



GREAT ROLLRIGHT CE PRIMARY SCHOOL
Governing Body
Inclusion Annual Report to Parents
January 2019



The purpose of this report is to inform parents about the provision for students with special educational needs or disabilities (SEND) at Great Rollright Primary School. This is a summary of the 2017/18 academic year.

Numbers and Attendance:

Number of pupils on the SEND Register in September 2017: 14 (14% of the school population)
 Number of pupils on the SEND Register in July 2018: 16 (16% of the school population)
 Average attendance of pupils on the SEND Register 2017-18: 96.92% (whole school average 97.41%)

Provision:

The role of SEND Coordinator is held by Mrs Tracy Grundy, and the Governor with responsibility for SEND and Inclusion is Ms Allison Dawe.

The school's aims are:

- to enable every pupil to experience success, and to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs or disabilities, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to ensure pupils have an active involvement in achieving their targets, and take part in their reviews
- to work collaboratively with parents, other professionals and the Oxfordshire Special Educational Needs Support Service.

Each student on the SEND register has a detailed Pupil Profile describing their individual targets, their specific needs, and the actions taken to meet those needs by the school and outside agencies. These profiles are kept in each classroom and regularly updated. Progress of students with SEND with respect to their targets, and the effectiveness of any special provision offered to them, is carefully monitored both by the classroom teacher and by the SENDCo, and regularly reported to parents. When progress has slipped, extra provision is provided.

All teaching staff are regularly given training and advice relating to SEND issues in staff meetings and on Inset days. In 2017-18, this included training from external agencies on supporting children with speech and language difficulties and communication and interaction difficulties, and training for teaching assistants on attention strategies for children with autism. The SENDCo also regularly meets with counterparts at other area schools and feeds back key information to the teaching team.

Results:

Here we give data about attainment and progress in 2017-18 for SEND children compared to the whole school. Attainment tells us how many of the national learning objectives a child has achieved by the end of the academic year, while progress tells us how much the child's attainment has increased from the previous year. As we would expect, average attainment is lower for children with SEND, but the good news is that average progress is higher, showing that the extra support we provide is helping students with SEND catch up with their peers.

Attainment is measured using a "scaled score" from 80 to 120, with 100 representing the nationally "expected" level for each year group. Progress is calculated as the difference between attainment scores at the end of 2016-17 and 2017-18.

	Average attainment		Average progress	
	Whole school	SEND	Whole school	SEND
Reading	104.7	91	0.1	3.7
Writing	101.4	87.8	1.1	1.5
Maths	104.9	93	1.7	3.2