**SEND report for Learning and Development Meeting**

**May 2019**

* SEND REGISTER (updated May 2019 ) = 10 (6.13%)
* 1 EHCP, 9 X SEN support
* ADDITIONAL SUPPORT REGISTER 29 =17.8%
* EAL REGISTER 19 =11.6 %
* PP 10 = 6.13 %
* Summer born 82 =50% (between May and August)

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| --- | --- | --- | --- | --- | --- | --- |
| **Class** | **Pupil Premium** | **PP & SEND** | **SEND** | **AEN** | **EAL** | **Summer Born** |
| **Reception****18 (5.5%)** | 1 | 0 | 2 | 3 | 2 | 10 |
| **Year 1****27 (3.7%)** | 1 | 0 | 1 | 5 | 2 | 14 |
| **Year 2****26 (3.8%)** | 1 | 0 | 2 | 2 | 5 | 14 |
| **Year 3****24 (4.2%)** | 2 | 0 | 3 | 5 | 4 | 11 |
| **Year 4****26 (3.8%)** | 4 | 1 | 1 (EHCP) | 4  | 2 | 14 |
| **Year 5****20 (5.0%)** | 1 | 0 | 0 | 7 | 1 | 9 |
| **Year 6****22 (4.5%)** | 0 | 0 | 1 | 3 | 3 | 9 |

**Reception** : What an amazing year Reception have had! Progress in this class is incredible with 82% of the class already at expected or above for reading and phonics!

The two SEND children are making small steps of progress within the Early Stages of EYFS. It is extremely likely they both will need an EHCP in the future and possibly Specialist Provision. They will continue to have support from a Specialist Teacher and Speech and Language Therapist. I have now secured High Needs Funding for them both.

A new child started in the class in March who is on Pupil Premium register as a Looked after Child and has been added to the Additional Need register for social and emotional support.

**Year 1** : There has been a steady flow of new comers to this class as the year has progressed, several of whom have an additional need one way or another! One Looked After Child with severe social and emotional needs is needing intense individualised support at the moment.

**Year 2** One child in this class needing a lot of support has recently had a diagnosis of ADHD. We now have High Needs Funding in place for him.

**Year 3 :** have proved to be an emotionally needy class this year for one reason or another with lots of extra TLC and nurturing being needed.

The child with the EHCP was finally moved to a Specialist Provision in term 4.

I am currently in the process of applying for an EHCP for another child who needs constant support to enable progress. I have secured High Needs Funding for him but it is likely in the future that he too will need to go to a Specialist School.

**Years 4.** The child with an EHC plan in Year 4 is making steady progress and has been able to move away from constant one to one support towards more independent learning. There are 2 other children who are need of emotional support at the moment.

Several children in this year group have accessed RWI intervention, which has been very successful!

**Year 5** Continue to flourish! One child needs social and emotional support, this is managed very well within the class.

**Year 6:**  have worked extremely hard this year. Interventions are managed very well, some children have accessed Read Write Inc ‘Fresh Start’. They have all made extremely good progress.

**Teaching and Learning:**

Interventions:

RWI : Please see ‘Impact Statement.’

Handwriting Intervention, Colourful Semantics, PAT phonics, Spelling.

Speech and Language - Bespoke support on a 1:1 basis, Language for Learning, Social Skills (Time to Talk), Narrative, Colourful Semantics, English as an Additional Language support.

Maths –Numicon, Numeracy Calculation in Class, Plus One and Power of Two

Physical Support - Fine Motor (clever fingers) Jump ahead, Sensory Circuits,

Social Emotional Support - Pastoral Support, Lego Therapy, Social Skills, Meet and Greet, behavioural support.

Early Morning Nurture Group started in September – a small group for children who may feel anxious with the transition from home to classroom. This has been well received by those who attend and their parents have reported that the children are happier at the start of the day.

SEN Training accessed during 2018-2019:

Autumn :’De-escalation’ and ‘Positive Handling’ course attended by two members of staff.

Spring: ‘Language For Learning’ , ‘Well Being and Mental Health’, ‘Dyslexia Awareness’, TA refresher course for 2 TAs

Summer : Wellbeing and Mental Health in School (Belinda)

ADHD and further RWI training have been booked for the whole school in Autumm 2019

Other:

Please see:

‘Interventions Across School’

‘BB Impact Statement’ May 2019

Belinda Brown

Leader of Learning Success