

Governors Annual SEND Report to Parents July 2018

As part of their statutory duties, governing bodies must publish information about and report on, the schools policy on Special Educational Needs and Disabilities.

At Kington St. Michael School we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND Policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. The policy is reviewed annually- most recently in September 2017. In addition, there is a parent handbook providing an explanation of the different intervention programmes used in school to support the children's learning and progress. This can be accessed via the school office.

The Special Educational Needs and Disabilities Coordinator (SENDCo), is Mrs. Kate Cavey and the named Governor for SEND is Mrs. Kim Wicks.

Number of Children with SEND

In the academic Year 2017-2018 there are 18 children identified as having a SEND, which is approximately 15% of children on roll.

These are made up of:

- 15 pupils have a KSM My Support Plan
- 1 pupil has a Wiltshire Support Plan
- 2 pupils have an Education Health and Care Plan (EHCP)

We have also supported a further 24 children who have had a need in a specific area. Over this academic year we have supported them through specific, highly individualised intervention programmes. Some pupils have taken part in two or three different interventions, such as a social skills programme and a literacy programme.

Progress of Pupils with SEN

All of the children who are currently receiving SEND support have made progress and they are meeting the individual targets set out in their KSM Support Plans. We know this as three times per year the progress of children with SEND is reviewed and new targets are set for the next term. Data and results from class room assessments are also analysed alongside the more formal standardised tests we use. Parents are also informed of any intervention programmes their child is participating in and progress is reported regularly. SEND Surgeries are held three times a year for parents to book time to talk to the SENDCo and the class teacher about their child's progress. We have introduced an Intervention Record card. This card is filled in weekly by the TA who is leading the intervention group. It states an explanation of the objectives of that week's intervention group lessons. This should inform parents and class teachers of what is actually being taught in the intervention and give ideas how the pupil could be further supported at home and in class.

Impact of interventions

The results from the recent spelling, reading and maths tests and the SAT tests have shown that the interventions have had a positive impact in the school. All children who have participated in an intervention programme have made progress although some may still be below national expectation.

Attendance

The attendance of SEN pupils is 97.28 %

The whole school pupil attendance 97.28 %

There have been no exclusions of SEND pupils this academic year.

Budget Allocation

This academic year SEND has spent:

Staffing costs £27347.00

Resource costs £130.00

Relate cost £90.00

Courses and Training £140.00 (Team Teach)

Courses;

- THRIVE Approach Training- Behaviour Support Service
- Digital Assessment and Referral Tool Training (DART)
- Team Teach training
- Head to Paper training Course (Autism and Dyslexia training)
- Epi Pen training
- Youth Mental Health First Aid Training

Deployment of Staff and Resources.

We currently have 6 teaching assistants employed at KSM. All teaching assistants work with individual pupils or a small group of pupils, following a variety of intervention programmes. Not all pupils are on the SEND Register but have been identified as needing additional support in specific areas.

All teaching assistants receive appropriate training and resources. Currently most intervention groups run from 9am to 9.30am four mornings a week. Some pupils are supported in class. Some pupils are withdrawn in class time. Intervention programmes also run on a Monday and a Tuesday afternoon.

The SENDCo works alongside a SEND teaching assistant, who works 3.5 hours a week specifically with SEND pupils. She assists the testing and assessing of pupils, collating results and data, as well as leading several intervention groups. The SENDCo currently works Thursdays for 5 hours.

The SENDCo's main task is to oversee and coordinate SEND provision throughout the school. The SENDCo meets with parents, liaises with outside agencies, works with children, assesses children and completes paperwork ensuring the children receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEND. The SENDCo meets regularly with all staff to discuss pupil progress and the impact of intervention programmes. The SENDCo also regularly talks to pupils in depth and collaboratively think about ways to support them further. We have called these 'Pupil Support Talks.' This gives the pupils a clear voice regarding their learning.

The SENDCo looks carefully at school data and uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes.

Intervention programmes completed this academic year

This year we have organised many different intervention programmes. These are listed below:

- Sound Discovery Step 1, Step 2.
- Maths Support for KS1
- Phonics Phase 2
- 1:1 Support for targets on individual EHCPs
- Maths Support and revision for KS2
- 5 Minute Literacy and 5 Minute Numeracy boxes
- Phonics Booster for Year 1
- Beat Dyslexia programmes
- 1:1 Maths Revision and consolidation of early concepts.
- Anyone Can Spell It.
- Social Skills Development
- Touch typing skills on laptops.

SEND Resources

This year we have added to our SEN resources with:

Anyone can Spell It.

Phonic Adventure reading book sets

External Agencies

This year to date we have worked with 10 different agencies, including the Educational Psychologist, Behavioural Support Service, Speech and Language Service, Paediatrician, School Nurse, Specialist SEND Service (SSENS), Relate Counselling, Traveller Service, Child and Adult mental Health Service (CAMHS) and the Ethnic Minority Achievement Service (EMAS).

We have also accessed support and advice through the Wiltshire Multi-Agency Forum (MAF) which meets termly. There are also regular SENDCo Cluster meetings attended by SENDCo's from other local primary schools. We may also receive support from the Wiltshire CAF Team (Common Assessment Framework) and from SEND Services who are based in County Hall should the need arise. The SENDCo also works alongside a colleague from another local primary school to implement any new changes in SEND. They share ideas and working collaboratively is proving extremely successful.

Links to Secondary Schools and Nurseries.

The SENDCo and the Year 6 teacher attend a transition meeting with the SENDCo from the local secondary schools. This is usually Hardenhuish School, Sheldon School and Abbeyfield School. We also liaise with specialist schools such as St. Nicholas school and Rowdeford School should any of our pupils have a place there. The SENDCo has organised additional transition visits for some pupils who have additional needs in preparation for their transition to secondary school.

Similarly the SENDCo also works with SENDCos from local nurseries and preschools. This helps to ensure pupils who will be starting KSM in the EYFS class have any needs met and have a successful transition into KSM.

The SENDCo also liaises with SENDCos from other primary schools when pupils who have additional needs join KSM during the academic year. The SENDCo informs class teachers and ensures pupils records are transferred to KSM.

Staff Development and Courses

SENDCo, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources. Teaching assistants complete the weekly Intervention record Cards about their intervention programmes and the progress the pupils are

making. This is shared with the class teachers and parents ensuring we are all informed and working together as a partnership. This ensures everyone is fully informed and part of the SEND process in school.

Teachers and teaching assistants have had the opportunity to attend SEND courses and SEND focus staff meetings. They also have additional time in school for planning, record keeping and liaising with class teachers and the SENDCo.

All training and courses attended has had a positive impact in school and supported children's needs. Courses have provided the school with valuable resources, such as strategies to support pupils who have autism and dyslexia type difficulties. We also host cluster training sessions such as the THRIVE workshop for local schools who are implementing THRIVE strategy in their school. The courses and training of the SENDCo and SEND teaching assistant has helped to make SEND provision in school more effective and streamlined. It has helped staff to identify pupil's additional needs early. This has also helped to improve communication between the pupils, SENDCO, class teachers, parents and outside agencies.

Medical Needs

We have two children with a severe nut allergy.

Our School Health Policy can be viewed on our school website.

Disability Duty- Accessibility and Future plans

We currently have no children in school with a registered disability.

Our Accessibility Policy can be viewed on our school website.