

Annual Report to Parents on the Implementation of the Special Educational Needs and/or Disabilities (SEND) Policy 2019/20

At The John Moore Primary School we work hard with families, children and a range of outside agencies to ensure that the needs of children with SEND are fully met and that they reach their full potential.

Key Staff:

- Inclusion Manager- Mrs Heather Philcox
- Special Educational Needs and/or Disabilities (SEND) Governor - Miss Amanda Greenwood
- Headteacher- Mrs Ruth Laing

Policies:

The SEND Policy was updated and reviewed in February 2018 and is in line with the Special Educational Needs and Disabilities (SEND) Code of Practice (August 2014), which was created as a direct result of changes in the Law (i.e. Section 3 of the Children and Families Act March 2014). This was completed in consultation with staff, parents and Governors. The Send policy is reviewed every 3 years. The school also updated its School Local Offer which forms part of Gloucestershire's Local Offer and is a document that highlights to parents the provision and procedures for children with Special Educational Needs and/or Disabilities at our school. This document was written in consultation with staff, Governors and a working party of parents.

Number of pupils with SEND (2019/20):

SEN Support	16
EHCP	8
Percentage of school population	9%

All pupils without an EHCP are classified as 'SEN Support'. All pupils with an EHCP were allocated over 10 hours of support.

Numbers of children/young people with a Health Support Plan

In 2019/20 we had two children in school with Health Support Plans. These plans are used when there is a medical need but no educational need as the children are working within year group expectations. These plans are reviewed annually with parents.

Standards 2019/20:

Due to Covid-19 the SATs tests did not take place.

Standards 2018/19:

Children who took the SATs tests in summer 2018 (Year 2 and Year 6) were assessed against the curriculum objectives and were judged as being at the 'expected' level or not.

•End of Key Stage 2 (Year 6)

There were four pupils with SEND who were classified as SEN Support. The data for Key Stage 2 is:

75% achieved expected level for Maths

50% achieved expected level for GPS

75% achieved expected level for writing

50% achieved expected level for Reading

50% achieved the expected level for Reading, Writing and Maths

Progress data for these children are as follows:

Pupil	Reading	Writing	Maths
Child 1	3.9	10.6	4.2
Child 2	4.9	10.6	7.2
Child 3	5.6	-1.7	2.1
Child 4	-3.1	-1.4	6.2

Whilst not all children achieved the expected level in all areas, the individual tracking sheets used by the school highlight the good progress made by the children from their starting points.

•End of Key Stage 1 (Year 2)

2 pupils were on the SEND Register at SEN Support. The data for Key Stage 1 is:

50% achieved expected level in Maths

100% achieved expected level in Science

50% achieved expected level in Reading

50% achieved expected level in Writing

Transition for Pupils with SEND:

The School liaises closely regarding assessment information of pupils to ensure that transfer from Pre-school to KS1, and KS2-3 is made as easy as possible for pupils with Special Educational Needs and/or Disabilities.

In 2019/20 we had 3 children with SEND transferring to Secondary School.

All pupil records were handed over in advance of pupils commencing KS3. The transition lead for Tewkesbury school attended two meetings at the school with the Inclusion Manager to discuss children's needs, to talk through records and to ensure a smooth transition.

Attendance and exclusion

Attendance and exclusion of pupils with SEND is monitored by the Headteacher and Inclusion Manager. Data for 2019/20 shows that attendance of the SEND pupil group until lockdown (23rd March) was 96.6% . This is slightly below the whole-school attendance figure for the same period (97.2%). Targeted intervention is put in place for pupils with attendance below 96%.

There were no fixed term exclusions in the academic year. There were no permanent exclusions.

The School is part of Tewkesbury District Partnership of schools (TDP), and, as such, has links to a designated Vulnerabilities, Inclusion and Attendance Officer who is able to support the school in dealing with any attendance issues, including any persistent lateness.