

West Pennard CE Primary School
SEN Report to Governors: July 2017

SEN Register

As outlined in the SEN Code of Practice (2014) the categories of SEN are divided into four areas of need:

- Social, Emotional and Mental Health
- Cognition and Learning (Specific Learning Difficulties, Dyslexia and General Developmental Delay)
- Communication and Interaction
- Medical, Sensory and Physical

The reasons pupils in our school may be added to the register are detailed below

Need	Reasons for being added to the register
Social, Emotional and Mental Health Needs	<ul style="list-style-type: none">• Some pupils in this category are identified by professionals working inside and outside school for example the SENCo, the Child and Mental Health Service, a Paediatrician, the Parent and Family Support Advisor or the school Educational Psychologist• They will have clear identification and analysis of need using appropriate assessment tools to help us identify what the behaviour is trying to communicate• The pupil might exhibit significant variation in mood, anxiety and attachment related difficulties• The pupil will have an intervention to help develop resilience and given strategies to cope with anxiety delivered by our Emotional Literacy Support Assistant or relevant outside agency.• There may be increased access to Forest School• They may have links with the Parent Family Support Advisor or the Mendip Inclusion Project
Cognition and Learning	<ul style="list-style-type: none">• The pupil will have a specific learning difficulty that is persistent and severe• They will have specific literacy interventions with the SENCo or the SEN Teaching Assistant• The pupil will demonstrate significant delay across the academic curriculum
Communication and Interaction	<ul style="list-style-type: none">• These pupils will have been identified as having a speech, language and communication need by a Speech Therapist , Educational Psychologist or Paediatrician• The curriculum will need to be modified visually and they will often have a Care Plan written by an outside agency which

	<p>is delivered by our Speech and Language SEN Assistant</p> <ul style="list-style-type: none"> • They may have a diagnosis of Autistic Spectrum Condition • There will be evidence of restricted and rigid behaviours, social and communication and interaction difficulties which impact on day to day functioning
Medical Physical or Sensory Needs	<ul style="list-style-type: none"> • The pupil may have a medical diagnosis or disability which requires additional support from the school • They may have a diagnosed physical or sensory difficulty that significantly affects their ability to access the curriculum

Meeting Needs

We adopt a Graduated Response to meeting needs as outlined in the Code of Practice. We follow a Plan, Do, Review model. Pupils causing concern are discussed at our Pupil Progress Meetings/ SEN surgeries and interventions put in place, which are then reviewed over time and modified and adapted in light of our assessment data.

The school has a clear provision plan which details classroom strategies, small group interventions and individualised support. This is outlined in the School Information Report which parents can access on the school website.

Some pupils have needs in more than one category as there may be primary and secondary needs presenting as barriers to learning.

Information on the number of pupils receiving provision which is 'additional to and different from' that which is provided in a quality first classroom is detailed in the table below

Need	High Needs Funded or receiving a Wave 3 Intervention	Small Group Work or Increased Support from class TA or SEN TA	Not on register but concerns expressed / assessments undertaken/ being monitored
Social, Emotional and Mental Health Needs	5	4	2
Cognition and Learning	10	10	9
Communication and Interaction	3	4	3
Medical, Sensory and Physical Needs	3	2	0

New legislation came into force two years ago outlining the school responsibility in meeting the needs of any pupil with a medical condition that must be managed should an emergency occur. We have 3 healthcare plans in place.

We continue to maintain good links with outside agencies, with our feeder playgroups and nurseries and with our receiving secondary schools. Transition planning is strength in the school with School Entry Plans well developed as a tool to ensure pupils have the best start in their new setting.

Training for assistants is available in-house or through outside agencies but as budgets grow tighter, training has to be focussed on those areas of the greatest need and on those interventions which make the most difference.

We have a trained Emotional Support Assistant, Andrea Hale, who has worked this year with our vulnerable pupils. We have completed the Behaviour and Vulnerable Pupil Tool which our CLP is encouraging all primary schools to complete – this helps identify those pupils at risk of not making progress due to social and emotional pressures.

Mrs Sue Bradfield, Mrs Richenda Crossman and Mrs Kathy Jones have worked this year on interventions for those children on the Special Needs Register and we are fortunate to have such skilled Teaching Assistants in our school.

We acknowledge the importance of clear communication and joint partnership with parents and parental satisfaction with provision is good as evidenced by questionnaires

The SENCo has just presented the Inclusive Dyslexia Friendly School evidence file to the Learning Support Service representative and we have just been accredited for the fourth time.

Doreen Grant

Special Educational Needs Co-ordinator

Dip Ed, Dip. Complex Specific Learning Difficulties, Cert. Special Educational Needs in Mainstream Schools, Associate Member of the British Dyslexia Association