



## SEN annual report to governors.

Longsands CP school. November 2017

SENCO: Sue Mckeown

SEN Governor: Julie Lukraft Voges

Number of children with SEN identified on the SEN register

6% of children are on SEN register based on 210 on roll (National Expectation 17-18%)

1 statement [converted to EHCP]

3 EHC plans

8 school support plan

## **Summary of Action 2016-2017**

### **The SENCO**

Has updated the website with legal information. The SENCO attended SENCO clusters each term.

Senco applied for an EHC plan which has been passed. Senco has planned an EHC plan review meeting. Senco has attended a transition meeting for a new child with an EHCP joining Reception in September 2017. The child will require a 1:1 TA, speech and language and a specialist teacher involvement..

The SENCO has monitored teachers' planning and SEN files, looking for evidence that TA support is clearly planned for, children with SEN are regularly taught by their class teacher, and noting resources/strategies used.

SENCO has updated the provision maps half termly ensuring SEN children have appropriate TA support in class.

**Support and advice:** Close and effective links are made with a variety of agencies to support parents/carers and the school in addressing children's needs. The following agencies were involved in 2016/2017 CAMHS, EP, Traded services, speech and language, school nurse, community paediatrician, SENDO, OT, golden hill behavioural school, our own SEN governor.

Traded services have offered training in lego therapy and other behavioural strategies

**Support for staff:** SENCO is available out of class from each Thursday, advice and resources are available from the SENCO and the SEN resource area set up and developed over the year. SENCO

has made SEN courses available to all staff. Support for a new teacher has been put into place via resources, meetings and advice from SENCo

9 staff have been trained in TEAMTEACH in order to handle appropriately a number of our children.

The SENCO has monitored teachers' planning and SEN files, looking for evidence that TA support is clearly planned for, children with SEN are regularly taught by their class teacher, and noting resources/strategies used.

Continue to Improve parental engagement. Ongoing - eg meeting with parents, setting up home-school diaries with daily/ weekly notes from TA and parents.

### **Progress**

There has been one child with a statement in year 6 this year.

The progress of the SEN children are monitored half termly by the class teacher and SENCo. The progress of all the children including those with SEN is part of a half termly progress meeting with the SLT. The progress of those children with an EHC plan is slow but steady but still below age appropriate expectations. Individualised planning is completed daily by their class teachers. These 2 children have full time 1:1 support including support at lunchtime by SENCO. The child with a statement is making progress in line with his own targets. It is age appropriate.

### **Interventions**

Staff: Rob Hudson has the responsibility of taking the lead on collating information and progress around interventions (1-1 or group,]. Rob Hudson has reported back to the chairs of governors during the spring term The TAs work Monday to Wednesdays from 9.00-9.30 with a designated group with activities and objectives planned by the class teacher. Nurture group runs on Monday, Wednesday and Friday afternoons by a designated TA and activities are planned in conjunction with Sue Mckeown.

During the year we have run a number of interventions including: 1-1 work on phonics, reading, spelling, writing, maths; social and emotional skills group work; nurture group. The Speech and Language therapist has provided programmes of work to be carried out in school with specific children. Volunteers work with children on reading and maths.

Our graduated response involves teachers quality first teaching , then differentiated group activities before smaller group planned interventions are used . After this the classteacher will complete an initial concern form for the SENCo and then the child will be put onto individual school support plan where outside agencies might be involved for assessments and support.

### **National policy changes**

New Code of Practice is statutory from Sept 2014. The SENCO has been on training. It is now a legal requirement to put information on website. New moderation descriptors (SEN guidance) have been published to identify needs and support the identification of SEN.

## **Main targets for next year**

Continue with monitoring - lessons and planning.

Make sure website includes all statutory information and is updated regularly. Consult parents.

Continue to monitor and assess TA support and skills. Where needed TA staff will attend courses to improve their understanding of children needs.

Continue to develop SEN resources and SENCO expertise.

Offer again to all staff SEN training

Staff training on using 'social stories' to support children with social or emotional difficulties.

Continue to monitor our graduated response for the children.

