

Stanbury Village School

Annual Report to Parents from the Governors on the provision of Special Education Needs and Disability (SEND)

January 2018

Key Staff – SENDCo: Fiona Nolan

Helen Collins (Acting SENDCo)

SEND Governor: Russel Brown

Policies

As appropriate, school policies include explicit reference to students with SEND. The SEND policy is reviewed annually (reviewed February 2018) and follows the format of all school policies. In addition to this, the school's Local Offer and SEND Information Report has been reviewed and updated. These documents are available on the school website.

Number of students as identified on the SEND Register Autumn 2017

Year	Range 1	Range 2	Range 3	Statement/EHCP	Total
Nursery	0	0	0	0	0
Reception	0	0	1	0	1
Year One	0	0	1	0	1
Year Two	0	0	0	0	0
Year Three	0	0	0	0	0
Year Four	1	1	0	0	2
Year Five	0	1	0	0	1
Year Six	1	1	0	1	3
Total	2	3	2	1	8
Approx. % of School Roll	2%	3%	2%	1%	8%

These percentages are below the national average.

Progress of Pupils with SEND 2016-17

The Senior Leadership Team analyse pupil progress data five times per year following the Assertive Mentoring tracking system. The SENDCo, class teachers, parents and external agencies (where applicable) review Learning Support Plans (LSP's) at least termly. Targets and provision are reviewed and further interventions implemented, as appropriate. In addition, annual reviews are held for each child with a Statement of SEND or Education Health Care Plan (EHCP) and those involved in the education of the child, including external agencies, are invited to these reviews.

All relevant information for each child with SEND is stored in individual case logs in a locked cabinet, including LSP's and professional reports. Each staff member has relevant information for children within their class in their Inclusion File.

End of Key Stage2 Results 2016-17 (Number of children with SEND reaching expected level)

	No of children	Achieved Expected Standard - Reading	Achieved Expected Standard - GPS	Achieved Expected Standard - Writing	Achieved Expected Standard - Maths
Range 1	1	1	1	1	1
Range 2	1	1	1	1	1
Range 3	-	-	-	-	-
Statement/EHCP	1	0	0	0	0

Support

Intervention offered this year has included:

In class support

Small group support

Reading support (eg, Language for Thinking, Alphabet Arc, 20:20 Reading)

Maths interventions

Spelling groups

Phonic group work

Fine motor & handwriting (eg, Speed up Handwriting)

Precision Teaching

Social Story sessions

Lego therapy

In a small number of instances, an outside agency may be called into school to further support the needs of learners. This year, we have worked with the following agencies:

Cognition & Learning Service

Pre-5 Support Service

Autism Support Service, including Barnardo's Autism Training Team

Educational Psychologist

Speech and Language Therapy Service

School Nursing Service

Child Development Centre

Child and Adolescent Mental Health Service (CAMHS).

Budget Allocation

The SEND budget was utilised to;

purchase a variety of support programmes,

purchase screening materials, eg, Dyslexia Screener

enhance staff skills, eg, Autism training from Barnardo's.

Deployment of Staff

The class teacher has responsibility for meeting the needs of all children within their class, including those with SEND. All classes have a teaching assistant based within the class to help deliver specific programmes to children, in line with their LSP's or in response to a programme from an external agency. In addition, the children with statements/EHCP's have support, in line with the requirements of their statement/EHCP.

Liaison

To ensure smooth transition from pre-school to school, primary school to high schools and at other transition points within school, the SENDCo meets with relevant staff in other settings and phases to ensure that all key information is transferred and acted upon. Additional visits and meetings are arranged for those children with more complex needs or who are likely to need additional support.

Professional Development

Staff have attended a range of SEND and Pastoral courses throughout the year and these include:

Child Protection (SENDCo, disseminated to all staff)

Epi-pen training (whole school)

Asthma Awareness (whole school)

PREVENT Training (All staff & Governors)

FGM Awareness Training (all staff & Governors)

Autism Awareness (All staff)

SENDCo Updates (SENDCo, disseminated to teaching staff)

Students with Disabilities and Medical Needs within School

School has a Medical Register. All children with asthma have a care plan completed by their parents and medical professionals, along with an Asthma Policy, which outlines procedures for storing medication. Some children's needs are more complex and they have a Health Care Plan. Health Care plans are reviewed on an annual basis to ensure that the information stored on identified students is current and that the plan reflects their needs. The medical professionals are involved in the formulation of these plans.

Inclusion

All students have access and opportunities to participate in visits and school activities, through reasonable adjustments.

Parent/Carer Involvement

Parents/Carers are invited to attend and contribute to various meetings throughout the year, eg, Parent's Evenings, LSP and Annual Reviews, External Agency meetings. Health care plans are written with the involvement of medical professional and families.

Information about the complaints procedure and how to access the procedure is available on the school website.