



Baildon Church of England Primary School and Nursery
SEND REPORT -End of Year 2017-18

At Baildon CE there is a very small proportion of children with special educational difficulties, compared to national expectations, however the breadth of need within the school is extremely wide, particularly with the number of high need pupils.

2017/18

Provision for SEND children takes the form of in –class support (alongside quality first teaching), small group interventions, booster sessions, access to pastoral workers and 1:1 support.

At the end of this academic year there were 39 on the SEND register (8%of our cohort)

SEN Support - 36 Statement / EHC plan- 3

V.I.	H.I	S/L and COMMUNICATION	MODERATE L/DIFF	SPECIFIC L/DIFF	SOCIAL/EMOTIONAL AND MENTAL HEALTH	PHYS & MED	AUTISM INCL COMM AND INTERACTION
1	0	1	8	14	8	3	4

VI Visual Impairment

SLCN Speech, Language and Communication Needs

SpLD Specific Learning Difficulties

PD Physical Disability

HI Hearing Impairment

MLD Moderate Learning Difficulties

SEMh Social, Emotional and Mental Health

ASD Autism Spectrum

MSI Multi-Sensory Impairment, SLD Severe Learning Difficulties and PMLD Profound Moderate Learning Difficulties- N/A

Number per year group-

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	0	3	10	4	10	5	6

Children funded in school-

3 EHC plans

2 funded 'My Support Plans'

2 going through EHC assessments

2 EHC requests currently being written

2017-18 Impact

Key Stage one:

3 children in Year 1

9 children out of 60 did not pass the Year 1Phonic screener and 3 of these children were SEND (5%). All these children including those on the SEND register have been identified in Year 2 and interventions have already begun to support these children with passing the screener this academic year.

10 children in Year 2

In year 2, there were 10 SEND support with 1 child going through the process of an Educational Health Care assessment by the end of the academic year.

The majority of these children had been working below or working towards the age expectations in EYFS and therefore 80% made expected progress or above progress for reading, writing and maths, when compared to their EYFS results. One child came new in Year 2 and we disagreed with her previous results.

The majority of children in Year 2 have a learning difficulty, either general learning difficulties or specific dyslexic difficulties and only 40% achieved age related in maths and 30% for writing, however 20% achieved greater depth in reading, writing and maths.

Year 3 has been identified as a year group with a large number of SEND needs and appropriate support is directed to the 2 classes.

At the time of the KS1 SATs there were only 5 children on the SEND register who were all on for learning difficulties so official results show as below.

Not SEN	55	105.5	● +1.0	105.4	● +0.9	105.7	● +1.1
SEN	5	88.5	● -8.2	89.6	● -6.6	87.4	● -9.8

Key Stage two:

8 children in Year 6

In year 6, there were 4 SEND support, 1 child had a funded 'My Support Plan' and 1 child with an Educational Health Care plan.

		Actual results			Pupil progress			
Pupils		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	
SEN Group	SEN Support >	5	97.8	20%	0%	+2.4	-12%	-1%
	EHC Plan >	1	-	0%	0%	-	-1%	-0%
	No SEN >	52	109.5 +	88% +	35% +	+2.2 +	+6%	+20% +

Despite only 20% of children with SEND achieving expected in RWM, their progress measures show that the children made good progress from their KS1 results, particularly in reading and writing.

KS1 Prior attainment				Attainment level: KS2 Reading			Attainment level: KS2 Writing			Attainment level: KS2 Mathematics			Attainment level: KS2 GPS		
HML	Re	Wr	Ma	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff	Est	Act	Diff
(L)	(1)	(W)	(1)	87.8	104	+16.2	85.3	91	+5.7	88.8	90	+1.1	87.5	92	+4.5
(M)	(2C)	(2B)	(2A)	104.7	108	+3.3	102.2	103	+0.9	103.1	104	+0.9	105.4	105	-0.4
(M)	(2A)	(2B)	(2B)	104.7	101	-3.7	102.2	103	+0.9	103.1	96	-7.1	105.4	100	-5.4
(L)	(1)	(1)	(1)	90.7	98	+7.3	88.5	91	+2.5	90.7	86	-4.7	90.7	95	+4.3
(L)	(1)	(1)	(1)	90.7	101	+10.3	88.5	103	+14.5	90.7	90	-0.7	90.7	91	+0.3

Child with EHCP

(L)	(W)	(W)	(W)	73.7	+5.3	73.4	76	+2.6	73.6	-0.6	76.5	-1.5
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According to FFT the SEND support children were part of the high performing groups for reading and writing, however were in the low performing groups for maths.

These results in Year 6 were supported by the SATS interventions, Year 6 spelling club and 3 way setting. The nurturing support for 3 specific children allowed them to narrow the gap and make excellent progress from KS1.

Maths results were not as strong as English, but as an SLT a number of actions have already been put in place for 2018-19 curriculum, including the introduction of a new curriculum, a staff meeting to introduce a different method for teaching maths and a new expectation for staff to teach the concrete to abstract by teaching the practical, pictorial and written methods of maths.

SEND throughout school

Over the year a great deal has taken place to support children with SEND. A qualified TA has continued to undertake a large number of 'drawing and talking' sessions this year with both SEND and PP children, as well as running a bereavement group, developing nurturing relationships throughout the year. She has organised and managed all the medical information for children in school, sharing needs to all relevant staff, as well as distributing Health Care Plans and producing flow charts where necessary. She has also begun to develop her knowledge of children's SEMH and attended training on children's anxiety and counselling and mental health.

A number of resources have been bought in school to support children's SEMH, to try to reduce anxieties and worries, as well as trying to meet a growing need for children with sensory processing difficulties. Each shared area has a sensory box and EYFS, KS1 and LKS2 have a worry doll to aid discussions around children's worries.

Different staff have been trained on the lego therapy programme, comic strip conversations and supporting sensory processing difficulties. All staff had training on developing motor skills and improving handwriting.

Two TAs have continued to develop relationships with parents, being available every morning to deal with issues, concerns or give advice.

We have also set up sensory support in school to help reduce anxieties and calm children down- this is part of a funded programme being implemented in schools.

Parents attend regular meetings with the class teachers and the SENDco, who is also available to speak or meet parents additionally, as necessary. Parents are also invited to workshops run by a variety of staff on the learning taking place in school.

As SENDco, I have continued to be part of Bradford's Single Integrated Pathways for SEND children, being a quorum member of the panel once each half term. This has allowed me to build links with other schools and professionals within the local authority, as well as develop my own practice when supporting children at Baildon.

S.Smith

November 2018