School Action Plus/Statement)

Need	Total Number of Pupils	Percentage of the Whole School	National Percentage (January 2017)
Wave 2 or 3	50	17.36%	12.20%
Statemented-1 pupil	4	1.39%	1.30%
EHCP-3 pupils			

Level of Need	Number of Pupils	Percentage on Register
Communication and interaction	14/54	25.9%
Cognition and learning	36/54	66.7%
Social, Emotional and Mental Health	3/54	5.6%
Sensory/Physical	1/54	1.9%

Curriculum Access and Inclusion

Our approach to access and inclusion is achieved through:

- an inclusive ethos .
- a broad and balanced curriculum for all pupils .
- a system for early identification of barriers to learning and participation.
- a high expectation and suitable targets for all children.

Any pupils with particular needs have been included as fully as possible into the normal classroom environment and, where appropriate, the curriculum has been adjusted. Sometimes it has been appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively.

To comply with the Disability Discrimination Act our school site is accessible. For example our modular building complies with this legislation by having a purpose built ramp for access. All other buildings have also been adapted to allow for wheelchair access. Assessments (from specialist services) and necessary adaptations were carried (as required) cater for new admissions. (Catering for a variety of children including children with visual impairments).

The success of the SEN provision has been evaluated through:

- Monitoring of classroom practice by SENCo and subject coordinators
- Analysis of pupil tracking data and test results – for individual pupils – for cohorts
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Development Plan

Involvement of Parents

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents have visited the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. Parents were able to discuss their child's needs, progress, successes and strengths at Parents/Teacher Consultations, Structured Conversations with the SENCo and Special Needs Review meetings.

Parents have been involved in the initial identification of their child's needs and were always invited to be part of the review process to monitor provision and progress. Wherever possible, parents were involved in any strategies instigated, given advice or support in how to help them to manage their child's difficulties so as to improve individual outcomes. Parents were consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.

Parents have had full access to a copy of all meeting transcripts and relevant documentation regarding their child.

Parents are able to provide feedback through the Parental Questionnaire and they are invited to respond to their child's annual report in the Parental comment section.

OFSTED December 2014

The school has a strong partnership with parents, who are very supportive of it, as seen in the high turnout for the school Christmas plays. Hardly any parents express concerns about the school, and many have only praise.

Pupil Voice

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At North Kidlington we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

Admission and Transfer/Transition Arrangements

This year we have welcomed a number of new pupils with a variety of individual needs and adjusted our provisions as necessary.

The SENCo, Class Teachers and Headteacher liaised over the transfer of pupils from other settings with specific/complex individual needs. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer. Where appropriate, the prospective class teacher and the SENCo have visited the child in his/her school setting, prior to transfer and the SENCo has ensured that a transition plan is set up in collaboration with parents and all other stakeholders.

This year it was necessary to conduct a detailed liaison with one pre-school to ensure a smooth transition from and start to the EYFS for a pupil with complex special educational needs.

The SENCo, Year 6 Class Teachers and Secondary Representatives have met to discuss specific individual needs to help with the transition to Year 7. Year 6 children have also had the chance to visit their new schools.

Internal transfers of pupils with SEN at the end of each year are also carefully planned by the SENCo, Class Teachers and Headteacher. Placements are assessed in order to meet a child's particular needs, and pupils visit their new class before transfer.

SEN information has been gathered together and records transferred to the new teacher or school in as short a time as possible to reduce the chance of a delay in continued provision.

Multi-Agency Links and Support

Over the years we have accessed and maintained the existing links with a range of external agencies, including:

- Educational Psychologist (Termly visits)
- Autism Advisory Teacher
- Speech and Language Therapist
- Language & Communication Advisory Teacher
- Sensory Support Service
- PCAMHS (Primary Child & Adolescent Mental Health Service) / CAMHS (Child & Adolescent Mental Health Service)
- Occupational Therapy
- Play Therapist
- Bounce Back
- SCERTS (Social Communication/Emotional Regulation/Transactional Support)
- Social Care
- Virtual Schools
- LCSS (Local Community Support Services)
- MASH (Multi Agency Support Hub)

Staff Development

The school is committed to gaining further expertise in the area of Special Needs education. 2016-2017 training has included:

- School-based whole school INSET on the Revised SEND Code of Practice and associated paperwork training.
- Pre-Teaching for TAs and Teachers
- SENCo and TA group meetings
- SENCo attendance at County meetings
- Dissemination of current relevant documents on SEN.
- SEN always has a place on the weekly Staff meeting Agenda
- Specific SEN Staff meetings were held each term. (6 in total)
- Selected TAs have received speech and pre-teaching training
- Individual Teacher/TA Numicon and use of Concrete Apparatus in Mathematics training

- Epi-pen and Diabetes Training
- Designated Safeguard Leader Training
- Individualised TA ICT training
- Data tracking (Integris) Workshops
- Specialist Safeguarding Training

Interventions

We carefully monitor interventions across the school. Each intervention is costed and its impact measured. Results from intervention last year show good impact.

Interventions we offered included:

- Read, Write, Inclusive (Small groups and 1:1)
- First Class @ Number One & Two (Year 2 & 3)
- First Class @ Writing / Every Child Writes (Years 3 & 4)
- High Frequency Words (Small groups and 1:1)
- Phonic Boost (Small groups and 1:1)
- Speech & Language Enrichment and Speech Therapy Support
- Comprehension Intervention and Booster Groups (1:1 and Small group)
- Basic Mathematical Skills Booster (1:1 and small group)
- Booster Maths (Teacher and TA led) and Booster Literacy (Teacher and TA led)
- Mental Maths Revision
- Closing the Gap Reading (1:1)
- Early Morning Mathematics
- Homework Club – targeted
- Fresh Start – Y5/6 Literacy Group
- 1:1 Tuition and Small group teacher led interventions
- Mathletics Subscriptions paid for all to support home learning and short term SEN targets.
- Social and Emotional Nurture Sessions (1:1)
- Extra staffing for EYFS to support SEN pupils

Current Staffing

Mrs. Müldür is our Special Educational Needs Co-ordinator.

Mrs. Jackie Garlick is our SEN Governor.

2016-2017 Successes

- Looked After / Children with SEN make very good progress compared to children who are not SEN / Looked After.
- End of KS1 SEN progress is expected in Reading and Writing. (Progress in Maths is very slightly below expected (-0.10)). **SEN progress in Science is significantly better than expected.**
- KS1 SEN Vs Cohort progress gap is closing for Reading and Writing.
- **KS1 SEN Vs Cohort progress gap has been diminished for Maths and exceeded for Science.**
- KS2 SEN have made expected progress in Maths and Science.
- **KS2 SEN made better than expected progress in Reading and Writing**
- **KS2 SEN Vs Cohort progress is better in all areas (Reading, Writing, Maths and Science)**
- SEN Pupil Profiles continues to be effectively managed by the SENCo.
- SENCo successfully implemented 1:1 emotional support for targeted children.
- SEN Pupil Profiles are detailed and show a real understand of individual pupil needs. They identify key SMART targets that are narrowing the gap.

- Staff continue to act in the role of ‘Initial-SENCO’ and continue to improve the recording of initial concerns.
- Staff continue to be fully involved in Structured Conversations/Pupil Profile Reviews with SENCO, Parents and Pupils.
- SEN provision map continues to allow the school to provide targeted interventions and the number of interventions have increased to include some More Able children who also have a need to be catered for.
- Pre-Teaching in the Junior Department has begun to improve outcomes for targeted children.
- 1st Class @ Number and 1st Class @ Writing continue to close learning gaps in Maths and Writing for targeted children.

Next Steps – School Development Plan – 2017/2018

- Continue to monitor the improvement of attainment and progress of our SEN children so that they continue to close the gap or maintain parity with their peers from Foundation Stage to Year 6
- Continue to deliver Every Child Writes (for targeted year groups/children).
- Better match class targets to SEN Profile targets.
- Continue to focus on strategies for the teaching of Mathematics to children with complex learning needs through the utilisation of a whole school approach via Numicon.
- To review and adapt current procedures to cater for new intake and changing needs of our older SEN registered pupils.
- Reallocate TA provision to Years 2 and 3 to cater for the rising number of children with significant/complex SEN.
- Effectively target additional support for Upper Key Stage Two so that current Year 6 SEN pupils have the opportunity to make as good progress as the 2016-2107 SEN cohort. (Before, during and after school interventions).
- Ensuring staff maintain an up to date knowledge and understanding of Keeping Children Safe in Education Part One and know what to do should they have any concerns about child welfare.
- Ensure that effective transition plans are created so that vulnerable children have as smooth and a successful transfer to Secondary School.

We look forward to your continued support and know that by working together we can improve the outcome chances for ALL of the children in our care.

Gary Kemp
Head Teacher
July 2017

Sarah Müldúr
Special Educational Needs Coordinator