

Report to governors on special educational needs and disabilities (SEND)

Oakway Academy September 2018 – Claire Byron & Jacinta Gordon

1. SEND update

All children with Statements are going through the process of moving to EHC Plans in line with the Local Authority requirements and timeline.

In the past 12 months, seven statutory assessments for EHC Plans have been submitted to the local authority (LA). All seven children an EHC Plan.

Currently, another six Requests for Statutory Assessment for an EHC Plan are due to be submitted in the coming year.

The June 2018 SEN register shows 84 pupils with a K status, 13 EHC plans.

In September 2018, 8 children will transfer to special school provision.

2. Identifying pupils with SEND

Oakway identifies children with SEND through analysis of progress and attainment data, pupil progress meetings and specific assessments. Referrals are made from teaching staff to leaders in the Inclusion team. In-depth information on a child is gathered through classroom observations, meetings with parents and relevant assessments. Outside agencies such as Educational Psychologist and Community Pediatrician, are also used to clarify and ascertain a child's Special Educational Need.

Once a pupil has been identified, and during the process of identification, relevant interventions are put into place to ensure the child can access their learning and receive the appropriate support. We employ a cycle of assess, plan, do, review as per the graduated approach stated in the SEND Code of Practice.

3. Progress made by pupils with SEND

Progress of children completing the Chatterway programme (Early Years communication & Language programme)

	% whole year group at each age band						
	12-17	18-23	24-29	30-35	36-41	42-47	48+
2017 BASELINE Cohort 75	0%	28%	9%	20%	11%	31%	1%
2018 Final Assessment Cohort 72	3%	1%	3%	1%	7%	6%	79%

Subject	SEN	Non SEN	Year Group	SEN/Non difference	Judgement
Year 1 (12/97pupils) (12.37%)					
Reading	4.75	5.65	5.52	-0.9	3
Writing	5.33	5.94	5.84	-0.61	2
Maths	5.33	5.85	5.76	-0.52	2
Year 2 (12/87pupils) (13.79%)					
Reading	4.00	5.81	5.57	-1.81	3
Writing	4.7	6.5	6.2	-1.8	3
Maths	5.5	6.3	6.2	-0.8	2
Year 3 (11/74pupils)(14.86%)					
Reading	4.70	5.65	5.49	-0.95	3
Writing	5.33	5.6	5.44	-0.27	2
Maths	5.0	5.8	5.6	-0.8	3
Year 4 (14/90pupils) (15.56%)					
Reading	4.8	6.0	5.8	-1.2	3
Writing	4.21	5.88	5.62	-1.67	3
Maths	5.21	6.15	6.00	-1.3	3
Year 5 (11/ 87pupils) (12.64%)					
Reading	5.00	5.93	5.80	-0.93	3
Writing	5.3	5.9	5.8	-0.6	2
Maths	5.1	5.4	5.4	-0.3	3
Year 6 (6/85pupils) (7.06%)					
Reading	6.5	7.2	7.2	-0.7	2
Writing	6.8	6.8	6.8	0	1
Maths	5.83	7.03	6.94	-1.2	

	SAS APS Progress Band
1	6.76+
2	5.26-6.75
3	3.1-5.25
4	0-3

Effectiveness of Provisions are measured in a variety of ways:

- achievement of learning plan targets
- progress in learning through formal assessments
- reduction on incidence of behaviours logged
- observations
- numbers discharged from outside agencies – progress means they no longer require the service eg. speech therapy.
- Pre and post intervention assessments eg. fine motor control assessment following Occupational therapy sessions.

4. SEND Funding

A large proportion of SEND funding is spent on staffing and outside agencies.

We have commissioned 34 days of Educational Psychology Service in 2017/2018 and 37 days in 2018/2019. We commission the service of an Independent Speech and Language Therapist three hours per fortnight and a psychotherapist to work with identified children weekly.

SENCo – Jacinta and business manager Kate Pettifer are responsible for allocating and budgeting the SEND funding.

There are currently 4 children in receipt of High Needs funding. Applications for High Needs Funding will be submitted for 5 further children.

5. Staff Development

Staff development in the past 12 months and planned for the coming months includes:-

- Emotion Coaching training
- Autism training
- Speech and language training
- Inclusion Network meetings
- EAL training
- Attachment awareness training

6. Work with external agencies

We commission the services of Educational Psychologist and Speech and language therapist. Other outside agencies that are used include:

- Educational Psychologist – ASD team
- NHS Speech and Language therapist
- Child Psychotherapist
- Maplefields Outreach Support
- Kings Meadow Outreach Support
- Park Junior DSP Unit
- Occupational Therapist
- SEMH Panel
- Target Autism
- Croyland Nurture Provision
- ASD/ADHD team – ADHD specialist nurse
- Community Paediatrician
- Child & Adolescent Mental Health Service (CAMHS)
- Early Help and prevention practitioners
- Sensory Support Service

Since commissioning more hours with the Educational Psychologist Service last year, it has been simpler and faster to receive the required support for children, make the required successful referrals and receive necessary funding.