



Learning Together to Achieve our Best
Stonesfield Primary

Annual Inclusion Report to Governors 2016-17

Introduction

(Data from July 2017)

Stonesfield School currently has 133 pupils on role, which comprises of a mixed Reception and Year 1 class; a mixed aged Year 1 and Year 2 class; a mixed age Year 3 and Year 4 class; a mixed age Year 4 and 5 class and a Year 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 at three points in the year 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 'Raising Achievement Grids' (RAGS) and Intervention Plans. Stonesfield School has high aspirations for all its pupils regardless of individual starting points: 4 steps throughout the year. This equates to good progress. Reception children are assessed at the end of the year to see if they have reached a 'Good Level of Development' (GLD) which is having reached expected levels in 12 out of the 17 early learning goals.

Teachers have a responsibility to identify any additional needs a pupil may have. The teacher works closely with the child, parents and SENCo to help plan for and support the pupil. If the pupil's needs cannot be met by the normal level of resourcing available to the school then an 'Education, Health and Care Plan (EHCP) can be sought from the Local Authority to help map out the additional outside support that the pupil may need to access the curriculum and make progress. All Statements have now been converted to EHCPs

Analysis of Numbers of Pupils on the SEN Register

Number of pupils on roll	133
Number of pupils on the SEND register	20
Percentage SEND	15%
Across all schools in England, the number of pupils that have special educational needs (DfE Jan 2017)	14.4%

Primary Need	Number of pupils on register	Percentage on Register
Communication and interaction needs (C&I)	3	15%
Cognition and learning needs (C&L)	11	55%
Social, emotional and mental health needs (SEMH)	1	5%
Sensory and/or physical needs (S&P)	5	25%

Levels of Need:

SEN Support: 18 pupils=13.5% of school roll, which is above the national average of 11.6% across all schools (DfE Jan 2017)

EHCs: 2 pupils=1.5% of school roll which is slightly below the national average of 2.8% across all schools (DfE Jan 2017)

The national picture shows that 25.2% of pupils on SEN Support have Moderate Learning Difficulties as the largest primary type of need in January 2017. Autistic Spectrum Disorder remains the most common primary type of need for pupils with a statement or EHC plan.

Year 6 KS2 SATs

Cohort size 23

KS2 Attainment % at or above expected	School Non-Sen	National unvalidated	SEN (4)
Reading	72	71	50
Writing	89	84	25
Maths	68	75	25

Schools in England nationally

61% of pupils reached the expected standard in Year 6 in reading, writing and Maths combined. (DfE August 2017) The school's combined score was 53%

KS1 attainment Pupils reaching expected level +	National All %	School Non-Sen	SEN (4)
Reading	76	67	25
Writing	68	67	25
Maths	75	80	50

**Year 1 Phonics
test**

% of pupils that

passed 80%
 % of SEND pupils that passed 25%
 % of pupils that passed nationally 81%

Early Years Foundation Stage Assessment

% of pupils that made GLD 76%
 % of SEND pupils that passed n/a
 % of pupils nationally, that made GLD- 70.7%

Attendance

% attendance of non-SEND pupils over the year - 94.5%
 % attendance of SEND support pupils over the year- 92.6%
 % attendance of SEND EHCP pupils over the year – 88.5%

Exclusions

No internal or external exclusions this year

SEND Funding 2016-17

Notional SEND budget for 2016/2017 was £28,615
 Top up funding for high needs pupils for the year £18,989.28

SEN Support Systems

Interventions

Provision maps are used to monitor interventions across the school. Each intervention is measured for impact and results this year show good impact, particularly for Project Code; Direct Phonics; Spirals and Talkboost

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 parent's meetings.

Multi-agency support

- Educational Psychologist
- Speech and Language therapists
- Physical Disabilities Advisory Teacher

- Occupational Therapy Service
- Physiotherapy Service
- Autism Advisory Service
- Witney Early Intervention Service
- Visual impairment Advisory teacher
- Back up (Charity)

Training for TAs

(The school employs 7 TAs: 4 full time, 3 part-time)

- Spelling, Grammar and Punctuation sessions throughout the year
- Speech therapy training for individual pupils and TAs
- Autism Awareness training for all staff

Key priorities for 2017-18

- To accelerate the progress in mathematics for all SEN pupils
- To further promote reading opportunities for all SEN pupils
- To facilitate the successful transition of high level need pupils in year 6
- To identify pupils earlier in EYFS that are not making expected progress in the key areas of development