



CA6

ANNEX 4

# ST EBBE'S C.E. (AIDED) PRIMARY SCHOOL

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**Headteacher: Mrs Susie Bagnall MEd**

Monday, 19 November 2012

Dear Diane

I understand that two respondents to our consultation have raised concerns that children who are borderline SEN may be affected detrimentally by our expansion. This is unlikely for the following reasons:

1. A higher number of children on roll will not lead to lower adult:pupil ratios, therefore, all children should maintain at least the same level of adult support as is currently available.
2. We monitor the progress of all children closely. If a child does not make good progress or they are at risk of under attaining compared to national age related expectations, they are targeted by the class teacher and their needs will be met through focused intervention groups or one to one support e.g. phonics, reading or maths groups. Class sizes will not increase if we move to two form entry, and therefore there will be no additional demands on class teachers or changes to these current arrangements.
3. If we move to two-form entry our classes will become single rather than mixed age. This is likely to have a positive impact as additional adults in classes will no longer be needed to work with one year group in order, on occasions, to let the teacher focus on the other year group in the same class. Additional adults will be able to focus entirely on supporting targeted children.
4. Our SEN register is higher than average in our LA and we are developing our SEN structure. My deputy head teacher is our designated SENCo and works 0.6, and we have a specialist dyslexia teacher without classroom responsibilities working 0.4. This year we have also appointed a support SENCo, who has non-contact to carry out her responsibilities on two afternoons a week. We have a strong team of highly trained teaching assistants and we use our budget to maximise the level of adult support in classes. As we expand we intend to continue to prioritise this area of school development, especially as both the strategies used to support children with SEN and the expertise and high adult ratios in class will have a positive knock on effect for all pupils especially those who are borderline SEN.

We have every expectation that expanding to two form entry will be to our children's academic advantage, and we hope these arguments will allay any reservations held by Cabinet members.

Best wishes

A handwritten signature in cursive script that reads 'Susie Bagnall'.

Head teacher