

Special Educational Needs & Disabilities

SEND Report for the Governing Body – End of Summer 2018 (2017-2018)

SENCo: Lorraine Clarke

SEND Governor: Hilary Austin

SEND register

- 19 children are on the SEND register at present (*at the start of the year we had 19, throughout the year, 2 were taken off and 1 joined*)
- They are all at 'SEN Support' stage (*'SEN support' replaces School Action/School Action +*)
- No EHCP – Education, Health Care Plans (*although one application is currently being considered by the panel*).
- No additional SEND funding.

Year group	SEND (all) Number of pupils	SEND Girls	SEND Boys	Pupil Premium / LAC
R	1	1		
1	4	1	3	1 Post LAC
2	3	1	2	
3	3		3	
4	5	4	1	
5	2	1	1	2 PP
6	1		1	
<b>TOTAL</b>	<b>19</b>	<b>(8)</b>	<b>(11)</b>	<b>(2 PP / 1 Post LAC)</b>

Total number of children on roll: 202

Total number of SEND children: 19 (9%)

**Area of need** (some children have 2 areas of SEND):

Using the Code of Practice and Core Standards categories of need -

	Need	Total number of needs for category
<b>Cognition &amp; Learning</b> <i>Specific Learning Difficulty (SpLD)</i> <i>Moderate Learning Difficulty (MLD)</i> <i>Severe Learning Difficulty (SLD)</i>	7 SPLD 6 MLD	13
<b>Social, emotional and mental health needs (SEMH)</b> <i>Emotional and social difficulties; may also be seen through challenging behaviour.</i>	3 SEMH	3
<b>Communication &amp; Interaction</b> <i>Speech, Language and Communication Needs (SLCN)</i> <i>Autistic Spectrum Disorder (ASD)</i>	3 SLCN 1 ASD	4
<b>Sensory and/or Physical needs</b> Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD).	1 HI	1
<b>Medical</b> (Requiring regular monitoring/intervention)	1 Med	1

Please note that although the SEND register are children with higher needs, I also have a register for children who are on the 'watch list' (not quite SEND), but have been raised as a concern. When required, I also see these children individually/in class and put any necessary temporary action plan in place to support them. Ideally, this may prevent them moving on to the SEND register. They are often part of wave 2 (group) intervention groups. This is part of the graduated approach.

#### Children I have on my 'watch list':

YR	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
2	3	8	5	8	5	7	38

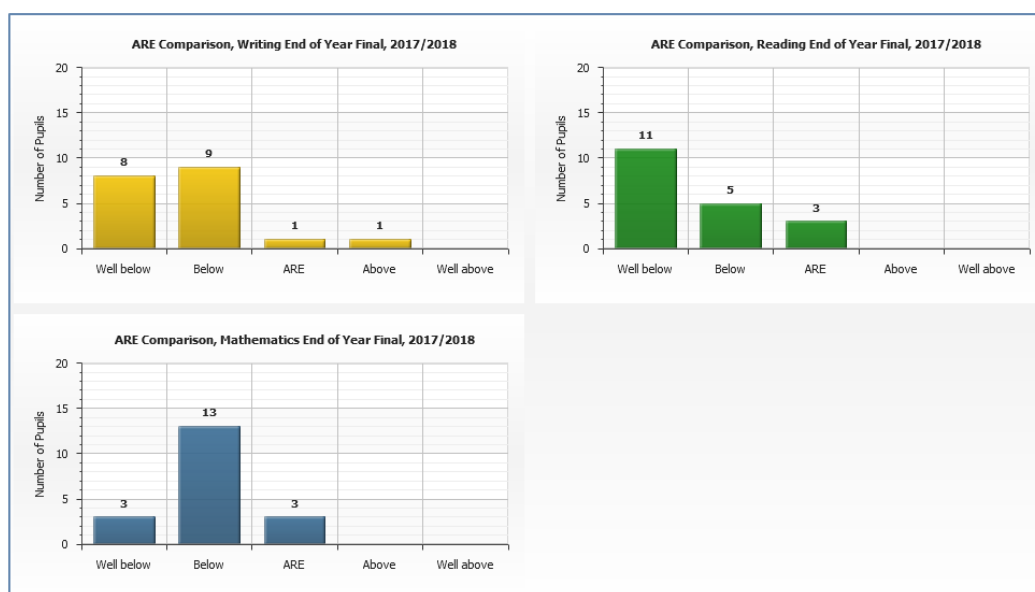
#### Additional provision (wave 3) and wave 2 (booster groups):

Additional provision/intervention programmes that have taken place this year:

- Speech and Language
- Listening Skills group (concentration)
- KS2 Rapid Reading / additional reading
- Phonic booster groups
- Handwriting group
- Reading comprehension group
- Multi-sensory fine motor skills group (also social skills opportunities)
- Reading with dogs
- Individual Literacy Intervention (1:1)
- Social Speaking/Social Detective (Social Communication group)
- Maths booster group
- ELSA (Emotional Literacy Support Assistant)
- Emotional support – by the PFSA (Parent Family Support Assistant)
- Emotions/transition group
- Spelling booster group

Data is collected at the end of each half/term; this helps monitor progress and allows time for SENCo to have discussions with TAs/LSAs who are delivering the programmes. Programmes are adapted when necessary and advice given to TAs on different strategies to try etc.

#### SEND attainment:



**SEND progress:**

As this is the first year Pupil Tracker (whole school data tracking system) is being implemented, not all data is available yet to do a detailed whole school analysis. It will be available next year. Progress tracking points is a key factor in looking at the academic development of a child with SEND needs. Although not all SEND is about academic difficulties, for our school, this is the main difficulty. Therefore, just looking at attainment is not able to reflect the whole picture. For example, our successes of accelerated progress of 4 TP (Tracking Points), 5 TP and even 6TP is not shown in the above graphs. Tracking points are not yet available for all cohorts, hence no reported data for this report on whole school progress. As there are a small number of children with SEND in some cohorts – I have not published cohort data, due to risk of a child being identified.

Progress has also been measured in other ways – emotional & behavioural development. We have also had evidence of success there too - some are through a child's views/scoring and/or through teacher observations during the Boxall Assessment with an analysed questionnaire. Individual targets have also been achieved through the child's Individual Educational Plan (IEP) or a Positive Behaviour Plan.

**SEND budget (£500 for the financial year):**

The following resources have been purchased from the SEND budget this year:

- Phonic desktop mats
- Coloured overlay reading rulers
- A4 tinted overlays
- Pencil holders
- Pencils with moulded support for grip
- Clicker 7 (literacy computer programme for a child)
- Batteries for 'talking tins' (mini voice recorders)
- Folders/dividers for each class to have an 'Inclusion File'
- New social communication programme 'SuperFlex' & Social Detective book
- Weighted wrap / headphones /sensory cushion (support for concentration & keeping still)

*The SEND budget has all been spent.*

**SEND Training this year:**

- ELSA training for a teaching assistant ('Emotional Literacy Support Assistant' - ELSA) training via Educational Psychologist
- Phonic training for teaching assistants (lead by Mrs Fowler) – Nov 2017
- Rapid Reading scheme training for teaching assistants – Oct 2017
- Introduction to Child Protection 21/11/17 – SENCo
- SEND Multi-Agency Conference 04/10/17 – SENCo
- SEND Tech Exhibition 07/11/2017 – SENCo
- High Needs Banding Moderation 16/11/17 – SENCo
- ELSA cluster meetings (half termly)
- Working together Designated Lead (Safeguarding) - SENCo
- SENCo Cluster group - SENCo
- Safer recruitment (online module) - SENCo
- WRAP/PREVENT (online module) - SENCo
- Team Around the School meeting (Wells CLP) (Professional Choices training) - SENCo
- CSE training (Child Sexual Exploitation) – SENCo/JH/EB

- Domestic Abuse training – SENCo
- Autism Basic Awareness – staff meeting
- KS1 Talkboost – TA: KJ May 2018
- Social Stories – TA: LR July 2018
- Designated Teacher's Network Meeting Summer 2018 (CLA / Virtual Head) 05/07/18 -SENCo

#### **External Agency involvement this year:**

- Hearing Support Services
- Parent Family Support Advisor (PFSA): support for non-academic issues
- Occupational Therapy
- Speech and Language
- Autism and Communication Team
- Learning Support Services
- Educational Psychologist
- PIMS (Physical Impairment and Medical Support) Team
- CLIC Nurse

#### **SEND planning:**

The 3-year SEND action plan is reviewed each year. So far we are achieving well. This includes:

##### Autumn term –

- Gather all info – SEND register, data, needs, previous provision, funding, agency involvement. Speak to all class teachers, see all SEND children. [Completed – collected information available.](#)
- Info on staff roles/training. [Completed. Aware of staff roles and most of TA/LSA training through PM questionnaire.](#)
- Set up SEND log systems and monitoring records. Staff meeting. [Completed.](#)
- Set up 'IEP surgery' sessions with parents/teachers. [Completed.](#)
- Set up SEND coffee mornings with parents/support with parental involvement. [Completed.](#)
- Review provision – trial new programmes: Rapid Reading. [Completed.](#)

##### Spring term –

- Focus on reading & writing: training and support strategies for staff. [Some advice given through SEND assessments reports I have written. Another TA has taken on the Rapid Reading programme \(covering for Y6 TA\) and is now more confident as using this. I have completed various informal 'pop ins' to class.](#)
- Review new intervention programmes (data, observations, monitoring etc.). [Intervention data collected and discussed with TA/LSAs.](#)
- Consider purchasing trialled resources. [More Rapid Reading books were purchased earlier this year. Have also recently purchased new social communication programme \(set up next term\).](#)
- Begin using new tracking/recording system SPTO– transfer/upload SEND info. [Staff have begun putting tracking data on the new system– I have accessed SPTO and looked at data available. Still working progress.](#)
- Update/re-design SEND webpage on website. [Have discussed ideas for new SEND page, but due to website structure, it was more complicated than I thought and I will need TW to support me with this. Date TBC.](#)
- Update School Information Report. [Completed and on website.](#)
- Check SEND Policy. [Completed and on website.](#)
- Set up ELSA groups (following ELSA training for LSA last year). [Completed – this is going well.](#)

### Summer term –

- Monitor impact of training/advice for staff – complete observations. Completed observations in previous term. On-going advice throughout year.
- Final review of new resources used. Completed – positive impact of Rapid Reading books, resources benefiting children. Clicker 7 can be very beneficial for some children – look into purchasing more licences and developing this next year.
- Review 3 Year Action Plan. Currently being updated.....
- Check website is up to date – Governor report, links to Local Offer, Accessibility Plan, Policy etc. Completed – we are compliant, but I would like to develop this further next year in terms of adding other SEND information for parents and changing layout of page (if possible).
- Analyse SEND data for end of year. Completed with data available (whole school/year groups/individual – boys/girls/all etc.). Pupil Tracker to be used to its full potential next year.
- End of year filing of intervention data. Completed. Class inclusion files to be updated too.