

Annual Report to Governors on the Implementation of the Special Educational Needs and Disability Policy – July 2016

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Our updated SEND Policy, reflecting the 2014 Code of Practice, states that ‘Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND’.

The current staff have received further training this year in ASD strategies in the classroom and Working Memory Strategies. School continues to follow a graduated approach of Assess - Plan - Do - Review, as set out in the 2014 Code of Practice.

There are currently 28 children listed on our SEND Register, 10 in KS1 and 18 in KS2. This is 14% of our children on role. All the children fall into the category of SEN Support, as we have no children at present with an Education and Healthcare Plan. One application for an EHCP has been made to SENART. A further three children now have a My Support Plan, with a view to making an application for EHCPs.

Breakdown of SEND by need

Primary need (as defined in the Code of Practice 2014)	Number of children
Communication and Interaction	9
Cognitive and Learning	12
Social, Emotional and Mental Health	2
Sensory and Physical	5

N.B: Some of our children's needs overlap into more than one category. The main need is recorded in the above table.

Identification of SEND

Children with SEND are identified in a number of ways:

- discussion with parents/carers
- observations over time
- rate of progress over time
- assessments and standardised tests
- dyslexia screening

Teachers initially complete a Cause for Concern form and discuss with SENCO and Parents. The discussion would be centred on how provision can be adapted in the classroom and if any further intervention needs to be put in place. Children are then tracked, and progress discussed at half termly Pupil Progress and/or half termly Inclusion meetings.

Progress of SEND Pupils 2015- 16

KS1

Year group	Reading	Writing	Mathematics
1	100% @ 5+ steps	100% @ 5+ steps	100% @ 5+ steps

(4/5 steps per year - progress is good)

Year group	Reading	Writing	Mathematics
2	86% @ 4 steps 71% @ 5+ steps	71% @ 4 steps 64% @ 5+ steps	86% @ 5+ steps

KS2

Year group	Reading	Writing	Mathematics
3	90% @ 5+ steps	90% @ 5+ steps	87% @ 5+ steps
4	86% @ 4 steps 64% @ 5+ steps	91% @ 5+ steps	77 @ 5+ steps 86% @ 4 steps
5	100% @ 5+ steps	100% @ 5+ steps	100% @ 5+ steps

4/5 steps per year - progress is good

Year group 6	Pre KS	Working towards expected	Expected
Reading	1 child	2 (+1 disapplied)	
Writing	1 child	2 (+1 disapplied)	
SPaG	1 child	2 (+1 disapplied)	
Mathematics	1 child	2 (+1 disapplied)	
Combined	1 child	2 (+1 disapplied)	

Interventions and Provision

In addition to Quality First Teaching, SEND children are supported in a number of ways, including 1:1 targeted support and small group interventions. Interventions implemented include Catch Up Reading, Precision Teaching, Fit to Learn, Speed Up and Socially Speaking. Progress is tracked on class and school provision maps

Catch Up Reading and Precision teaching have proved particularly successful, showing an accelerated rate of progress. This year a new Intervention, Catch Up Maths has been implemented. This has also shown an accelerated rate of progress and will continue to be used throughout the next academic year.

Staff Training

All Staff have received training from the Communication and Interaction Team on how to work more effectively with ASD pupils. The training allowed staff to reflect upon their own practice and advised staff in a range of strategies - one being to have a low impact area in classrooms, as bright, busy rooms can often feel overwhelming to children with ASD and they need a quiet, calm place to work when necessary. This should be taken into consideration when organising classrooms for the next academic year. As can be seen from the break-down of SEND needs, children with social and communication difficulties are a growing group, and this should be reflected in our teaching strategies and classrooms.

All staff have received training from the Wakefield Learning Support Service on strategies to support children with working memory difficulties. Strategies should be commonly used in classrooms.

The SENCO has privately undertaken further study at Edge Hill University, following a postgrad in Specific Learning Difficulties. This course will lead to the SENCO becoming a professional member of the BDA thus allowing assessing, diagnosing and teaching of children with a specific learning difficulty.

Finance

Resources Purchased:

- ASD Training
- Project X

Priorities for 2016-17

- Teaching Assistants to continue to support children through the use of evidence based interventions (Precision teaching, Catch up Reading and Maths, Socially Speaking, Time to talk)
- The new reading intervention Project X to be implemented in Upper KS2 (Miss Clancy and SENCo)
- Formalise the monitoring calendar to include observations, learning walks and book scrutiny of SEN children
- Classrooms and teaching strategies to reflect the needs of the children
- Speech and Language identified as a need in Foundation Stage - training and advice to be sought
- Inclusion team to meet at least termly to continue to monitor vulnerable groups
- Use of Provision mapping to be developed, as a monitoring and tracking tool