

SEND  
Report for Governors  
Autumn 2017

<b>2016-17</b>	Number of pupils	School %	LA %	National %
Pupils with Special Educational Needs and Disabilities (SEND)	91	18%	7.3%	14.6%
Pupils with a: Statement of SEND or Education Health and Care Plan (EHCP)	4	0.8%	2%	2.8%

The school deprivation indicator (IDSR) shows that South Lake is in the top 20% nationally for pupils with SENDD.

**Context of 2016-2017 Y6 Cohort**

No. pupils in Y6	59
Y6 SEND cohort	21
Boys	10
Girls	11
SEND & PP	10
EHCP/Statement of SEND	0
EHCP in progress	2

Child	<b>Area(s) of Need</b> (SEND Code of Practice Jan 2015) CL= Cognition & Learning CI = Communication & Interaction SEMH = Social, Emotional & Mental health SPh = SENDsory & Physical
	<b>(Medical Diagnoses)</b> ASD = Autistic Spectrum Condition ADD = Attention Deficit Disorder (non-hyperactive) ADHD – Attention Deficit Hyperactivity Disorder ODD = Oppositional Defiant Disorder TIC Disorder (similar to Tourette’s Syndrome)
1	CL,
2	CI ,SEMH
3	SEMH, CL
4	CL, SEMH
5	SEMH CL,
6	CL
7	CL, SEMH
8	CL
9	SPh, CL
10	CL
11	CL
12	CL, SEMH

13	CL, SEMH
14	CL
15	SEMH, SPh
16	CI SEMH
17	CI
18	CL
19	CL, SEMH
20	CL, SEMH
21	SEMH, CL

At South Lake the total number of SEND children (21) for 2016-17 Y6 cohort is significantly higher than in previous years (2013-14: 12 pupils, 2014-15: 14 Pupils, 2015-16: 8 pupils).

In 2015-16 the disapplication of three SEND pupils from the end of Key Stage 2 (SATs) tests resulted in default high negative progress scores.

Following the guidance published for 2016-17 in which it states, 'if pupils are considered to be able to answer the easiest questions, they should be entered for the test'.

All Y6 pupils in 2016-2017 cohort were entered for, and sat the tests.

### **KS2 Reading Test 2017**

<b>Reading Attainment</b>						
	Scaled score 100+ (achieved the expected standard)		High scaled score (achieving a higher standard)		Average score	
	School %	National benchmark %	School %	National benchmark %	School	National benchmark
Whole year	78	71	32	25	105.3	104.1
No SEND	89	79	47	28	108.3	105.4
SEND support	57	71	5	25	99.9	104.1
Disadvantaged	50	77	7	29	99.4	105.4
Ever 6 FSM	50	77	7	29	99.4	105.4
EAL	100	71	43	25	108.7	104.1
Gender M	82	68	41	21	106.1	103.4
Gender F	72	75	20	28	104.3	104.9

43% increase in the number of SEND children achieving the expected standard for Reading in Y6. 5% increase in SEND children achieving a higher standard. The average score has increased from 93.5 to 99.9 in comparison to 2015-16 cohort.

	<b>Reading Progress</b>	
	Cohort	Score
All Pupils	57	-0.52
No SEND	36	0
SEND support	21	-1.42
Disadvantaged	14	-1.4
EAL	12	0.62
Gender- M	32	0.09
Gender- F	25	-1.31

Overall progress score of -1.42 indicates that although pupils have not made the expected progress in Reading, the difference is diminishing from 2015-16 where average progress score was -9.35.

### KS2 Writing Assessment 2017

<b>Writing Attainment</b>				
	Achieved the expected standard		Achieved a greater depth	
	School %	National benchmark %	School %	National benchmark %
Whole year	81	76	12	18
No SEND	97	86	18	21
SEND support	52	76	0	18
Disadvantaged	64	81	0	21
Ever 6 FSM	64	81	0	21
EAL	93	76	21	18
Gender M	79	70	12	13
Gender F	84	83	12	23

52% increase in the number of SEND children achieving the expected standard for writing in Y6 compared to 2015-16 cohort. However there has been no improvement in writing at a greater depth.

	<b>Writing Progress</b>	
	Cohort	Score
All Pupils	57	-1.97
No SEND	36	-0.92
SEND support	21	-3.76
Disadvantaged	14	-2.77
EAL	12	-0.70
Gender- M	32	-2.72
Gender- F	25	-1.01

Overall progress score of -3.76 indicates that although pupils have not made the expected progress in Writing, the difference is diminishing from 2015-16 where average progress score was -4.87.

### Actions completed for Reading and Writing

- Teachers supported by SENDCo to ensure SEND planning demonstrated monitoring of progress through SMART target setting, reviews and next steps.
- Learning Support Service (LSS) assessments and reviews, training and monitoring of TAs (by LSS teacher and SENDCo) to deliver personalised spelling and reading programmes for individual pupils.
- SENDCo/Parents meetings focussed on pupils' learning and ways to best support specific areas of need.
- Additional reading comprehension/writing intervention groups (2x weekly)
- Targeted group work for Pupil Premium children.
- More cross curricular opportunities for reading comprehension/writing
- Identifying pupils for, and delivering 1:1 Tuition.
- Purchase of new dictionaries to improve spelling and develop vocabulary

- Increased assessment and review opportunities incl. purchase and Implementation of new NFER tests to help track progress
- Regular opportunities for moderation of writing across the school

### KS2 Maths Assessment

<b>Maths Attainment</b>						
	Scaled score 100+ (achieved the expected standard)		High scaled score (achieving a higher standard)		Average score	
	School %	National benchmark %	School %	National benchmark %	School %	National benchmark %
Whole year	85	75	32	23	105.2	104.2
No SEND	95	83	45	26	108.4	105.4
SEND support	67	75	10	23	99.3	104.2
Disadvantaged	79	80	7	27	100.6	105.3
Ever 6 FSM	79	80	7	27	100.6	105.3
EAL	100	75	64	23	111.7	104.2
Gender M	91	75	44	24	107.1	104.4
Gender F	76	75	16	21	102.6	104.0

24% increase in the number of SEND children achieving the expected standard for maths and a 10% increase for those achieving a higher standard. The average score also increased from 99.9 to 100.6 compared to the 2015-16 cohort.

	<b>Maths Progress</b>	
	Cohort	Score
All Pupils	57	-0.67
No SEND	36	0.32
SEND support	21	-2.36
Disadvantaged	14	-0.51
EAL	12	3.98
Gender- M	32	1.07
Gender- F	25	-2.89

Overall progress score of -2.36 indicates that despite an increase in numbers of pupils achieving at and above age expected, progress is not as good as 2015-16 where score was -0.01

### Actions completed for Maths

- Increased assessment and review of pupils progress
- Detailed analysis of children whose scores were just below, and below the national average. Staff informed of areas for development.
- Staff trained to use 'MyMaths' webpage to support teaching and homework.
- 'Target the Basics' resource pack used to support small groups.
- NFER tests KS2 (end of Autumn & Summer terms) to track progress.

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### **Context of 2017-2018 Y6 Cohort**

No. pupils in Y6	60
Y6 SEND cohort	11
Boys	8
Girls	3
SEND & PP	3
EHCP/Statement of SEND	1
EHCP in progress	0

<b>Child</b>	<b>Area(s) of Need</b> (SEND Code of Practice Jan 2015) CL= Cognition & Learning CI = Communication & Interaction SEMH = Social, Emotional & Mental health SPh = SENDsory & Physical  <b>(Medical Diagnoses)</b> ASD = Autistic Spectrum Condition ADD = Attention Deficit Disorder (non-hyperactive) ADHD – Attention Deficit Hyperactivity Disorder ODD = Oppositional Defiant Disorder TIC Disorder (similar to Tourette’s Syndrome)
1	CL, SEMH
2	CL, SPh, CI,
3	SEMH, SPh (EHCP)
4	SPh, SEMH
5	CL, SEMH
6	CL, SEMH
7	SEMH, SPh
8	CI (ASD), SPh
9	CL, SEMH
10	SPh, SEMH
11	CI (ASD), SEMH

### **Actions for 2017-18**

- High Quality Writing focus across the whole school.
- Whole staff INSET for modelled and shared writing, writing moderation, and inclusion - including effective use of Support Staff to improve learning outcomes for all learners.
- Teaching staff (all phases) attendance at ‘Future Thinking Partnership’ (FTP) annual conference with other LA schools. Early Years Foundation Stage (EYFS): ‘The Characteristics of Learning’, KS1: Creating a vocabulary explosion in the Classroom’, KS2: ‘Read all about it’.
- Implementation of new approaches for English: ‘Book Talk’, ‘Cold & Hot’ writing tasks.

- Moderation of writing across our school and with other local schools.
- Regular book scrutiny– including those from SEND/LAC children.
- Baseline assessments in reading/spelling/SEMH, for SEND pupils to more effectively target specific areas of need and track progress.
- Regular SEND progress checks.
- SEND Meetings with parents include a focus on pupils' learning.
- SENDCo and Pupil Premiums leaders work closely to monitor and track disadvantaged and double disadvantaged pupils.
- Identify pupils for Learning Mentoring.
- Identify pupils for 1:1 tuition.
- Identify pupils for external assessment and support from Learning Support teacher (LSS).