



Morden Mount Primary School

SEN INFORMATION REPORT/SCHOOL BASED LOCAL OFFER 2017/18

| <b>Type of school</b>       | <b>Mainstream</b>  |
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| Primary School with Nursery | 52 Place Nursery<br>Admissions for Nursery via the School Office.<br>420 Places Main School<br>Admissions for Main School via the local Authority. |

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/ and or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

[http://www.royalgreenwich.gov.uk/downloads/download/551/local\\_offer\\_for\\_children\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](http://www.royalgreenwich.gov.uk/downloads/download/551/local_offer_for_children_with_special_educational_needs_and_disabilities)



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|  | <p><b>Teaching assistants may be allocated to some pupils with SEN and or disabilities</b></p> <p><b>Executive Headteacher</b> (<i>Briony Brammer</i>)</p> <p><b>Head of School</b> (<i>Lesley Chapman</i>)</p> <p><b>SEND Governor</b> (<i>Bob Love</i>)</p> | <p>your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.</p> <ul style="list-style-type: none"> <li>• Supporting your child’s class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.</li> <li>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> <p>A teaching assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and TAs on how a child’s day has been and we do actively encourage this continued feedback!</p> <p><b>They are responsible for:</b></p> <p>The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child’s needs are met. They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</p> <p><b>He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> <li>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</li> </ul> |
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## B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

| Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input. |   | What would this mean for your child?   | Who can get this kind of support?  |
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| <p><b>What are the different types of support available for children with SEN and /or disabilities in this school?</b></p>  | <p><b>Class teacher input via good/outstanding classroom teaching.</b></p>  | <p>The teacher will have the highest possible expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</li> </ul> | <p>All children in school receive this.</p>  |
|   | <p><b>Specific small group work. This group may be</b></p> <ul style="list-style-type: none"> <li>• <b>run in the classroom or outside.</b></li> <li>• <b>run by a teacher or (most often) a Teaching assistant who has had training to run these groups.</b></li> </ul> <p>These are often called Intervention groups by schools.<br/>(<i>Stage of SEND Code of Practice: <b>SEN Support</b>, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.</i>)</p> | <p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</p> <p>He/ She will plan group sessions for your child with targets to help your child to make more progress.<br/>A Teaching Assistant/teacher (or outside professional like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.</p>  | <p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called <b>SEN Support</b>, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.</p> |
|   | <p><b>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups AND/OR Individual support for your child, as a guide of around</b></p>  | <p>If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p>  | <p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>  |

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|  | <p>20 hours and below in school</p> <p><i>Stage of SEN Code of Practice: <b>SEN Support</b>, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</i></p> <p>Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</p> <p>Outside agencies such as the Speech and Language therapy (SALT) Service.</p> | <p>Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.</p> <p>If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> <li>• Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>• Support to set targets which will include their specific professional expertise</li> <li>• Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit</li> <li>• A group or individual work with an outside professional</li> <li>• The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul> |   |
|  | <p><b>Specified Individual support</b> for your child of, as a guide, 21 hours or more, in school.</p> <p><i><b>This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by a Statement of Special Educational Needs.</b></i> This means your child will</p>   | <p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: <a href="http://www.royalgreenwich.gov.uk">www.royalgreenwich.gov.uk</a></p> <p>Your child’s school/setting will have been putting together a profile of your child’s aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory</p>  | <p>Children whose learning needs are:<br/>Severe, complex and lifelong Need, as a guide, 21 hours or more, in school.</p> |

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|  | <p>have been identified by the class teacher/SENCO as needing a <b>particularly high level of individual and small group teaching</b> (as a guide, 21 hours or more, in school), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <p>Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)</p> <p>Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</p>  | <p>assessment, and agree any additional information and evidence that should be included from you, other involved professional and them.</p> <p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.</p> <p>After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <p>The EHC Plan or Statement (if your child still has one) will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</p> <p>The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p> |  |
| <p><b>How will we support your child with identified special needs starting at school?</b></p> | <ul style="list-style-type: none"> <li>• We will first invite you to visit the school with your child to have a look around and speak to staff</li> <li>• If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts</li> <li>• Your child's key person may make a home visit and also visit your child if they are attending another provision</li> <li>• We may suggest adaptations to the settling in period to help your child to settle more easily</li> <li>• If your child is starting Nursery or new to Reception we will do a home visit to see how we can best meet your child's needs.</li> <li>• You will be invited to a parent and child workshop if your child is starting Nursery</li> </ul> |   |  |

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| <p><b>How can I let the school know I am concerned about my child's progress in school?</b></p>  | <ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially.</li> <li>• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher</li> <li>• If you are still not happy you can speak to the school SEN Governor.</li> </ul>  |
| <p><b>How will the school let me know if they have any concerns about my child's learning in school?</b></p>   | <p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.</p> <p>Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</p> <p>If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. If your child is still not making expected progress the school will discuss with you:</p> <ul style="list-style-type: none"> <li>• Any concerns you may have</li> <li>• Any further interventions or referrals to outside professionals to support your child's learning</li> <li>• How we could work together, to support your child at home/school.</li> </ul> |
| <p><b>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</b></p> | <p>When devising EHC plans, IEPs or holding annual reviews pupils are involved in this process (children are encouraged to be an active part through using their voice, through class observation, conversations with adults that work closely to them or for pupils or tools such as talking mats or PECS).</p> <p>School council provides a vessel for pupil voice and enabling them to make decisions.</p>  |
| <p><b>How is extra support allocated to children and how do they move between the different levels?</b></p>  | <p>The school budget, received from Greenwich LA, includes money for supporting children with SEN.</p> <p>The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.</p> <p>The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including:</p> <ul style="list-style-type: none"> <li>• the children getting extra support already</li> <li>• the children needing extra support</li> <li>• the children who have been identified as not making as much progress as would be expected.</li> </ul> <p>And decide what resources/training and support is needed.</p> <p>All resources/training and support are reviewed regularly and changes made as needed.</p>  |

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| <b>Who are the other people providing services to children with SEN in this school?</b>                       | <b>Directly funded by the school</b>   | <ul style="list-style-type: none"> <li>• Counselling for parents and children</li> <li>• Positive Parenting Practitioner</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> <li>• Additional Educational Psychology input to provide a higher level of service to the school</li> <li>• Music Therapy</li> <li>• CAMHS</li> <li>• Reading recovery</li> <li>• Tuition</li> </ul>  |
|   | <b>Paid for centrally by the Local Authority but delivered in school</b>   | <ul style="list-style-type: none"> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• STEPS (assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• Waterside Behaviour advice service</li> <li>• Parent Partnership Service (to support families through the SEN processes and procedures).</li> </ul> |
|   | <b>Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</b>  | School Nurse<br>Occupational Therapy<br>Physiotherapy  |
|   | <b>Voluntary agencies</b>  | National Autistic Society<br>MENCAP<br>Greenwich Parent Voice  |
| <b>How are the adults in school helped to work with children with an SEND and what training do they have?</b> | <p>The SENCO's job is to support the class teacher in planning for children with SEN.</p> <p>The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</p> <p>Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.</p> <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo/ Inclusion Manager.</p> |  |

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| <p><b>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</b></p>             | <p>Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</p> <p>Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</p> <p>Specific resources and strategies will be used to support your child individually and in groups.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</p>   |
| <p><b>How will we measure the progress of your child in school? And how will I know about this?</b></p>                | <p>Your child's progress is continually monitored by his/her class teacher.</p> <p>His/her progress is reviewed formally every term and your child will be recorded as working above, at or below national expectations for their year group in reading, writing, maths and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.</p> <p>If your child is in Year 1 and above, but is not yet working at national expectations for their year group, your child will be recorded in the year group they are working at on the school's tracking sheet. This tracking sheet also shows how much progress or not your child has made.</p> <p>At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.</p> <p>All children have 3 – 5 termly or half-termly personalised individual targets for English and Maths (stuck into the front of their exercise books) and their progress is assessed in achieving these. Some children at SEN Support and with an EHC Plan will have additional targets on an IEP (or PLP) which will be reviewed with your involvement, every term and the plan for the next term made.</p> <p>The progress of children with an EHC Plan/ Statement of SEN is also formally reviewed at an Annual Review with all adults involved with the child's education. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in, and through tracking their progress through levels of the National Curriculum.</p> <p>A range of ways will be used to keep you informed, which may include:</p> <ul style="list-style-type: none"> <li>• Home/school book</li> <li>• Letters/certificates sent home</li> <li>• Parents meetings and additional meetings as required</li> <li>• Copies of your child's IEPs (or PLPs) sent home and annual school reports</li> </ul> |
| <p><b>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</b></p> | <p>The school has outstanding provision for behaviour, pupil safety and safeguarding, and pastoral care with an exceptionally positive ethos where the achievement of all pupils is equally valued and difference celebrated. All children are taught to be polite, behave responsibly, show each other respect, and to be friendly and considerate especially towards children with SEND. Pupils' spiritual, moral and social and cultural development is promoted very effectively. (Ofsted, June 2014).</p> <p>Clear expectations, a consistent timetable and regular routines provide the predictable environment which helps SEND children feel emotionally safe and secure. Our caring and committed staff provide excellent pastoral care, listening to and guiding pupils. We provide social interaction and self-esteem groups, professional counselling and Music Therapy for those who need more support.</p> <p>Staff consistently apply an agreed whole school policy for managing behaviour using positive strategies and rewards balanced with clear and proportionate sanctions and our effective anti-bullying procedures. While clear boundaries support most pupils with SEND, some are provided with a specific, tailored reward programme.</p> <p>Personal Social and Health Education is taught both specifically, through activities such as 'Circle Time' where pupils can share their worries and work out solutions as a group or class, through assemblies, and as an integral part of the curriculum. This includes</p>  |

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|  | <p>the government's highly successful SEAL (Social Emotional Aspects of Learning) and Miss Dorothy personal safety programmes. The school has very clear safeguarding and child protection procedures, taking a robust approach to ensuring children's well-being.</p>   |
| <p><b>How is our school made accessible for students with SEND?</b></p>                                | <p>We have equally high expectations for all pupils in our school but acknowledge some children need more help to achieve them.</p> <ul style="list-style-type: none"> <li>• Our curriculum is planned and differentiated to meet the full range of needs and abilities of our pupils, enable all pupils to access the learning and to succeed, and to support pupils with SEND make excellent progress.</li> <li>• We provide pupils with SEND with the additional or special resources, IT and equipment they need to learn effectively.</li> <li>• Every class has at least 1 trained and skilled Teaching Assistant who particularly assists those who need extra help in lessons.</li> <li>• Each class has a wide range of targeted intervention, catch-up and booster groups and to meet the specific needs of pupils including speech and language early intervention groups which are run from nursery upwards.</li> <li>• Staff benefit from expert advice and training from a range of external agencies – see above <a href="http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings">http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings</a></li> </ul> |
| <p><b>How does our school make special arrangements for looked after Children (LAC) with SEND?</b></p> | <p>The SENCo or Head of School consults with the 'virtual school' as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child. We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.</p> <p>We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes.</p> <p>The SENCo ensures that training and policies are supportive of looked after children with SEND.</p> <p>The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.</p>   |
| <p><b>How have we made this school physically accessible to children with SEND?</b></p>                | <p>Our large and light classrooms are easy for pupils with SEND to work in and have enough space for wheelchairs and mobility aids. They also have sufficient space for individual work stations e.g. for those with ASD who need a stimulus-reduced environment.</p> <p>The ground floor of the school is accessible to children with physical disability via ramps and we have toilets adapted for disabled access. If we have children who cannot manage the stairs to the 1<sup>st</sup> floor, we move their class bases to the ground floor.</p> <p>Nearly every classroom has an intervention room attached and the school has a sensory room and sensory circuit.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs and provide additional or different furniture e.g. tipping or adjustable height tables, chairs and other equipment according to individual children's needs.</p>  |

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| <p><b>How will we support your child when they are leaving this school? OR moving on to another class?</b></p> | <p>We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school, we will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.</p> <p>When moving classes in school, information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP (PLP's) will be shared with the new teacher.</p> <p>If your child would be helped by a book to support them understand moving on then it will be made for them.</p> <p>In Year 6 the SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate. Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school. Where possible your child will</p> |
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visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

### SCHOOL BASED DATA/INFORMATION: 2016/17

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| <p><b>How many students did we have at our school with statements or EHC plans at the end of July 2017?</b></p> | <p>6 pupils had Educational Health Care Plans. This included 4 pupils who are severely autistic and 2 with significant cognitive difficulties. There were a further 3 children who were in the process of applying for an EHC and had a 1:1 teaching assistant to support them in class.</p>   |
| <p><b>How many students did we have at SEN support at the end of July 2016?</b></p>                             | <p>82 of our pupils were SEN Support; either receiving additional support from external services or through a range of intervention groups which have been impact-evaluated to ensure they are effective. This was a huge increase from the previous year of 70 pupils due to high mobility.</p>   |
| <p><b>What were the outcomes for children within our school with SEND for 2016/17?</b></p>                      | <p><i>“Disabled pupils and those who have special educational needs make good, and sometimes even better, progress. This is because of the additional support they receive” (Ofsted, June 2014)</i></p> <ul style="list-style-type: none"> <li>• SEN pupils achieved similarly to SENs across Greenwich (a high performing LA).</li> <li>• In the Yr1 Phonics test 84% of pupils passed. 4/13 children with an identified SEN achieved the expected standard; 3/9 children who did not achieve either have an EHCP or are in the process of getting one. 4/9 pupils entered the school in January. Despite all pupils making progress they did not reach the expected level.</li> <li>• SEN pupils in the KS1 tests had 4 out of the 10 pupils achieving expected standard in Mathematics and Science. Three did so in reading and writing, 2 reaching greater depth in Mathematics. Within this year group SEN pupils made good progress despite not reaching expected levels. 2//10 pupils were new to the school and 2/10 pupils were in the process of an EHCP plan.</li> <li>• Overall in the KS2 tests both progress and attainment were good for the 2017 Y6 cohort.</li> <li>• Expected progress was made by the vast majority of pupils in the SEN support group which helped the group attain standards in line with national in reading, maths and EGPS.</li> </ul> |
| <p><b>What training did staff at our school have in SEND over the year 2016/17?</b></p>                         | <p>Intervention training for colourful semantics, Lego therapy and phonics. SALT drop in sessions for staff. More TAs were trained to deliver SALT programmes.<br/>Inset for teachers and all TAs in October 16 on supporting pupils with language difficulties in the classroom.<br/>In the Spring term all TAs supporting SEN pupils have been observed to ensure pupils are receiving good or</p>   |

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|  | <p>outstanding support.<br/>Lesley Rockley was trained to oversee the SENCo role while Stephanie Mahoney was on Maternity Leave (in school and borough support).</p>  |
| <b>How the governors were kept informed of SEND in 2016/17?</b>              | <p>Termly SEN reports.<br/>Learning and achievement reporting.<br/>School SEN governor informed of practice through joint observation with SENCO.</p>   |
| <b>Were there any other important changes in SEND over the year 2016/17?</b> | <p>From December 2016 until July 2017 Lesley Rockley covered Stephanie Mahoney's maternity leave as SENCO for the school, ensuring that she had over-sight of all the barriers to learning for a child and the strategies to support them; she is also a member of the school's leadership team.</p> <ul style="list-style-type: none"> <li>• Increased resource funding for SEN.</li> <li>• Early intervention in every year group and class.</li> <li>• Increased numbers of TA support within school.</li> <li>• TA specifically designated to supporting SALT.</li> <li>• Systematic intervention throughout the school.</li> <li>• A wider range of interventions being offered within school.</li> <li>• Improved quality and quantity of provision (see impact and progress).</li> <li>• A provision map has been published to outline the type of interventions we offer.</li> <li>• Regular progress meetings to ensure our SEND pupils make good or outstanding progress.</li> <li>• A systematic approach for identification and assessment of SEND pupils and the steps needed to support them best.</li> <li>• Adapting our practice in line with the new code of practice.</li> </ul> |

| <b>GLOSSARY OF TERMS</b>    |   |
|-----------------------------|---|
| <b>IEP</b>                  | Individual Education Plan                                 |
| <b>PLP</b>                  | Personal Learning Plan                                    |
| <b>S</b>                    | Statement stage of the SEN Code of Practice               |
| <b>SA/SA+</b>               | School Action stage of the SEN Code of Practice           |
| <b>SA+</b>                  | School Action Plus stage of the SEN Code of Practice      |
| <b>SEN</b>                  | Special Educational Needs                                 |
| <b>SEN Code of Practice</b> | The legal document that sets out the requirements for SEN |
| <b>EHC plan</b>             | Education, Health, Care Plan                              |
| <b>SEN</b>                  | Special Educational Needs                                 |
| <b>SEND</b>                 | Special Educational Needs and or disabilities             |

|              |  |
|--------------|--|
| <b>SALT</b>  | Speech and Language Therapist            |
| <b>CAMHS</b> | Child & Adolescent Mental Health Service |
| <b>EP</b>    | Educational Psychologist                 |
| <b>SENCO</b> | Special Educational Needs Coordinator    |
| <b>ASD</b>   | Autistic Spectrum Disorder               |