

Annual Report from SEN Governor to FGB

Academic Year 2015-16

This report provides an overview of the provision for pupils with Special Education Needs within the school based upon the SEN Gov observations and discussions. It is intended to inform the Governing Body about the provision provided by the school during the year, the impact of initiatives undertaken, reflect on the value for money in terms of cost related to pupil progress and to look forward to the next year. It is not intended to replace reports from the school in terms of AfA, SEN or PP.

This report is based on agreed records of the four main meetings and a number of less formal discussions between the SEN/PP/AfA Governor and the Leader of AfA/SENDCo during the academic year.

Assessment without levels; This has impacted on Governors ability to compare year on year so comments are related to the current year only rather than cohort comparison over time. All pupils had targets for the year so progress has been looked at in terms of them meeting or exceeding those targets. In general the school has adapted very quickly to the new system and the "WAVE" recording system adaptations are working well to allow teachers to input data regularly to demonstrate pupil progress. The system also allows specific groups to be recognised through questioning of the data which will be most useful for subdivision of specific SEN groups.

Progress Synopsis:

- Pupil Premium - Pupils in all years have demonstrated progress as shown by the percentage of PP pupils at or above target at the last data collection point when compared to the percentage at the spring collection all percentages have increased current levels are:-

Year	% pupils on/above target Ma	% pupils on/above target Eng	Number on SEN
5	65%	60%	9
6	66%	40%	3
7	47%	34%	7
8	52%	59%	5

.These results were discussed with the leader of AfA as some were, in this Gov opinion, less than could be hoped for. The year showing best levels of progress was Year 6 which had the highest number of SEN pupils within the group.

Some staffing issues in terms of intervention not taking place due to staff abs were discussed but could not justify in particular the low % of pupils reaching targets in English. It is difficult to make judgement on one year's data but next year needs to have closer scrutiny of data in a number of areas and rapid response to interventions that are not impacting.

- SEN Within the school the SEN pupils are spread as follows:

Year 5 Total = 12, 4 with Educational Health Care Plans (EHCP)/Statements of Educational Need (S) 8 on Individual Passports (IP) and a further 14 identified by school as needing extra help designated Learning Passports (LP)

Year 6 Total = 9, 1 EHCP, 8 IP, 14 LP

Year 7 Total = 9, 1 EHCP, 8 IP, 10 LP

Year 8 Total = 5, 1 EHCP, 4 IP, 14 LP

While this demonstrates a reasonably even spread across the school there is a noticeable gender division in years 5 and 8 where boys significantly outnumber girls in the SEN category. While this is not an issue for next year in terms of Year 8 who will be gone it must be reviewed in terms of next year's year 6.

The SEN Census taken in January showed the school's SEN percentage to be 10.1% which is well below the Dorset average but this does not include pupils receiving extra support in the LP group, once these are included the percentage increases to 24% which is above the county average.

Personnel; The Leader of AfA will be on maternity leave next year and the Governor was involved in the appointment of her temporary replacement. It was decided to appoint a part time SENDCo, two days a week to replace only that section of the job and cover the AfA leader's teaching commitment separately. This has been completed and the SENDCo will be in school two days each week from September.

Areas for Action

PP

- Pupil Premium data to be subdivided to demonstrate progress of PP with SEN and PP without SEN to make information regarding "Closing the gap" more relevant as under the current system the Gap can be held open by pupils whose disability would preclude gap closure regardless of any intervention.
- PP in next year's Year 7, progress for this group needs close attention as there was data missing within last year which made tracking progress difficult and therefore their results and impact of intervention etc maybe suspect.
- Pupil premium review for the current year 2015-16 demonstrating where monies spent and impact will be completed by current SENDCo before departing on Maternity leave so that it is on website by 30th September deadline.
- Pupil Premium allocation of monies for 2016-17 to be a separate document on website not an addendum to the current year's review to make it easier to locate and clearer. A draft to be done before departure on Mat leave to be checked and consolidated by HT and new SENDCo in September and put onto website.

- The interventions should be targeted and delivered staff reallocation should not happen nor be an excuse for lack of impact.
- Teacher impact to PP should also be tracked for these pupils to make sure that we can demonstrate where teacher's differentiation within class is making the difference and other intervention is superfluous.
- Review PP monies impact

SEN

- Governor to look at anonymous data for all individual pupils on EHCP/S and IP to check progress at each data point.
- Date at each collection point to be analysed in relation to subgroups within SEN such as gender, learning difficulty, year group, type of/amount of intervention to see where impact is greatest/weakest.
- Where impact is less effective identify possible training issues.
- SEN Gov to liaise with new temporary SENDCo to support as much as possible.
- Investigate SEN intake for CMS from Feeder schools for more than just the next year as Gov have to "make reasonable adjustments" and in some cases, a room to withdraw pupils to was possibly required this year, we need notice to budget plan or challenge the LA.
- Compare progress over time i.e. from equivalent data collection points for the current year's progress into next year.
- Look at the ESA delegation in terms of "real" intervention happening and impact of it.
- Relate SEN budget to impact it is having.
- Governor investigate budget for SEN and PP with Head and Chair of Finance Committee

OTHER

- SEN Gov to look more closely at the tracking of Higher Achievers(HA) within CMS in relation to core subjects and progress to mastery and beyond.
- Review SEN/PP impact from parent perspective - report from SENDCo year end.

Mrs. Lesley Walter SEN/PP Governor

September 2016