

## Annual Report to Governors on the implementation of the Special Educational Needs (SEN) Policy and the School Accessibility Plan – May 2016

### Context:

This academic year has seen the new SEN and Disability Code of Practice :0-25yrs 2014, embedded within the school. This has been very much a further transition year for all schools to make the necessary changes to their practice and record keeping.

### Policy

This year has seen the embedding of the policies and procedures of the new Code of Practice which were begun last year.

In line with the new code the following changes have taken place.

- **Education, Health and Care Plans** have now fully replaced Statements. At Moss Bury over the past year, I have successfully applied for Education, Health and Care Plans (EHCPs) for 3 pupils with 2 other pupils now in the process of having their old Statements converted to EHCPs and a further application in process for another child. The first 2 reviews of EHCPs have also taken place. EHCPs and their reviews are far more detailed than old style statements.
- **SEN Support plans**, based on a plan-do-review cycle have now fully replaced IEPs
- **Identification of Special Needs** has seen a shift in emphasis and is now a more rigorous process. The fact that a child may be slower or 'behind' his or her peers is no longer grounds for identifying SEN neither is poor classroom behaviour seen as a Special Educational Need. We now follow the county criteria and our own methodology for identification.

### SEN Provision

The implications for Moss Bury (and other schools) are that a number of children who were previously identified as having special educational needs for learning or behavioural difficulties no longer fit the definition in the new code.

As a result, our SEN register is as follows.

#### Number of pupils with SEND 2015/16

	Number of Children
SEN Support	21
Statement / EHCP	7
TOTAL	28

**This represents 7.6% of the school population compared with 10.4% in 2014/15**

**A further 6 pupils are regularly monitored without having any direct intervention at this stage**

Pupils with SEN are ensured access to the curriculum through:

- Teaching staff are aware of the educational needs of their pupils.
- Teaching staff plan to ensure that learning objectives are appropriate to the needs of their pupils.
- Teaching staff are aware of, and employ, the strategies which best support their pupils.
- Specific interventions are planned and delivered for pupils, with their individual needs as a basis.
- External agency advice and recommendations are used to support pupils.

### **Progress of pupils with SEND**

**At the end of last academic year the government abolished the system of levels for assessing pupil progress. Nothing nationally has replaced this system and at Moss Bury we now use a Herts model of assessment this has meant that comparisons with previous years progress and attainment is fraught with difficulties and inconsistencies.**

Based on new style data from April 2016, pupils can be shown simply as at or above Age related expectations (ARE) or below. Therefore;

#### **Reading**

Pupil Group	Below ARE	At or above ARE
SEN with EHCP	7	0
SEN with SEN support	8	12

#### **Writing**

Pupil Group	Below ARE	At or above ARE
SEN with EHCP	7	0
SEN with SEN Support	9	11

#### **Maths**

Pupil Group	Below ARE	At or above ARE
SEN with EHCP	6	1
SEN with SEN Support	8	12

Data does not include 1 SEN child in Nursery

Therefore our own tracking data up until Easter 2016 shows that of the 21 SEN Support pupils :

**60% are on track to achieve age related expectations in Reading compared with 62% in 2015**

**55% are on track in Writing compared with 38% in 2015**

**60% are on track in Maths compared with 60% in 2015**

Not including 1 pupil in EYFS

## **Progress of pupils with SEND**

The progress made by children between KS1 to KS2 shown in the value added summary (July 2015) showed:

Pupil Group	School Value Added	National Value Added
No SEN	<b>103.3</b>	<b>100.1</b>
SEN without a statement	<b>101.2</b>	<b>99.3</b>

**This represents a significant improvement on the previous year.**

### **How is progress monitored?**

Progress is monitored on a daily basis by the class teacher and TAs that work with children. On a termly basis, or more frequently when required, progress is monitored by the senior leadership team and by the Inclusion Manager.

Provision maps, in the form of spreadsheets, which are working documents which identify the additional needs of children, are all in place. These are reviewed termly as data is published.

In line with the new code of practice, IEPs, for children with statement of statutory need or have identified special needs, have been replaced by SEN Support Plans which are now all in place and reviewed on a continual cycle by the Inclusion Manager or Teacher of the Deaf and whenever possible , parents.

### **Deployment of staff and resources**

In an primary school adult support is vital for children who find accessing the curriculum a challenge. Moss Bury employ 13 Teaching Assistants (TAs) including 2 Higher level TAs with an additional 2 TAs in the Hearing Impairment Unit (HIU). Children with Statements are supported through the HIU staff, but beyond this the school are continually reviewing how they deploy TAs and how best to use this most valuable asset. The TAs and other support staff at Moss Bury are very effective as evidenced by the SEN attainment data (above) and the progress and attainment data for disadvantaged (Pupil Premium ) children which is outside the scope of this report.

Senior Leadership has decided that for 2016/17 deployment of TAs and other support staff will be on a more targeted and flexible basis adapting to need where it arises. Over the course of summer I will be working on a model for consideration by SLT.

### **External Agencies**

Moss Bury prides itself on the relationships it has built up with outside agencies and uses these relationships to ensure that our children receive the best possible support. We aim to assess children who are having difficulties in the classroom and refer them to the relevant agencies as quickly as possible.

External support is currently provided by educational psychologists, speech and language therapy, school nurse, occupational health, behaviour support,

advisory teachers, specialist provision, transition worker, counsellor and family worker.

**However, it has to be said that the support we used to receive from agencies such as Speech and Language Therapy and Educational Psychology has diminished considerably this year.**

### **Transfer to Secondary School**

We liaise very closely with secondary schools to ensure a smooth transition for all our Year 6 children. We recognise that children with SEND can need additional support in transition to a new school setting and work hard to ensure that the children are ready for the change

Vulnerable children are identified at the start of Year 6 and the Transition Worker supports them fortnightly from Spring Term of Year 6 into Spring Term of Year 7. In addition the Inclusion Manager meets with representatives of the secondary schools to pass on vital information about our SEND children, to ensure that they continue to receive the correct support.

### **Staff Development**

We encourage all staff to continue their professional development throughout their career with us. The Inclusion Manager attends relevant training and network meetings to ensure that she is up to date with current practices. This year the focus on training in SEN has been on Autistic Spectrum disorder, Common Assessment Framework , Ofsted compliance and Provision Management including Finance.

### **Equality Act and Accessibility Plan**

Under the Equality Act 2010 schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally.

We have established an Accessibility Plan to promote equality of opportunity for disabled pupils. The Accessibility Plan sets out how we aim to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

### **Children with disabilities and medical needs within the school**

The children with disabilities or medical needs within school are fully integrated in school life. In addition disability in general is portrayed in a positive light within the school.

### **Parents/Carers involvement in the provision for children with SEND**

We have an open door policy, which means that parents and carers of all our children have free and open access to school staff. The Inclusion Manager is available to provide support where necessary. Parent consultations are held twice a year and parents of SEND children have additional meetings such as annual reviews of statements and team around the child meetings. SEN

Support Plans, where needed, are created through discussion with children and parents and are reviewed regularly with parents.

The Inclusion policy is available on our school website or, on request, through the school office. If there should be any concerns about SEND provision the complaints procedure is on the school website and can be obtained from the school office.

### **Individual Children**

For the information of Governors, we have 4 children in school with exceptional special needs. We have been unable to properly meet their needs simply because as a mainstream school we do not have the staffing, resources and expertise to adequately educate these children. We have been unable to move these children on to more appropriate placements due to a combination of difficulties with parents, a lack of proactive Local Authority intervention and poor support from outside agencies. We constantly strive to improve this situation but seemingly lack the commitment from those outside the school.

### **Summary of SEN policy implementation 2015/16**

#### **Strengths**

- Teaching staff are more adept at meeting the needs of SEN children in their classes.
- SEN children make good progress across the school
- A number of robust interventions, including Word Wizards, are now embedded and yielding good results. Only one or two children in school could be described as being 'stuck' and making no discernable progress.
- Teaching Assistants are now much more aware of the importance of pupils making progress sufficient to start closing the gap between SEN pupils and others.
- Teaching Assistants plan their intervention work in much greater detail and assess more thoroughly. The results of their work outside the classroom are shared regularly with teachers

#### **Areas for development 2015/16**

- Due to the demise of EP support we are now beginning to focus much more on in house diagnostic testing
- Fully include classroom staff in the assess-plan-do-review cycles for those on SEN Support Plans
- A more flexible data driven approach to the deployment of Teaching Assistants allowing them to respond to the greatest needs more effectively.
- Strengthen family liaison and transition work through our new Inclusion Assistant Rachel Buttress.
- Financial Management of SEN provision

