Key Strengths from Year 2016-2017

- Improved staff awareness of school pathways identifying children with SEND.
- Development of school systems such as intervention tracker, individual education plans (IEP) has enabled improved tracking and monitoring of each child's school journey and improved outcomes.
- Staff training provided to further develop quality first teaching, including speech and language, autism awareness, growth mind-set and occupational therapy, so as to improve quality first provision and improve access to learning within the class room.
- SENCo actively developing skillset to understand pathways of external provision such as LA criteria to access EHCP.
- Class teachers continue to ensure children have fair access to SEND provision, making reasonable adjustments as expected in the SEND CoP such as providing targeted support within quality first teaching element.
- Observations of support staff linking to tracking of identified pupil's progress through Performance Management.
- Observations used to identify best practice within school to support development of whole school training.
- Funding provided to train 2 teaching assistants so as to provide ELSA support to children identified with SEMH needs.
- Resources purchased to support identified needs and barriers to learning.
- Access to external advice, providing guidance of best practice.
- Dedicated SLT meetings, identifying progress of children with SEND following pupil progress meetings; ensuring desired outcomes are achieved.
- Improvements in SEND systems to enable SENCo improved strategic oversight.

KS2 Results 2017 No. of SEND in cohort - 13	% of SEN pupils attaining at or above ARE
SEND Attainment in Reading	46% (2016 – 31%)
SEND Attainment in Writing	46% (2016 - 31%)
SEND Attainment in Grammar	62% (2016- N/A)
SEND Attainment in Maths	69% (2016-38%)

Owlsmoor Primary School

SEN 'In a Nutshell'

Total number of pupils on roll is 577. 80 of these pupils are identified as SEND (Reception to Year 6). We currently have 3 children at Owlsmoor who have an Educational Health Care Plan in place.*

*information correct at time of writing

Key Priorities for Year 17-18

- To audit school interventions across the school, identifying strengths and weaknesses of intervention delivery
- To continue to improve the effectiveness of interventions so as to diminish the difference between pupils with SEND and non-SEND children.
- To improve partnership between school and parents of children with SEND.
- To continue to improve SEND systems and pathways to meet children's needs who are or maybe identified as SEND, such as school intervention tracker or external professionals required for evidence trail.
- Adapt school systems and pathways to reflect changes in external provision.

KS1 Results 2017 Y1 No. of SEND in cohort – 5 Y2 No. of SEND in Cohort- 9	% of SEND pupils attaining at or above ARE	School result	National
SEND Attainment in Phonic Screening	End of Year 1 End of Year 2	60% 80%	(End of Year 2) 64%

KS1 Results 2017 No. in cohort – 9	% of SEN pupils attaining at or above ARE
SEND Attainment in Reading	44% (2016 – 23%)
SEND Attainment in Writing	33% (2016 – 23%)
SEND Attainment in Maths	56% (2016 – 31%)

Areas for Development

- Improve links with neighbouring schools to support best practice SEND provision.
- Participate in SENCo forum working parties to develop school cluster support of the Local Offer.
- Adapt resources/ staffing deployment. Make required efficiencies to meet challenges of reduced school budget.
- Provide training to parents to support understanding of SEND identification and graduated approach taken by the school to meet needs of pupils who require SEND support.
- Identify and develop in house training or access training through cluster school support to develop and update practice of teachers and support staff.
- Liaise with Local Authority and external agencies to improve pathways/ reduce paperwork for appropriate access to meet needs of SEND children.

Monitoring in the school

Each teacher and member of support staff team is monitored through the school performance management cycle. This involves a lesson observation, a book scrutiny and a pupil conference which always includes children on the SEND register (flagged by a green star in work books).

Phase leaders complete learning walks, book scrutinies, planning checks, and monitor interventions for children with SEND. Pupil progress meetings ensure staff regularly monitor impact and quickly identify children not achieving desired outcomes.

Teachers identify children requiring SEND support and plan for them accordingly through appropriate differentiation to meet needs of identified pupil or creating a bespoke individual plan if more specialised support is required.

Data Summary

	School At+	Nat. At+	School Exc	Nat. Exc
KS1 R	81%	76%	27%	25%
KS2 R	84%	71%	29%	25%
KS1 W	74%	68%	24%	16%
KS2 W	89%	77%	40%	31%
KS1 M	83%	75%	25%	21%
KS2 M	95%	75%	37%	23%