



Closing the Gap between SEND Pupils and Other Pupils at Fellgate Primary School 2018 Data.

Closing the attainment gap at EYFS (Main school)

3 SEND Pupils

1 Non SEND Pupil

	% SEND School	% Non SEND School	Gap
GLD	66.6%	100%	33.4

There were 3 SEND pupils in the MAIn school cohort, 1 with Speech and language difficulties who had support from the SaL service and one with Communication and Interaction needs in the year group. We had full time support in Rec/Year 1 class to ensure they continued to make progress.

4 Children attend our Autistic Resource Base in Reception year.

Closing the attainment gap at Key Stage 1 (Main School)

4 SEND pupils in Main school and 8 pupils attending the Autistic provision

11 Non SEND pupils in Main school

Of the pupils in our Main school cohort;

4 pupils with SEND in a split Y2/3 class with one full time teacher and teaching assistant. This class had 31 pupils.

1 pupil had speech and language difficulties and accessed support from the S&L service

2 pupils with cognitive learning difficulties

1 Year 2 pupil from the Autistic Base accessed morning sessions for both Maths and English and SAT's at end of the year

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

	%SEND school	% Non SEND School	Gap
Reading	75	100	25
Writing	50	100	50
Maths	50	90	40

Closing the Gap in Attainment at Key Stage 2 (Main school)

9 SEND pupils in Main school cohort and 3 pupils attend the Autistic provision

15 Non SEND Pupils

Of the 9 pupils with SEND; 3 pupils with an EHCP all of whom have a diagnosis of ASD

1 pupil with a diagnosis of ADHD

1 pupil with a diagnosis of Dyspraxia

1 pupil with severe Social, Emotional and Mental health needs who was accessing support from the ER (Emotional Resilience) Team, Life Cycles and parent supported with an Early Help

1 pupil with a specific learning difficulty

	% SEND School	% Non-SEND School	Gap
Reading	33	100	67
Writing	33	100	67
Maths	88.8	100	11.2
RWM			

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).

8 out of 9 pupils with SEND achieved Y6 standards for Maths.

6 pupils identified as working towards Y6 standards for Reading and Writing, the nature of their SEND impacted somewhat to these results

We feel 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 are all mapped on the LA SEND ranges and provision maps have been in place from Summer 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 the SENDCo working in partnership.

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 so that the teacher or classroom assistant can support the SEND children
- Social and emotional skills are developed through the care, guidance and support we give pupils on an individual basis.
- 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, PEP 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 Peoples Service (CYPS)
- Working with Emotional Resilience Team.
- Working with Developmental Disorder Clinic, DDC (Palmers)

- Working and 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 Primary schools
- 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 pupils and families with ASD.
- Developing staff expertise through CPD and our own staff experiences.

October Census 2018

Current numbers of SEND pupils (in Main School)

Class	Number of pupils	Numbers SEND	% of year group
Reception	13	3	18.75%
Year 1	2	2	50%
Year 2	28	7	20%
Year 3	11	3	21.4%
Year 4	13	3	18.75%
Year 5	19	5	20.8%
Year 6	14	9	39.1%
Total	100	32	24.2%

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.