



Annual Special Educational Needs and /or Disabilities Report Academic Year 2018 - 2019

Context

Shelley First School is part of the MAST Multi-Academy Trust and is a mainstream school with seven classes, some of which are mixed-aged classes.

Pupils at Shelley First School are aged between 4 and 10 years.

For detailed information, please also see the current SEND Information Report dated September 2019 on our school website.

<https://www.shelleyfirstschool.co.uk/our-children/send-1>

Partnership with Families

In addition to the school's regular termly parent / teacher meetings, teaching staff and the SENCo have held termly review meetings with parents and carers of children with special educational needs to discuss progress and any concerns, and to review and set targets. Education, Health and Care Plan (EHC) Annual Reviews for pupils with EHC plans have taken place. Termly SENCo surgeries have been offered where all parents and carers have an opportunity to meet with the SENCo to discuss any concerns or to seek advice.

Progress 2018 – 2019

Children with additional needs have made at least expected progress in terms of individual starting points, targets and learning needs.

Working with external agencies

Over the past year Shelley First School has worked closely with a number of external agencies to support the teaching and learning of pupils in school. These include:

- Educational Psychology
- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Kirklees Specialist Provision Complex Communication & Interaction Team
- Children's Emotional Well-being

Moving forward, we will continue to work with these agencies and with other agencies, as appropriate, to support the needs of our pupils.

In addition, School is developing closer links with PCAN – Parents of Children with Additional Needs.

Staff development

Pupil Progress Meetings took place termly to review interventions, impact and progress of pupils and set next steps.

Termly SEND reviews for pupils and their families were held in October 2018, February 2019 and May 2019.

Teaching staff received training updates on SEND procedures and identifying SEND concerns.

Teaching support staff took part in training on Nurture Interventions and were joined by teaching assistants from Bird's Edge First School.

The SENCo attended the termly SENCo Network meetings for Kirklees schools

The SENCo attended termly Additional Needs Partnership meetings led by the Educational Psychology team with other SENCos from the Pyramid.

The SENCo and a class teacher participated in Pre Key Stage Standards moderation events at Castle Hill School.



The SENCo attended training on using the Boxall Profile.

The SENCo attended the Full Governing Body meeting in March 2019.

The SENCo and SEND Governor (Mrs J Walker and latterly Mrs T Pinnock) met termly to review SEND practice across the school.

The SENCo has supported other schools with developing support for pupils with SEND.

Interventions during 2018-2019

Interventions in place have had positive impacts on pupils' progress during the year.

The Better Reading Partnership continues to be an effective intervention to support pupils with developing and consolidating reading skills. In addition, pupils have benefitted from one to one targeted reading support.

Phonological Awareness Training (PAT) has been used to support pupils to consolidate phonics skills as they progress through Key Stage Two.

Read Write Inc. has been used effectively in both Key Stage One and Key Stage Two to support pupils with reading, comprehension, spelling and writing skills.

Small group Maths interventions have supported pupils with the consolidation of maths skills.

Motor Skills interventions have supported pupils to improve gross and fine motor skills, which has in turn led to improvements in control for handwriting, gymnastics and ball games.

The Talking Time intervention continues to support pupils to develop their speech and language skills together with comprehension and responding.

Alongside Talking Time, Social Communication and Nurture activities have supported emotional well-being and the development of cooperation skills, social skills, and turn taking.

Monitoring

The SENCo has carried out termly visits (*twice in the Autumn term*) to classes to talk to and observe pupils and to carry out planning and pupil work scrutinies. Evidence shows that the needs of pupils with SEND are being met through careful planning and targeted provision by class teachers. Some pupils with complex needs have benefitted from personalised and differentiated curricula, designed to meet their specific needs. The SENCo continues to have responsibility for the performance management of support staff who work one to one with individual pupils.

Support staff have been observed working with pupils and carrying out interventions and the SENCo has continued to work closely with class teachers across the school.

Transition support

School staff supported transition for pupils with SEND as they moved to their new classes in school in July 2019. In addition, staff supported transition for pupils joining the school. Pupils moving to a new school were supported, where appropriate, through planned transition activities including additional visits and transition booklets.

Resources

Resources have been purchased to support individual pupils' specific needs

Additional resources have been purchased including resources to support pupils to reduce visual stress when reading and writing.

Pencil grips, triangular pencils and triangular colouring pencils have been purchased, and in addition, Stabilo pens have been purchased for September 2019.