

Cheam Park Farm Junior School SEN Information Report – September 2015

Full name of school:	Cheam Park Farm Junior School
Postal Address:	Cheam Park Farm Junior School Kingston Avenue Sutton Surrey
Postcode:	SM3 9UE
Contact person:	Assistant Head teacher for Inclusion and SENCo
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Information and Guidance/Points of Contact:	<p>Class teacher – monitoring progress of child and liaising with key staff about interventions. First point of contact.</p> <p>Progress leader – responsible for progress of year group and deals with concerns which cannot be dealt with by class teacher/needs escalation.</p> <p>Teacher of Children Looked After (CLA)/Designated Safeguarding Lead/Equalities Lead/Assistant Head teacher Inclusion and SENCo – Mrs S Gleed-Smith</p> <p>Head teacher – Mr P Hedger</p> <p>SEN Governor – Mrs J Saddington</p> <p>Email: cheamparkfarmjunior@suttonmail.org</p>
Assessment, Planning and review/ Partnerships for Progress:	<p>On-going monitoring by all teachers of rates of progress and identifying pupils not making progress.</p> <p>Use of the London Borough of Sutton’s Graduated Support for Special Educational Needs to determine the type and severity of need.</p> <p>Regular review meetings alongside other contact to track progress towards age appropriate outcomes and evaluate interventions.</p> <p>Additional support provided via additional resources after discussion with key staff, parents/carers, pupil and where relevant, external agency.</p> <p>Additional support may be documented by an Individual Provision M.</p> <p>Seek external advice for children continuing to experience significant difficulty – may involve an application for Educational Health Care Plan assessment</p>

<p>Curriculum and Teaching Methods:</p>	<p>All classes will have access to quality first teaching, including a range of differentiated activities that meet the needs of all learners.</p> <p>All teachers are skilled at adapting lesson content to challenge the needs of all learners.</p> <p>Planning takes account of individual pupil needs.</p> <p>Grouping arrangements are organised carefully to maximise learning opportunities for all.</p> <p>Additional adults may be used to help groups or individuals achieve independence as an outcome.</p> <p>Pupils' progress is tracked half termly and additional support is allocated on a needs led basis.</p>
<p>Access to Learning and the Curriculum:</p>	<p>All classes will have access to high quality first teaching, including a range of differentiated activities that meet the needs of all learners.</p> <p>Some classes /pupils may be allocated support staff and have access to guided group work.</p> <p>Strategies to support/develop literacy including reading.</p> <p>Strategies to support /develop numeracy skills.</p> <p>Low incidence SEN strategies.</p> <p>Developing independence – see box above.</p> <p>External agencies for advice and support.</p> <p>Diagnostic testing and assessment.</p> <p>Access to specialist equipment such as:</p> <ul style="list-style-type: none"> Lift Wheelchair access Reasonable adjustments Duties under the Equalities Act
<p>Testing and Assessments: Access Arrangements:</p>	<p>Screening</p> <p>Diagnostic/specialist assessment</p> <p>Range of access arrangements</p> <p>Access arrangements entitlement as part of normal classroom practice</p> <p>Medical needs/anxiety</p> <p>Home school liaison</p> <p>The school will notify parents if their child qualifies for additional support or time to access tests.</p>

parents/carers and child:	
Transition:	<p>Open door</p> <p>Mentoring activities by adult/peer</p> <p>Groups to develop social skills/self-esteem</p> <p>Preparation for transition from infant school – visits and induction programme</p> <p>Preparation for high school – visits and induction programme</p>
Extended school day:	<p>Breakfast club</p> <p>Before and after school clubs</p>
Further information:	<p>http://webfronter.com/sutton/cheamparkfarmjunior/ff_files/images/Behaviour_Policy_September_2013.pdf</p> <p>http://webfronter.com/sutton/cheamparkfarmjunior/ff_files/images/Equal_Opportunities_Policy_July_2010.doc</p> <p>http://webfronter.com/sutton/cheamparkfarmjunior/ff_files/images/Disability_Equality_Plan_2012_2015.pdf</p> <p>http://webfronter.com/sutton/cheamparkfarmjunior/ff_files/images/Inclusion_Policy_review_nov2011.pdf</p> <p>https://ex2007.lgflmail.org/owa/redir.aspx?C=CiRP43SKpkqqNutlgmqPXj63FRM1liFl_eDqLSUkN5leyd2oDOhe_Jylr2vCRoXs17iFdXsl7iFdXONXo.&URL=http%3a%2f%fwefron</p> <p>http://webfronter.com/sutton/cheamparkfarmjunior/index.shtml#id_1617889</p>

Evaluation of SEN – 2014-2015

Number of pupils in school	418							
Number of pupils on SEN Register	57							
Number of pupils on SEN School Support	55							
Number of pupils with EHCPs	3							
Number of pupils in each category of SEN	Communication & interaction	Cognition & learning		Social, emotional & mental health		Sensory &/ physical		
	4	42		0		2		
% success rate of converting Statements to EHCPs	2014-2015	4 statements		4 converted to EHCPs		100%		
Average attendance - school	All pupils	SEN pupils		No SEN				
2014-2015	96.3%	92.6%		94.45%				
% success rate of interventions	Year 3 - 91%	Year 4 – 100%		Year 5 – 98%		Year 6 – 100%		
	Reading		Writing		Maths		Maths, Reading & Writing	
	SEN	No SEN	SEN	No SEN	SEN	No SEN	SEN	No SEN
% of pupils making expected progress at the end of Key Stage 2	92%	95%	100%	99%	92%	95%	92%	93%
% of pupils making more than expected progress at the end of Key Stage 2	42%	20%	17%	41%	17%	41%	17%	20%
% of pupils making expected progress at the end of year 3	74%	67%	80%	94%	74%	98%		
% of pupils making more than expected progress at the end of year 3	27%	23%	20%	40%	40%	57%		
% of pupils making expected progress at the end of year 4	93%	95%	100%	96%	93%	83%		
% of pupils making more than expected progress at the end of year 4	64%	85%	50%	77%	86%	21%		
% of pupils making expected progress at the end of year 5	77%	62%	77%	92%	77%	92%		
% of pupils making more than expected progress at the end of year 5	46%	13%	31%	50%	32%	50%		

Action Points for 2015-2016

- Monitor attendance of SEN pupils to address difference in average for school
- Continue to set high aspirational targets for SEN pupils to achieve more than expected progress in all subjects
- To provide targeted interventions for each year group to address weaker progress in writing and maths for some year groups