



Learn, Aspire, Achieve

SEND Governor Report January 2018

1. There are currently 27 pupils at Churwell with a SEND provision. Four pupils have Education and Health Care Plans (EHCP). Five children receive top up funding. All pupils with SEND have an SSP (School Support Plan). SEND in school is overseen by the SEND Coordinator (SENCO) Miss Ceri Whittle.
2. The school provides for a wide range of special needs including: learning difficulties, Autistic Spectrum Disorder, Tourette's, Hearing Impairments, Visual Impairments and speech, language and communication difficulties.
3. The school ensures that all pupils with SEND access the curriculum. This includes work being differentiated or adapted to meet their needs and different/extra materials accessed. Pupils' special interests have been used to help them and keep them motivated. Some pupils receive one to one adult support as part of their needs.
4. There are systems in place to assess children's progress who have SEND. The school have a toolkit called BSquared which helps identify progress that may be in-between the curriculum outcomes, and shows that milestones are being met. In addition, the school uses the Autism Progression Framework for children on the Autistic spectrum. Again, this identifies progress that otherwise can be difficult to identify in the national curriculum.
5. Technology including the use of laptops, iPads and radio aids for children with hearing impairments, have been well utilised. Other resources include personal work spaces, special pencil grips, enlargers, overlays and ear defenders.
6. Talking mats and PECS are used to help express feelings, worries and concerns and to also help with rules and routines. Staff have varying expertise including Autism awareness training, SaLT training, deaf awareness, vision impairment awareness and Makaton. The Learning Mentors in school are used well and help children with and without SEND in their learning and overall

wellbeing. They provide additional intervention groups with identified children to help with confidence, self-esteem, social and emotional development.

7. PSHCE and Mental Health is a large focus and children can access circle time activities, use the worry box and use therapeutic resources such as Lego Therapy when required. The school are also using a new scheme focused on Mental Health called Mindmate.
8. The school has high expectations of all its pupils and prides itself on quality first teaching approaches and highly skilled support staff. The school ensures children with SEND have access to resources and adults to ensure they also meet their potential and aim high.
9. External agencies and professionals are happy in the way the school manages SEND. These include The STARS Team, CAMHS, SaLT, teachers of the deaf, visual impairments teachers, the local authority SEN support Team and Educational psychologists as and when needed.
10. In terms of transition, the School liaises closely regarding assessment information of pupils to ensure that transfer from EYFS to KS1 and KS1 to KS2 is made as easy as possible for pupils with SEND. For the transition from primary to secondary school, the school has good links with local secondary schools. SENCOs from these schools visit to meet the pupils with SEND and liaise with Miss Whittle to arrange appropriate transition arrangements.

Signed Kate McGough

Date.....12th January 2018

