



MIDDLE BARTON PRIMARY SCHOOL

ANNUAL INCLUSION REPORT TO PARENTS AND GOVERNORS 2016 – 2017

Introduction

At Middle Barton School, we are committed to nurturing excellence in all of our pupils. We know that all of the children in our school have unique talents but, that at some point, many children may find some aspects of school – be they academic, social, emotional or behavioural – more challenging. All staff at Middle Barton School share a commitment to supporting any child with an additional or special need, be this a short-term difficulty related to a very small part of the curriculum or school life, or more long term complex needs.

We strive to provide the support each pupil needs in order for them to become a motivated and successful learner. This support takes different forms for each child, but some of our strategies include:

- Inclusive 'quality first teaching' in the classroom, with activities adapted to meet the needs of each child. Work planned for each child is based on detailed and careful on going assessment by well-trained teachers and teaching assistants, and is designed to engage and motivate all pupils
- Clear feedback to pupils through high quality verbal and written marking including discussion about their learning
- Good relationships with parents, built on regular contact and a number of more formal meetings – including, for example, parent consultations, structured conversations, or target review meetings (for those pupils on the SEN register) three times each year
- Individual curricular targets for literacy and maths, addressing each child's specific next steps in learning
- Employing intervention teachers or utilising teaching assistants or expertise within the school for those pupils who might require extra support in reading, writing and maths
- Utilising a range of proven intervention programmes, delivered by teachers and teaching assistants.
- Providing support for those children with SEMH through nurture groups and PSA support
- Working with other agencies, including speech therapists, PSA (Parent Support Advisor), the educational psychology service, school counsellor and CAMHS, to develop the support we are able to provide and to assist with target-setting and intervention work

Special Educational Needs Overview

Middle Barton School currently has 126 pupils on role which comprises of a Foundation Stage class; a year 1 class, a year 2 class, a mixed Year 3 and Year 4 class and a mixed year 5 and 6 class. We have high aspirations and ambitions for all our children and check progress regularly to ensure that all children meet their potential. Summative assessments are carried out termly followed by a pupil progress meeting whereby class teachers share their assessments with the Head Teacher. Following these meetings the class teacher and the SENDCo analyse data and build a bigger picture of the children's needs. Additional support is put in place for any pupils that are not making expected progress.

The support plan for each class is called a class provision map. It details any interventions in place, who is taking part in them, who is leading them, the children's starting point and, at the end of each term, the children's end point. Quantitative data may comprise reading or spelling ages, number ages or assessment levels and qualitative may comprise comments regarding a child's attitude or response to an intervention, for example if the intervention aims to increase confidence or speaking and listening skills which are not easily measured with tests.

The SENDCo and class teacher then RAG (red, orange, green) rate the intervention in terms of effectiveness for the groups or individual pupils. This then informs the next class provision map and is part of an on-going process which we refer to as the 'assess – do- review' process.

Pupils who are on the SEN register have their own individual action plans. We refer to these as SEN Pupil Profiles. These detail each pupil's individual targets and are reviewed three times a year with the class teacher, the pupil and his/her family.

Analysis of Numbers of Pupils on the SEN Register

At present there are 126 on the school roll and 9 of these children on the SEN register. 8 pupils are on the SEN register under the SEN support category with 1 pupil having an EHCP (Education Health Care Plan). According to primary need, the majority of the children are on the register for cognition and learning needs and communication and interaction difficulties. Many of the children also have a secondary need.

Additional information for governors

We currently have 1 pupil with an ISP (Inclusion Support Plan)

We have a TAF (Team Around the family) support plan in place for one pupil.

We have completed 0 CAFs (Common Assessment Framework) for pupils this year.

We have 1 pupil with an EHCP.

We have made 1 application for additional funding which was declined and are in the process of gathering evidence for further applications for additional funding as well as an application for an EHCP.

Education and Health Care Plans

We have successfully transferred one pupil from a statement of SEN to an EHCP this academic year due to transfer to secondary school. From September 2017 we will not have any pupils on EHCPs although we are in the process of gathering evidence for one pupil's application.

Progress and attainment of our SEN pupils

Middle Barton School use the Clive Davies 'Not as you know it' system for assessment. We have high aspirations for all our pupils regardless of individual starting points: 6+ steps progress over the year equates to good progress and 5 or fewer steps equates to slow progress. We aim for all our pupils to make good progress; however, we recognise that for many pupils progress is not a steady incline and that there may be periods of plateauing. Each pupil is unique and therefore rates of progress will differ for each pupil. We aim for pupils to make good progress, where possible, in the curriculum for their age, however, some pupils are not able to access their age related curriculum and are tracked along an ability appropriate curriculum.

Outside agencies involved in 2016 – 2017

This academic year, the school has sought support from the following agencies/support services in order to support some of the children on the SEN register:

Educational psychologist

LACAT (Language and Communication Advisory Teacher)

Counsellor

Social Services Support

SALT (Speech and Language Therapist)

PD services (Physical Disability)

OT (Occupational therapist)

ICT Support

PSA (Parent Support worker)

SEN training for staff during 2016-2017

Vulnerable Learners Conference (KS)

EAL training course (ET)

Behaviour management Course (HS and MO)

Team Teach training (SC)

Attendance

The average attendance of our SEN pupils is 94.2%.

Additional needs provision costs 2016 - 2017

	<i>Total Costs</i>
Acorn	<i>£548</i>
Chestnut	<i>£2987</i>
Sycamore	<i>£1926</i>
Willow	<i>£2714</i>
Oak	<i>£4537</i>
	<i>£12,712</i>

SEND cohort end of year achievement of National Expectations (including early years)

9 pupils	Reading	Writing	Maths
% meeting/exceeding National Expectations	22% (2)	22% (2)	22% (2)

SEND cohort end of year achievement of National Expectations (not including early years)

7 pupils	Reading	Writing	Maths
% meeting/exceeding National Expectations	29% (2)	29% (2)	29% (2)

Progress tracked for SEND cohort (not including early years)

7 pupils	Reading	Writing	Maths
% who made good progress (6 steps +)	43% (3)	43% (3)	86% (6)

Progress tracked for SEND cohort (not including early years)

7 pupils	Reading	Writing	Maths	Average Progress	Variation from expected standard (100)
Average value added scores	99.71	99.71	100.71	100.04	+0.04

Progress tracked on other curriculum- Year 1/2

1 pupil	Reading	Writing	Maths
% who made good progress (6 steps +)	100%	0%	0%

Progress tracked on other curriculum- Year 1/2

1 pupil	Reading	Writing	Maths	Average Progress	Variation from expected standard (100)
Average value added scores	100.0	99.0	99.0	99.33	-0.67