

SEND information report for year end 2018-19. St. Bartholomew's Primary School, Quorn

St. Bartholomew's has a good reputation for inclusivity and has a number of children with complex needs across a range of designations. Parents make a choice to place their children in this school, some out of catchment (6/13 of the EHCP children were out of catchment).

The school works very closely with parents to ensure that the children have access to a full range of the curriculum and access to extra-curricular activities to enrich their time at the school and to reach their potential.

The school works hard with parents and a range of professionals to help support children with medical and physical needs, often complex, requiring specialist training, sometimes on a personalised timetable which enables them to be in school. The Governing Board is knowledgeable about SEND children and are highly involved in the policy review process. For example, one member is a GP and can help with policies around children with medical needs and the administration of medicines.

SEND Children- year 6 academic year end 2019

The outcomes for SEND pupils at KS2 in 2019 was as follows: 7 children 6 at SEND support and 1 with an EHCP.

3 achieved national standard in reading and maths. 1 child achieved reading at greater depth. 2 gained national standard in writing.

3 of the SEND children were also Disadvantaged Children. 1 child achieved national standard in reading and grammar, punctuation and spelling, 1 achieved national standard in GPS and 1 child achieved national standard in reading, GPS and maths.

End of year 2018-19 results for SEND children – outcomes

Foundation Stage children- 4 children on SEND record- 3 girls and 1 boy. 2 children gained expected in reading, writing and number, 1 gained expected in number.

Year 2 children- 13 children

Subject	
Reading	3 children achieved national standard
Writing	2 children achieved national standard
Maths	5 children achieved national standard

SEND Children- year 6-2019 7 children (Excluding the EHCP child)

Subject	% at national standard	Progress score	Average scaled score
Reading	50% (GDS 17%)	+0.88	95 (St. Bart's) (non SEN 106) SEN support 97
Writing	33%	-3.79	
EGPS	16.7%	N/A	98.3 (St. Bart's) (non SEN 108) SEN support 98
Maths	50%	-6.2	(98.5 St. Bart's) (non SEN 106) SEN support 98
RWM combined	0%	N/A	N/A

Overall statement based upon Ofsted descriptors regarding the effectiveness of SEND provision in school for the past 12 months:

Outcomes of pupils with SEND- Outcomes are always varied for SEND pupils, depending on area of need and complexity. However, a comparison with data from 2018 shows an improvement in outcomes for the small group of children at SEND support. In 2019 Scaled Scores were above national for SEND children.

Quality of teaching, learning and assessment of pupils with SEND

Quality first teaching is seen across the school with regards to all children, including SEND children and small steps targets have been in place for all children on the record with regular reviews from the SENCo, staff and parents. The SENCo ensures that the targets are appropriate for the area of need of the individual children and that they are SMART.

All other year groups are carefully tracked through school trackers and pupil progress meetings using Angela Kirk's tracking grids each term, with small steps targets and timely interventions/ support. Small steps targets are regularly reviewed by the SENCo and class teachers. SMART targets are given and shared with children and parents.

Quality first teaching came from class teachers who would "green form" children who they had concerns about, in discussion with parents and SENCo. The SENCo would then assess the child and seek advice from a range of professionals in order to support the child with a range of strategies in class. This ensures movement along the graduated approach to SEND.

Ofsted commented on the provision for SEND children in December 2017 when they conducted a two day Section 5 inspection. They stated: "Leaders responsible for disadvantaged pupils and for

pupils who have special educational needs and/or disabilities are a strength. They ensure that these pupils make good progress.”

LSAs are assigned to individual children, have a good level of training both in-house and from external providers eg autism level 1 and 2 training, ADHD training and dyslexia updates. LSAs who support children with complex medical needs link to professional experts to ensure that they provide the best care for the children. Team Teach training has been accessed for 17 members of staff this year, which provides training in de-escalation techniques. The advice of the local short stay school, Oakfield has also been accessed. There has been on-going training for some staff on braille techniques, Visual Impairment training, the services of Autism Outreach, advice from the Local Authority and from Specialist Teaching Services.

The SENCo is able to assess children for a range of difficulties including dyslexia and cognitive functioning - CCET Certificate level 7. This will ensure that children are assessed quickly for their needs.

The school has this year commissioned the LA's EP service to provide statutory assessment and advice for children moving along the pathway to an EHCP/top-up funding. This is up to 10 pupils for this year which is a priority for the school. This is the second successive year where the school has required the high level of input from the EP Services. (Educational Psychology Service)

Standard of personal development, behaviour and welfare for SEND children

The school provides excellent personal care and welfare for the children. The Ofsted inspection judgement for this category was Outstanding. Children's behaviour is exemplary and they have a real sense of inclusion and other children value and include SEND children equally. The positive ethos of the school ensures that all children's talents are recognised and celebrated. Staff access all professional training and advice that they can and link carefully with parents on hand-overs / liaison. They attend to detail about individual children and their needs. They also communicate effectively with the wider school to ensure empathy and inclusion within all ages.

Many of our SEND children have participated in sports competitions against children from other schools. The children have benefited from this experience of representing the school. Lunchtime clubs have enabled all children to participate and have been targeted to include some of the children with SEND – these include boccia, Kurling club, Lego club, Sportability Club and competitions against other schools.

A nurture group has been established by the SENCo for 9 children, funded by the Local Authority to help support children with the greatest social and emotional need.

Quality of Leadership and management of SEND provision

Mrs Allen is the SENCo with excellent qualifications and experience. This continues to be a non-teaching 2-day appointment with support from the Head Teacher and Assistant Head Teacher for extra work/ meetings. An Assistant SENCo has non-contact time from the class to help support the work of the SENCo – 1 day per week. The SENCo attends regular SEND briefings and passes on the information relevant to all staff. The SENCo also runs regular staff meetings to keep the staff up to date with requirements, including some INSET training on Teacher Days.

Transitions to other schools are smooth and successful, including to the secondary schools, secondary special schools and to specialist placements as necessary.

Number of pupils on SEN register (SEN Support / LA SEND Support Plan / Statements/EHC plans) total

There have been 76 children on the SEND record – end of year figures. This will vary during the year as children move on and off the record and move further along the pathways as appropriate.

14 of those children have EHCPs. This is an increase of 3 additional EHCPs since last year.

Percentage of SEN pupils in relation to the whole school population

The % of children on the SEND record is 15% of the school's population, which is above the national figure. This is an increase of 2% on the previous year.

Proportion of boys / girls on the SEN register

33 boys and 43 girls

Percentage of pupils with SEN who are also within other vulnerable groups eg FSM, LAC (Free School meals, Looked After Children)

16 SEND children are also Pupil Premium children. – 21%

No LAC children

Indication of significant groups of need, eg SpLD, ASD, SEMH, SLCN etc

Cognition and learning- 45 children

ASD- 6 children

Medical- 1 child

Social, emotional and mental health- 4 children

Speech and language 5 children

ADHD 7 children

Physical needs 3 children

Hearing 1 child

Vision 2 children

These are the area of MOST SIGNIFICANT need and the child/ ren may have other needs in other categories.

Percentage of PUPIL Premium and SEND

16 children are both SEND and PP- 3.1% of the total school population

Number of pupils come off / on the SEN record over the year

In August 2018 there were 66 children on SEND record. In August 2019 there were 76 on SEND record. 3 pupils moved off the record during the year. 7 additional children have moved onto year 7. 13 additional children have been moved onto the record during the year or at the start of the new 2019-20 academic year. 4 children were in Foundation Stage with significant needs. This is a flexible record- with some additional children with SEND joining the school as well as children progressing through the record.

Outcomes for SEND pupils over the last 12 months

Attainment

End of keystage outcomes for pupils with SEND – see above for results.

Commentary

Children make good progress throughout the school. They have opportunities to develop strengths in many areas, in addition to academic subjects. They regularly participate in sports events, drama, art and music and have the chance to compete against others in local schools. The school is passionate about giving children appropriate life skills such as using money, shopping and cooking. This includes visiting the local shops to making items or to conduct market research in their class and into the wider parts of school.

Attendance of all SEND pupils

Attendance for children with SEND is in line with the school at 95%. Comparison with attendance for the rest of the school- 97%. The slightly higher figure for absence of SEND children reflects their complex medical needs, requiring absence and attendance at clinics. However, this is an improvement on the attendance of SEND children from the previous year of 94% and the previous year which was at 93%.

Percentage of temporary / permanent exclusions for pupils with SEND compared with school nationally?

The school had no temporary or permanent exclusions of children with SEND for the 2018/19 academic year.

Transition arrangements in and out of school

Early identification is made of SEND pupils on entry to school through close liaison with pre-school settings. The EYFS lead and staff visit all pre-school settings once admission arrangements are finalised- typically in May/ June. Home visits are made within the early weeks of admission in the autumn term and extra time would be taken as necessary for identified SEND children. Concerns are raised early with the SENCo for children causing immediate concern.

Transition to secondary school- early contact is made with feeder SENCo and extra meetings/ visits are arranged to help children to make the move into a new school. SENCo from secondary school routinely attend EHCP transitional reviews early on in year 6.

Have there been any changes to the school's accessibility arrangements in the past 12 months?

Occupational Therapists routinely visit school to ensure the physical environment suits the needs of the children. The installation of a tarmac track has enabled children with physical difficulties to access our field and has enabled them to improve their overall fitness as they negotiate the track with / without mobility aids.

The Health and Safety Governors regularly conduct site visits to check the building complies to all requirements.

The Vision Department from County Hall has conducted a school check for 2 students and the school has adapted the environment according to their recommendations.

The school works with the Occupational and Physiotherapy departments from County Hall and the local hospitals to ensure accessibility is maximised. The school has also undergone training in ng tube feeding and hydration via the Diana Nurses.

Complaints relating to SEND in the past 12 months

There have been no complaints to the school relating to SEND in the past 12 months, that have progressed to the Governing Board. The school works hard to establish positive relationships with parents. Teachers, SENCo and the Educational Psychologist meet regularly to help support children and families as necessary.

SEND school CDP arrangements in the past 12 months

There has been training for staff supporting a child with severe visual impairment in braille and moving around the school both inside and outdoors.

There has been Toe by Toe training for LSAs.

The staff have accessed support and advice from Oakfield School to support children with challenging behaviour.

There has been training on using the Boxall Profile and assessments.

The majority of children now have their SDQS- strengths and difficulties assessments completed by parents and teachers and those with high needs have been identified and the next steps given to the teachers.

17 members of staff have received Team Teach Training this year.

There has been Autism Level 2 training for all staff.

There has been ADHD training for all staff.

The data has been RAG rated and is reviewed termly.

Highlight any significant SEND parent / partnership activities held by the SEND team or school.

The school has worked closely with the Local authority and Autism Outreach to support children alongside their parents. There is an open door policy for all parents and they know that they can come and speak to the school about their concerns.

Any involvement with outside agencies always includes parents.

Are incidents of derogatory language and any incidents of bullying very rare and effectively dealt with?

All incidents are dealt with promptly; incidents are very rare.