

St. George's Primary School

CLARENCE ROAD, PORTLAND

DORSET DT5 2BD

Headteacher: MRS J LUXON

Email: office@stgeorgesportland.dorset.sch.uk TEL: 01305 820520

www.stgeorgesportland.dorset.sch.uk

SEND SEF/ Information Report to Governors 2018-2019.

Efficient Use of resources : highly effective.

- There is a robust and costed provision map in place, used consistently by all staff shared with parents and reviewed with parents (SEE APPENDIX 1).
- The provision map provides a clear overview of the identified needs in the school. It is a working document and shared with staff and is available on the school IT system.
- Any areas of concern are addressed and information regarding SEN pupils is shared with staff and used to inform next steps following monitoring.
- Comprehensive assessment data supports accurate and early identification of children with additional needs in close liaison with the Assessment, completed half termly.
- School uses a wide range of data to identify barriers to learning. The effectiveness of classroom teaching is taken into account before an assumption of SEND is made.
- School makes use of its own SEND Screening tools to support SEND identification. These are completed by the SENCO and help support the identification of SEND and area of need:
RENFW; To identify possible Expressive and Receptive language needs.
Phab: To identify possible Phonological difficulties indicating dyslexia.
TVPS: To identify possible Visual processing difficulties.
NARA Reading: To assess Reading rate/comprehension difficulties.
Young Reading Assessment: To establish a Reading difficulties profile.
Memory; Long/short term memory difficulties.
SANDWELL Maths; Maths Age to indicate possible maths difficulties/dyscalculia.
- Interventions that are used have a positive impact and these are tracked half termly by the SENCO.

Precision Teach	Whole School
SALTS	Whole School
SPLD Literacy	Whole School (OCR Level 5 TA)
ELSA	Whole School
LEARN TO MOVE	Whole School
READING RECOVERY	Whole School
NURTURE PROVISION	Whole School
SCHOOL START (SALTS)	Reception
TRUGS	Year1 & 2
1 ST CLASS@NUMBER	Year 2 & 3
TOE BY TOE	Year 3 – 6
WORDWASP	Year 3 – 6

- Interventions have a good impact on progress (Appendix 2).
- Evidence from observations shows that interventions are well delivered and support staff are highly skilled with a clear understanding of the needs of the pupil and the impact of the intervention.
- There is a graduated approach to intervention. Class, group and 1:1 support is balanced with all children showing a 'Growth Mind Set' accepting the embedded work without restriction.
- The SENCO completes focused impact based case studies. These are used in a reflective manner to improve intervention as well as demonstrating progress made.
- The use of alternative provision is rarely used. (Never accessed within the last 5 years)
- School use a range of data to identify barriers to learning – including types, rates and patterns of bullying (2018-2019 no incidents involving SEND pupils). Levels of attendance for pupils with SEND (2017-2018 Whole School SEND attendance 94.2% NON SEND Attendance: 96.9%). EP meetings and assessments.

- Exclusion data is monitored by the SENCO. In the period 2018-2019 there were 3 fixed exclusions for 3 pupils 1 of these pupils has an identified SEND need and has been assessed for an EHC plan. The other 2 pupils currently have no identified SEND need. (SEE EXCLUSIONS ANALYSIS DOCUMENT 2013 TO DATE).
- All pupils if excluded have an SEMH support plan in the first instance to show a graduated response. Further exclusions would lead to a PSP and increased intervention in partnership with parents. Robust transition procedures are in place so that identified pupils needs are met.
1:1 meetings with SENCOs from Preschools and Secondary Schools.
Meetings with Reception Parents May/June.
Enhanced transition visits agreed with reception/Secondary schools.
Yearly transition 'Moving Up Day'.
Identified 'vulnerable' pupils received Social Story with photos. Completed Annually.
'Keeping you in Mind' cards sent to identified pupils during the Summer Holidays.
- Key Attachment Adult Identified'. Engagement with pupils and families is highly effective.
- Highly successful engagement with parents is led by the SENCO using 1:1 meetings, reviews and TAF meetings.
- Parents and carers are fully involved in structured conversations about their child including assessment and identification of SEND need. Parents complete a questionnaire prior to school SEND meeting to discuss next steps for their child. The SENCO held 117 parent meetings to discuss and plan support.
- Parents are made aware of courses both locally and nationally. Additionally parents are offered information on impartial advice such as SENDIASS.
- Pupils with SEND have personalised plans that are reviewed termly with parents. Pupils are involved in discussing their support plan (IEP). ALL pupils and parents speak highly of the support received in SEND pupil voice 93% of pupils are happy at school and report getting help when they need it.
- Pupils with SEND are fully involved in whole school pupil voice and make a contribution to their IEP.
- Pupils with SEND have full opportunities to attend afterschool clubs. They are identified to attend Nurture Breakfast Club (Daily 7.45 – 8.45). 49% of children attend an Afterschool club. 36% of those pupils have SEND needs. This would suggest a high level of inclusivity and access to a whole curriculum for our students.
- There are 18 agreed Education Health Care plans this is 4% of the school roll, the national average is 3%. In the last 5 years in line with national trends we have experienced a significant increase in the number of EHC plans agreed- we have 6 times as many in 2019 as in 2014.
- School uses a variety of person centred tools to support outcomes;
- one page profiles.
- The SENCO is trained in delivering Person Centred Review and facilitates these for the 17 pupils with EHC Plans. It is expected that during the next academic year there will be further request for assessment for 4 more complex pupils on roll.
- Parents are able to request meeting with the SENCO to discuss a variety of issues and support offered has included :-

	Counselling	Housing	Relate	Young Carer
CAMHS	Chesil Family support	MOSAIC	Health	
Homestart	WAVES			

Personal Development, Behaviour and Welfare: *highly effective.*

- The school has a highly effective holistic approach to SEND. Provision is responsive to the needs, development and well-being of pupils. Pupils with SEND receiving intervention make better than expected progress. SEND progress in Reception and Year 6 is outstanding (SEE SEND Progress by Year Group Data).
- The school is recognized as an attachment friendly school with the SENCO an Attachment Lead in this area and a THRIVE attachment practitioner.
- Pupils in Care are well supported with the SENCO as acting as the LAC Teacher attending LAC reviews and completing PEPS .
2 LAC pupils – Expected progress in writing.
- Better than in Reading.
- Better than in Maths.
- Rates and patterns of exclusions are not disproportionate SEND. (2018-2019) 3 fixed term exclusions for 3 pupils 1 with SEND, 2 without.
- There are no informal or unofficial exclusions.

- Attendance of SEND pupils is closely monitored. SEND Attendance 2018-2019 94.2%. Whole School Attendance:96.6%
- Part-time timetables are used rarely. This is agreed as part of a multi-agency planning meeting with the involvement of parents. Attendance is increased as rapidly as possible following regular reviews.
- School operates outstanding safeguarding procedures. Staff are vigilant, highly consistent in implementing policies, procedures and practise. The annual Safeguarding audit is completed with the Safeguarding governor and returned to Local Safeguarding board for scrutiny. We have self assessed our safeguarding procedures as outstanding.

HT and 2 DSLs.

Whole Staff Updates: October 2019.

CP 2017-2019: - 4 CP Conferences: - 4

CIN: - 6

CIN Meetings: - 6

LAC: - 2

PEP: - 4

LAC Reviews: - 4

Outward Facing.

- Outside agency support is engaged appropriately and advice is used to positive effect to secure outcomes for the most complex/vulnerable pupils.
- SENCO has an excellent knowledge of the different agencies acting as the lead professional/liasing with agencies to achieve positive outcomes for 17 families (2018-2019).
- The SENCO is a Local Authority SENCO Champion offering support to new SENCOs in post.
- The SENCO is working with the LA SEND project.
- The SENCO is a regular panel member for the LA in EHC request assessments.
- There are regular SENCO Briefings with the loose federation of Holy Trinity, Radipole and Wyke Regis including ELSA Supervision and training by the EP. This process of school to school support is positive. We are currently engaged in a Language project within the group to improve communication skills in EYFS.
- The school is outward facing and regularly engages critically with developments in practise.