

## Report on SEND Provision and Outcomes 2017-18

Burton Bradstock CE Primary School (part of the Minerva Learning Trust)

### SEND Register

Year Group	Total on Register	EHCP	SEN Support
Reception	2	0	2
1	1	0	1
2	2	0	2
3	2	0	2
4	1	0	1
5	2	1	1
6	4	2	2
Total	14	3	11

### Outcomes for SEND Students

#### Attainment and progress of SEND students 2018 – Key Stage 2

##### Context

The SEN group was higher than national: 34% (18%)

This included 17% SEN Support (Nationally 15%) and 17% EHC Plan (Nationally 3%)

Absence within the EHCP pupils was higher than the national figure (11% compared to 7%), but was lower within the SEN Support group (4% compared to 5%).

<b>Achieving the Expected Standard:</b>		<b>Average Scaled Score</b>	<b>Progress Score</b>
<b>Reading</b>			
SEND Support – School	50%	99	+4.2
EHC Plans - School	0%	93	+3.8
Non- SEND pupils - School	88%	105	+0.3
Non-SEND pupils – National (2017/18)	80%	106	+0.3

<b>Achieving the Expected Standard: Writing</b>		<b>Average Scaled Score</b>	<b>Progress Score</b>
SEND Support - School	0%	91	-2.3
EHC Plans - School	0%	83	+2.6
Non- SEND pupils - School	100%	103	+0.4
Non-SEND pupils – National (2017)	86%		+0.5

<b>Achieving the Expected Standard: Maths</b>		<b>Average Score</b>	<b>Progress Score</b>
SEND Support - School	100%	101.5	+5.2
EHC Plans - School	0%	80	-4.1
Non- SEND pupils - School	75%	103.3	-0.9
Non-SEND pupils – National (2017)	83%	105.6	+0.3

Key Stage 1

<b>Achieving the Expected Standard: Reading</b>		<b>Average Scaled Score</b>
SEND Support - School	0%	98
EHC Plans - School	N/A	N/A
Non- SEND pupils - School	89%	106
Non-SEND pupils - National	84%	

<b>Achieving the Expected Standard: Writing</b>		<b>Average Scaled Score</b>
SEND Support - School	50%	93
EHC Plans - School	N/A	N/A
Non- SEND pupils - School	78%	106
Non-SEND pupils - National	79%	

<b>Achieving the Expected Standard: Maths</b>		<b>Average Scaled Score</b>
SEND Support - School	50%	98
EHC Plans - School	N/A	N/A
Non- SEND pupils - School	78%	104
Non-SEND pupils - National	84%	

### **Phonics – Year 1 (11 pupils)**

National 2018	School overall	Non-SEND National	School SEN
82%	82%	89%	0% (1 pupil)

### **Analysis of Outcomes**

#### **Strengths**

- Overall, at both KS1 and KS2 attainment is broadly in line with pupils' starting points. The progress scores at KS2 were strong, and in some areas were better than the non-SEN pupils.
- Early support from SALT and individual 1:1 TA support in school ensures that needs of pupils are met and speech difficulties are resolved in a short timescale
- The conversion from EYFS Literacy to Year 1 Phonics data shows that 100% of Expected children met the Phonic Screen and half of the children judged as Emerging.
- High quality Teaching Assistants deliver interventions and classroom support, meeting early identified needs.
- Support from the Educational psychologist employed by the Trust has enabled us to identify pupil's needs and to ensure that appropriate support is in place.

### **Impact of Intervention**

<b>Intervention</b>	<b>Impact</b>
SALT programme	2 pupils in Reception had support for sound production and this will continue in to Year 1. These pupils achieved Expected in Writing, 1 was at Expected for Reading and the other was Exceeding. 3 further pupils across the school have received SALT. 2 of these have made good progress and have been placed on open review from the Speech and Language Service. The third pupil is receiving on-going support.

Dorset Reading Partners	4 children received support. 1 of these achieved the Expected Standard in the Year 2 reading test, but was judged to have not met the standard for the Teaching Assessment. 3 further pupils made improvements within the Book Bands (KS1) or with their fluency.
Additional Phonics	1 SEN child who did not meet the Phonics Screen in Year 1 received additional support and met the standard in Year 2. 1 child in Year 1 on SEN Support did not meet the screen
Spelling Programme	Only small improvements made in spelling scores for either child on intervention.
Success@Arithmetic	4 children received this intervention making an average of 1 year and 2 months progress.

### **Staff Training**

#### **List training completed this year (including Safeguarding)**

- All staff have received a Safeguarding update
- Specialist SALT training has been given at intervals through the year
- Thrive training

### **Review of Key Priorities from 2017-18**

To embed Thrive Approach across the school and work with targeted groups/individuals	Whole staff training has taken place so that staff can use some of the approaches such as the Vital Relational Functions. Children with EHC Plans who had emotional difficulties benefited from the Thrive Approach delivered by their 1:1 Teaching Assistants. This contributed to their progress scores at the end of Year 6. This approach was effective with the cohort in 2017-18 but it will not be continued in 2018-19 as the needs of the cohort are different.
To continue with Speech and Language	This continues to be effective due to the close liaison between SALT and the specialist TA employed by school.
To develop whole school intervention programme (Wave programme)	Interventions are now monitored closely and evidence is developing to show which are most effective.

### **Key Priorities 2018-19**

- To undertake staff training and then implement the Talk Boost intervention for KS1 and KS2 to support SEN pupils develop their vocabulary and to aid improvement in attainment in Reading, Writing and Maths
- To use more evidence based interventions for spelling e.g. Precision Teaching