
SEND REPORT 2018-2019

Hexton School



Rachel Marsh SENCo

Send: Report to Governors- July 2019

1. Profile of pupils with SEND

	SEN support	EHCP
Reception	1	0
Year 1	1	1
Year 2	2	0
Year 4	2	0
Year 5	1	0
Year 6	2	0
Total	9	1

Total number of pupils on the SEND register = 17 **29% of 58 2017/18**

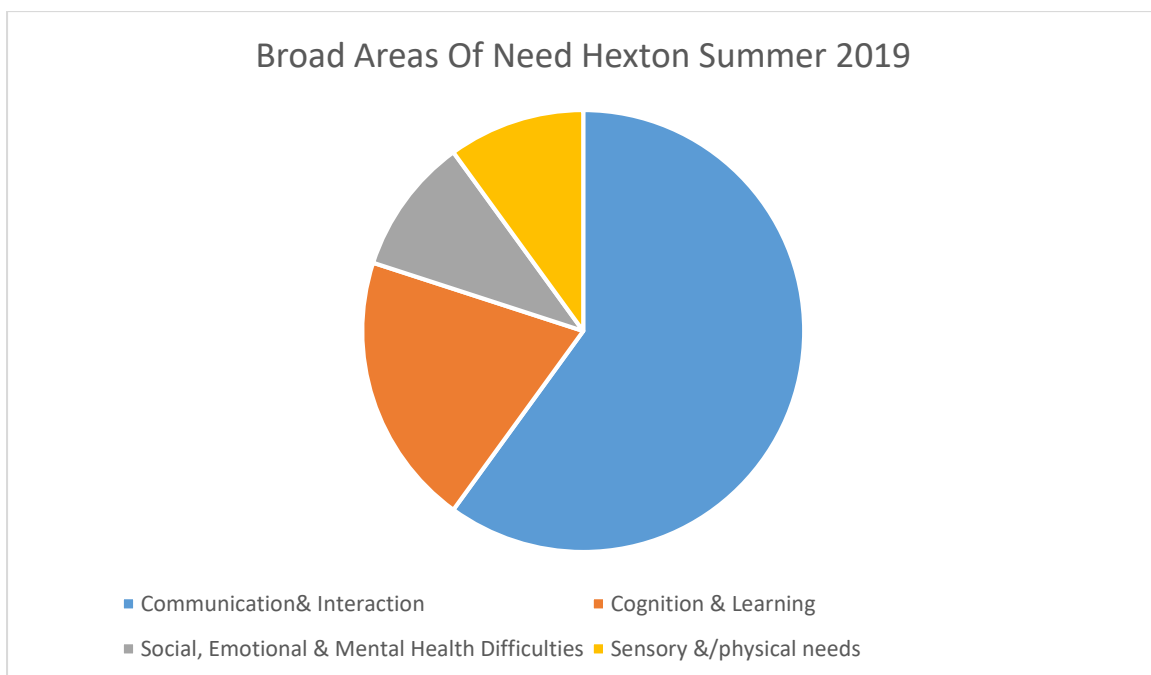
Total number of pupils on the SEND register = 10 **38.5% of 26 2018/19**

National Average SEN pupils is **14.9% January 2019**

2. Areas of need

	Specific learning difficulties	Speech, Language & Communication	Autistic Spectrum Disorder	Social, Emotional & Mental Health	Hearing & Visual impairment	Medical & disability	MLD
EYFS	0	1	0	0		0	0
KS1	1	1	1	0	1	0	0
KS2	1	2	1	0	0	1	0
Total	2	4	2	0	1	1	0

Broad Areas Of Need Hexton Summer 2019



3. Gender of pupils on school's SEND register

	Boys	Girls
EYFS	1	0
KS1	3	1
KS2	1	4
Total	5	5
%	50%	50%

4. Other vulnerable groups

	EYFS	KS1	KS2	Total
Total number of SEND pupils who are Pupil Premium	0	0	2	2
Total number of SEND pupils who are Looked After	0	0	0	0
Total number of SEND pupils who are Service Children	0	0	0	0

5. Staff skills

Summary of SEND qualifications:

National Award in Special Educational Needs Co-ordination – RM Qualified
Advanced Skills for TAs – Level 4 (SEN focus) VW
Mental Health First Aid - RM

Summary of staff CPD for SEND 2018/19

Teaching Staff

ASD/Behaviour support – teachers, TA's Woolgrove Outreach
SCERTS children with S,L & C difficulties - Speech and Language therapist in class TA/CT & parents
Safeguarding
Pupil Progress meetings
SpLD base
SEN Briefings
SENCo Conference
SENCo Forum

Teaching Assistants & support staff

Woolgrove Outreach
CAT Advice
SpLD Advisory Teacher
SALT- SCERTS

Impact on the quality of teaching and learning

Ofsted report February 2019:

'Disadvantaged pupils and those who have special educational needs and/or disabilities (SEND) make good progress from their starting points. The effective special needs coordinator (SENCo) accurately identifies pupils' needs and ensures that they are met.'

'The SENCo has strong and effective systems in place to rapidly identify those pupils with SEND. She ensures that teaching assistants have a wide range of specialist training, so they can give effective support to the pupils they work with. The SENCo is passionate about securing the right support for pupils. She works effectively with external professionals and has recently secured additional funding to ensure that pupils with SEND get the best help possible to meet their needs.'

RM has undertaken planning scrutiny, intervention observations, drop ins and work scrutiny and attended TA meetings.

Pupil voice questionnaires tell us that pupil's feel well supported and understood. Parents are pleased with the support.

6. Accessibility

Information for Governors Annual Report to Parents	Summary of where information may be found
Admission/transition arrangements for pupils with SEND	SEND Policy
Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils	SEND policy Accessibility plan
Details of facilities provided to assist access to the school by pupils with disabilities	Accessibility plan

7. Parental involvement in review meetings

100 % of parents attended annual review meetings but some parents you have to reschedule several times.

8. Exclusions

In 2018/19 there were no exclusions

9. Attendance

Attendance of pupils with SEND

It has been noted that some children with SEN have low attendance and this makes it difficult to close the gaps.

10. Achievement & progress of SEND pupils

KS1:

Y1 phonics one SEN pupil was pre key stage so was exempt from phonics screening. An individual curriculum is in place for them. One pupil reached expected standard in phonics in 2019.

One Yr2 pupil passed Phonics Screening retake.

Y2 one pupil is pre-key stage so was exempt from KS1 SATs. Targeted interventions are already in place for them.

1 SEN pupil achieved ARE in reading and w/t in writing and maths.

KS2:

One pupil was absent from KS2 SAT's.

One pupil achieved ARE for Reading, Writing and Maths.

Impact of interventions

Are closely monitored through a system which tracks the impact of interventions. TA's meet half termly to discuss these. RM has completed intervention observations to assess how learners respond and given feedback to staff.

RM has worked closely with teaching staff to ensure all children have access to quality first class teaching as research indicates this has the greatest impact on the progress of SEN children.

11. Work with external agencies

SpLD base

Educational Psychologist

Speech and Language Therapist

Communication and Autism Team

Family Support Worker

School Nurse

Hitchin Behaviour Support

NESSIE

DSPL

Woolgrove Outreach

CDC Clinic