

Report on SEND Provision and Outcomes 2016-17

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

SEND Register

| Year Group | Total on Register | EHCP | SEN Support |
|------------|-------------------|------|-------------|
| Reception | 1 | | 1 |
| 1 | 1 | | 1 |
| 2 | 1 | | 1 |
| 3 | 0 | | |
| 4 | 1 | 1 | |
| 5 | 4 | 2 | 2 |
| 6 | 2 | 1 | 1 |
| Total | 10 | 4 | 6 |

Outcomes for SEND Students

With the small numbers of pupils on the SEND register (two in Year 6) comparative data is not always reliable.

Attainment and progress of SEND students 2017

Key Stage 2

| Achieving the Expected Standard: Reading | | Average Score |
|---|-----|----------------------|
| SEND Support - School | 0% | 96.0 |
| Non- SEND pupils - School | 89% | 104.2 |
| Non-SEND pupils - National | 79% | 105.4 |

| Achieving the Expected Standard: Writing (TA) | |
|--|-----|
| SEND Support - School | 50% |
| Non- SEND pupils - School | 89% |
| Non-SEND pupils - National | 86% |

| Achieving the Expected Standard: Maths | | Average Score |
|---|-----|----------------------|
| SEND Support - School | 0% | 95.0 |
| Non- SEND pupils - School | 56% | 101.2 |
| Non-SEND pupils - National | 83% | 105.4 |

| Achieving the Expected Standard: GPS | | Average Score |
|---|-----|----------------------|
| SEND Support - School | 50% | 102.0 |
| Non- SEND pupils - School | 89% | 104.2 |
| Non-SEND pupils - National | 86% | 107.4 |

Analysis of Outcomes

Strengths

- Pupils with EHCP are given personalised learning plans and are making good progress relevant to their starting points
- 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
- Extra phonic intervention has ensured that pupils who have been identified as borderline to meet the phonic screen in Year 1 have met the standard at the end of the year. These needs have been met early on, thereby minimising the need for them to be added to the SEN register
- High quality Teaching Assistants deliver interventions and classroom support, meeting early identified needs

Areas of Focus/Key Priorities

- A number of pupils are presenting with emotional needs so the school has invested in the Thrive Approach
- Early identification of barriers is important and quality first teaching and short support/interventions are put in place at school level to address the area for development, which often diminishes the need to place pupils on the SEND register
- The school has trialled a new Maths intervention in Year 3/4, supported by Durham University
- A number of pupils joined the Reception intake with Speech and Language difficulties and these have been a focus for targeted intervention

Impact of Intervention

| Intervention | Impact |
|--|--|
| Speech and Language – support from SALT and 1:1 support packages with TA | <p>3 pupils in Reception had support for sound production. With appropriate support these difficulties have been resolved and children have not needed to be put on the SEN register.</p> <p>4 pupils across the school have received SALT and although progress has been made their support will be continuing.</p> |

| | |
|----------------------------------|--|
| Thrive Approach and Intervention | <p>One pupil had a Thrive Action Plan and worked 1:1 with the SENCO weekly. Pupil made good progress (from 'being' stage to 'doing' stage).</p> <p>One other pupil had a Thrive Action Plan and worked 1:1 with the SENCO. Her confidence was boosted and because of this work she did not need to be added to the SEN register.</p> |
| Dorset Reading Partners | <p>One pupil had support twice a week 1:1 with a Dorset Reading Partner. She made expected progress over the year with her reading but more than expected progress through the book bands (from Red to Purple).</p> <p>Two additional pupils received support and displayed improved confidence with reading. These are being monitored at school level.</p> |
| Success@Arithmetic | <p>Four pupils in Year 6 received the intervention twice a week in a small group.</p> <p>All four pupils had increased confidence and three of the four made accelerated progress (one making 12 months progress). One of the four reached the expected standard in Maths at the end of the year.</p> |
| Number Counts | <p>Three pupils at school level received the intervention for two months. Two of the three pupils made accelerated progress.</p> |
| ELSA | <p>Two pupils received ELSA support (one with EHCP and one with school level).</p> <p>For the pupil with EHCP it supported him to access his learning and for the other pupil it supported him with the identified barriers from home.</p> |
| Small Group Phonics | <p>Year 1 and 2 pupils received extra weekly phonic sessions.</p> <p>The Year 2 pupil met the phonic screen and the Year 1 pupil made accelerated progress but narrowly missed the pass mark. He is forecast to meet it in Year 2.</p> <p>Three pupils in Year 1 identified at school level were given support and they met the phonic screen.</p> |

Staff Training

Maths Counts Intervention in Year 3/4 (class teacher and two TAs)

Speech and Language training (TA with SALT – termly)

Thrive Approach (SENCO)

Safeguarding updates (DSP and Deputy DSP)

The PixlEdge (whole school)

Review of Key Priorities 2016-17

| Points listed last year that required action this year | Impact |
|---|--|
| Development of approaches to support SEMH | SENCO has successfully completed the 10 day Thrive training and carried out two case studies working directly with pupils. Whole class screening has been carried out and individual action plans have been produced. This will need to be continued into 2017-18, where the Approach is rolled-out to all staff. |
| Early identification of needs prior to meeting the threshold of the SEND register | Staff meet regularly with SENCO to discuss needs of pupils. Any pupils causing initial concern are placed on the internal 'school support' register and provision maps are produced and shared with parents. Dyslexia screen purchased and identified pupils tested by SENCO and recommendations for future action shared with parents. SENCO meets with MLT Educational Psychologist to monitor provision. The Ed Psych also carries out additional assessments, when relevant. |
| Support for pupils in Lower KS2 who are not meeting ARE in Maths | Class teacher and two TAs attended training during the year (led by the Mead Teaching School and Durham University). Diagnostic testing carried out and intervention delivered with targeted pupils, alongside a control group. Staff have developed their mathematical knowledge and the resources are excellent. This intervention will be adapted and the resources used in 2017-18. |
| Targeted intervention for pupils in Reception with Speech and Language Difficulties | Speech and Language TA has worked alongside the LA Speech Therapist during the year. This has resulted in the majority of the Reception pupils no longer needing 1:1 support. |

Key Priorities 2017-18

- To embed Thrive Approach across the school and work with targeted groups/individuals
- To continue with Speech and Language
- To develop whole school intervention programme (Wave programme)