

MIDDLE BARTON PRIMARY SCHOOL
ANNUAL INCLUSION REPORT TO PARENTS/GOVERNORS
2014-15

Introduction

Middle Barton School currently has 104 pupils on role which comprises of a Foundation Stage class; a mixed aged Year 1 and Year 2 class; a mixed age Year 3 and 4 class and a mixed age 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 which then inform pupil progress meetings. At these meetings the class teacher and a member of the SLT analyse data and if needed, put additional support in place for the following term through the systems of 'Six Weekly Intervention Plans' (SWIPS). Middle Barton School also has high aspirations for all its pupils regardless of individual starting points: 6 points progress in Years 1 and 2 and 4 points progress in each year group in KS2. This equates to good progress. Over the last year the school has continued to use the levelling system of 1c to 6c but will be taking on a partnership system based on Clive Davies 'Not as we know it' from September 2015.

Analysis of Numbers of Pupils on the SEN Register

At present there are 12 children on the register. This is 12% of the school roll. 75% of these children are on the main SEN register with 25% having 'Statements' or EHCPs (Education Health Care Plans). According to primary need, 75% of the children are on the register for cognition and learning needs, 8% for physical disabilities, 17% for profound and multiple learning difficulties and 0% for behavioural difficulties.

Pupil Progress Analysis

Closing the gap data

Reading	KS1 APS 2011	Yr 3 2012	Yr4 2013	Yr5 2014	Yr6 2015	Analysis
SEN (2)	6	8	12	16	15	Gap between SEN pupils' achievement and other pupils widens until 2013 and then evens out.
Non SEN (8)	17	25	28	30	31	
Gap	11	17	16	14	16	

Writing	KS1 APS 2011	Yr 3 2012	Yr4 2013	Yr5 2014	Yr6 2015	Analysis
SEN (2)	6	10	12	15	14	Gap has been stable and widened just in last year. Writing is an area to develop in the SDP for 2015-16.
Non SEN (8)	16	21	22	25	27	
Gap	10	11	10	10	13	

Maths	KS1 APS 2011	Yr 3 2012	Yr4 2013	Yr5 2014	Yr6 2015	Analysis
SEN (2)	8	11	14	18	18	Gap widens slightly between 2013-14 and then narrows slightly.
Non SEN (8)	18	23	27	31	30	
Gap	10	12	13	13	12	

Percentage of pupils achieving Level 4 or more in validated KS2 SATs

Subject	Whole class 2014-15 (8 pupils)	SEN 2014-15 (2 pupils)	Analysis
Reading	100%	0% (but very good progress made from KS1-2)	Further scrutiny of how interventions are delivered required as focus for next SDP with particular focus on writing.
Writing	63%	0% (as above)	
Maths	100%	0% (as above)	

Interventions: SWIPs are used to monitor interventions across the school. Each intervention is measured for impact. Work will continue next year with TAs and teachers to improve the quality, effectiveness and measurability of the interventions.

Pupil Profiles: A pupil profile is written for every child on the SEN register. This outlines their strengths and needs and provides guidance for strategies and interventions that are used to support learning for that child. These are reviewed with parents at parents meetings three times a year (December, March and June)

Multi-agency interventions/support

Educational Psychologist
Speech and Language therapists
Physical Disabilities Advisory Teacher
Occupational Therapy Service
Physiotherapy Service

SEN Staff Training During 2014-15

SENCo accreditation undertaken by SLT member and she will take on SENCo role from September 2015

Narrowing the gap training for SENCo

In-house training for TAs around developing higher level questioning skills

Support staff work shadowing for one morning each at two partnership schools

Vocabulary twilight INSET led by Pat Hudson (Oxfordshire SEN service)

Attendance and Exclusions

Average attendance for pupils with SEN = 93.17% (one family with two pupils have had fortnightly attendance meetings with the HT to address this and they make up 15% of the SEN pupils)

There have been 3 fixed term exclusions this academic year.

Admission arrangements

Please see the admissions policy – pupils who have a statement/EHCP are prioritised in their choice of school.

Accessibility plan

Please see the SEN policy for details of the above – we aim to ensure that our physical environment and all the facilities are suitable for all SEN pupils.