



## **Closing the Gap between SEND Pupils and Other Pupils at Fellgate Primary School 2017 Data.**

### **Closing the attainment gap at EYFS**

7 SEND Pupils

25 Non SEND Pupils

	<b>% SEND School</b>	<b>% Non SEND School</b>	<b>Gap</b>
<b>GLD</b>	14.3	76	61.7

There were 7 SEND pupils in the cohort, 4 with ASD diagnosis, 1 with ASD traits and 2 with Speech and language difficulties. We have full time support in Y1 to ensure they continue to make progress.

3 Children attend our Autistic Resource Base.

#### **Of the children in our Main School Cohort;**

1 child had Early Help for the family around the child's SEND.

2 children had Outreach support from SaLT in Autumn and Spring terms

### **Closing the attainment gap at Key Stage 1**

13 SEND Pupils

10 Non SEND Pupils

There were 13 SEND Pupils in the Cohort, 8 attend our Autistic Resource Base.

At the end of Y2 our attainment data tells us that our SEND pupils are performing less well than our other pupils for reading, writing and maths.

There is a gap still between the SEND and the Non SEN children.

### **Working at the expected standard**

	<b>%SEND school</b>	<b>% Non SEND School</b>	<b>Gap</b>
<b>Reading</b>	15.4	100	84.6
<b>Writing</b>	15.4	100	84.6
<b>Maths</b>	15.4	100	84.6

### **Of the children in our Main School Cohort;**

5 children with SEND in the Y2 class at the time of the SATS from a cohort of 15

2 children with 2 to 1 support for specific learning difficulties

1 child with ADHD traits.

1 child with ASD diagnosis. An application for an EHCP was applied for and received, this child has since moved authority. The same child was under Child Protection for this academic year.

1 child with Speech and Language difficulties.

1 child from the Autistic Base had access to Y2 provision on a morning in the mainstream school.

There were 2 full time support assistants as well as the class teacher in Y1/2 and Y2/3 classes.

### **Closing the Gap in Attainment at Key Stage 2.**

7 SEND Pupils

18 Non SEND Pupils

There were 7 SEND Pupils in the Cohort, 3 attend our Autistic Resource Base.

Cohort consists of 22 Mainstream and 3 Base children, (2 boys & 1 girl). In MS one boy with EHCP/LAC, two additional with SEN (Literacy)

	<b>% SEND School</b>	<b>% Non-SEND School</b>	<b>Gap</b>
<b>Reading</b>	57.1	100	42.9
<b>Writing</b>	28.6	100	71.4
<b>Maths</b>	57.1	100	42.9
<b>RWM</b>	28.6	100	71.4

As you can see we have worked hard to narrow our gap by the time the children have taken their end of Key Stage 2 Standard Assessment Tests (SATs). The impact of having a small cohort with full time TA support has had a positive effect on narrowing the gap.

5 children on an EHCP

All 4 children with SEND achieved Y6 standards for both Maths and Reading. 2 of these children identified as working towards Y6 standards for SPAG, this was due to the nature of their SEND.

1 child received an EHCP for transition to Year 7

Additional focus groups were set up in the Spring term to include 3 out of the 4 children with SEND to access post and pre learning tuition. 2 out of the 4 children with SEND continued to have daily input with NESSY reading and spelling programme.

We feel our careful tracking and intervention has had a positive effect on narrowing the gap.

### **Progress**

Progress is a measure of the distance pupils have travelled between two points in their learning in time. This can be the start/end of a term/academic year or between key stages.

Our SEND children have all been mapped on the LA ranges and individual provision maps will be put in place in the Spring Term 2018. Progress is measured and for SEND children it can be very small steps.

Our Educational Psychologist continues to work with children and families that are referred by the school by the way of classroom observations and cognitive assessments. Recommendations are followed and implemented by school with class teachers and SENDCo working in partnership.

Our SENDCo works at delivering focused interventions either 1:1 or in groups and/or screening cohorts of children to give an accurate measure of abilities and identifying where catch-up or interventions need delivering.

### **Closing the Gap**

As a school some of the strategies that we use to support SEND pupils are as follows:-

- Whole-school approach and belief in all pupils' ability to learn.
- Using data to identify, track and monitor SEND pupil's progress.
- Literacy and numeracy basic skills are taught rigorously and are held in upmost importance. We ensure that there is Quality First Teaching in school in all lessons having a teacher or classroom assistant supporting the SEND children
- Social and emotional skills are developed through the care, guidance and support we give pupils on a individual basis. A bespoke social skills group

targets areas of concern highlighted by parents, teachers and outside agencies in supporting individual needs of children.

- Attendance, punctuality and behaviour are all monitored rigorously and where necessary are adapted to meet the pupils needs.
- Tailoring the curriculum to meet the needs and interests of the pupils.
- Enriching experiences that pupils may not otherwise experience.
- Listening to learners through Pupil Voice meetings, school council and EHCP reviews
- Engaging parents and the community and offer support where possible.
- Out of school provision offered to parents for their children - breakfast Club and afterschool clubs
- Teams around vulnerable pupils and supporting families such as Early Help.
- Working with the Educational Psychology Service and the specialist teachers they provide.
- Working with Life Cycle and Children and Young People's Service (CYPS)
- Working with Emotional Resilience Team (ERT)
- Working with Developmental Disorder Clinic, DDC (Palmers)
- Working with hosting Speech and language Service.
- Working with other Local Authorities supporting adopted children with SEND issues.
- Working with Jarrow Post 11 and other mainstream secondary schools in transition based learning.
- Offering Outreach advice and support for local primaries
- Supporting GPs and Consultants from the NHS for children with medical needs.
- Taken part in parenting programmes such as Early Bird and EARly Bird + for ASD.
- Developing staff expertise through CPD and our own staff experiences.

### **October Census 2017**

#### **Current numbers of SEND pupils**

<b>Class</b>	<b>Number of pupils</b>	<b>Numbers SEND</b>	<b>% of year group</b>
<b>Reception</b>	4	1	25%
<b>Year 1</b>	20	4	20%
<b>Year 2</b>	14	3	21.42%
<b>Year 3</b>	15	4	26.6%
<b>Year 4</b>	24	13	54.16%
<b>Year 5</b>	24	9	37.5%
<b>Year 6</b>	24	9	37.5%
<b>Total</b>	<b>137</b>	<b>43</b>	<b>31.3%</b>

These SEND children range from Range 1 to Range 4.

These are fluid lists and after interventions and support some children may move off the ranges.