



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) REPORT FOR GOVERNORS JUNE 2017

There are currently 37 /202 pupils (18 % of our school) on the Special Educational Needs Register.

| SEND Status | No of Pupils |
|--|---------------------|
| Non Statemented | 32 |
| Statemented /Education Health Care Plans | 5 |

During 2016-2017 Annual Reviews were held for all of our pupils with a Statement of Special Needs. All Statements are now in the process of being replaced by Education Health Care Plans, by the Tri Borough's Special Educational Needs Department.

Our pupils with EHC Plans have a range of needs: physical, expressive and receptive language, learning delay, specific learning difficulties, ASD and cerebral palsy.

An EHC Plan allocates additional funding for the support of an LSA (Learning Support Assistant) and /or LST (Learning Support Teacher).

Other pupils on our Special Needs Register have needs in the areas of: cognition and learning, communication and interaction, social and emotional development, physical and sensory development.

This year we have continued to implement the Special Educational Needs and Disability Code of Practice: 0-25 years which was introduced in 2014.

This gives a clear focus on improving the outcomes of SEND pupils, the participation of children and parents in decision making, and the joint planning between education, health and social care.

Our School Offer, which is on our school website, shows the type of provision and interventions that we are able to offer to our pupils who have SEND eg Language and Communication Groups, Power of One /Two for Maths, 5 Minute Box for Literacy, Reading Recovery led interventions, Letters and Sounds for spelling, a medical room with hoist.

Support staff

Teachers, TAs (Teacher Assistants) and LSAs deliver one to one and small group interventions for pupils who are struggling in any area of their learning.

Learning Mentor

Sheelagh Leith is our Learning Mentor. She acts as a link between home and school. She works with pupils and families who need additional support at any point in time. She has also organized a wide range of workshops for parents this year.

Volunteers

A large number of volunteers from local businesses eg Paribas Bank and British Land give up their time to support our children by meeting with them, often during lunch time, to read together, or to play a maths games.

Referrals to outside agencies are made in consultation with parents.

Educational Psychologist

The equivalent of three half days have been spent in school by this year, by Alexander Haswell, our Educational Psychologist. He has met with staff, parents, pupils to advise regarding the learning style, strengths and weaknesses, of individuals that the school has prioritized.

Speech and Language Therapy

A high proportion of our SEND pupils have Speech and Language needs.

Pupils between 3-4 years of age, are assessed by the Early Years SAL Team and are offered small group sessions with their parents, at a local clinic.

Hannah Gorman, from the Mainstream SAL Team, has worked with pupils who have speech and language needs identified in their Statements/Education Health Care Plans (3 pupils).

Since April 2016, due to cuts in funding for speech and language, the SAL needs of other pupils are now met through our School Offer.

Occupational Therapy and Physiotherapy

Specialists from Westminster's OT and physiotherapy department are often in school to assess pupils, to train staff in how to implement physiotherapy programmes for specific individuals, and then to evaluate their progress.

School Nurse

Our school nurse makes regular visits to meet pupils with medical needs, their parents and teachers.

Drama Therapy

A selection of our pupils with social and emotional needs, have accessed drama therapy during the year, led by Catherine Gibson.

Outreach Teachers

The Westminster Specialist Outreach Teachers are based at QE2 School and have been available for consultation and advice regarding pupils with e.g. Autistic Spectrum Conditions, visual, hearing needs, language and communication needs.

We have also made referrals to the Early Years Advisory Team for advice.

Provision map

Our SEND provision map identifies our interventions, pupils who receive them and the cost of implementing them.

Pupil Progress.

Pupil progress tracking sheets, for each class, show the progress of all pupils. This is discussed by a staff team, during Pupil Progress Meetings, which are held three times a year. At these meetings, and in between if appropriate, pupils not making the expected progress are identified and interventions planned.

Our school data in July 2017 demonstrated that:

Note that we would expect there to be an attainment gap due to the specific needs of the pupils – it is the progress for SEND pupils that we are most concerned with. For some of our pupils, their progress steps may look small but demonstrate excellent progress in relation to their starting points. This is looked at on an individual basis in Pupil Progress Meetings.

SEND

KS1+2 All SEN = 26 (4 Statements) NON SEND 128

Attainment

| | Reading – expected | Reading – above | Writing expected | Writing – above | Maths – expected | Maths – above |
|---------------|--------------------------|------------------------|-----------------------|------------------------|------------------------|-------------------------|
| SEND | 34 % | 7% | 18 % | 0 % | 34 % | 0 % |
| NON | 87 % | 56 % | 86 % | 38 % | 89 % | 40% |
| Gap @ July 17 | -53% (-25% @SPRNG 16) | -49% (-40% @ SP 16) | -68% (-34% @SP 16) | -38% (-54% @ SP 16) | - 55% (-43% @SP 16) | -40% (-60% AT SP 16) |

KS1 + 2 SEN KS Progress:

| Key stage progress (25 pupils) | Reading | | | Writing | | | Maths | | |
|--|--------------------------|------------|-------------------|--------------------------|------------|-------------------|--------------------------|-------------|-------------------|
| expected progress | ALL 78% | SEN 64% | NON SEN 84% | ALL 80% | SEN 49% | NON SEN 92% | ALL 82% | SEN 63 % | NON SEN 88% |
| Expected end of year progress achieved | ALL 39% | SEN 32% | NON SEN 64% | ALL 34% | SEN 24% | NON SEN 45% | ALL 32% | SEN 25 % | NON SEN 41% |