

Annual Report to Governors: Provision for Pupils with Special Educational Needs and Disabilities 2014-2015

Special Educational Needs Coordinator: Ros Ashton Butler
Special Educational Needs Governor: Jenny Robinson

From September 2014

- ≡ For pupils identified as having special educational needs, teachers and teaching assistants have been operating systematic and focused individualised programmes within class guided by individual Education Plans (IEPs) and specialist assessments.
- ≡ Phonics and spelling work has been delivered in small groups to all pupils and key children read daily to an adult. Separate Boosters Groups have taken place to elevate both progress and independent learning in Maths and Literacy. 1:1 Maths, Literacy and Reading interventions have been delivered to focus children. In addition, further interventions are to be delivered in the Summer Term to children showing slow progress in Maths and in Spelling in the last assessments. Learning support boxes continue to be available in the classroom and new resources have been trialled to support reading and spelling. Specialist Language and Communication work has been undertaken and Emotional Literacy groups have been running all year. Specific intervention work has been undertaken by the SENCo. The outcomes from all this work are monitored by teacher every six weeks via assessment of classwork; through assessment via observation of the pupil's ability to engage with learning and by spelling and single word reading tests twice yearly.
- ≡ Specialist assessments have been carried out by the SENCo to provide specific information to take positive steps to support those with learning difficulties, to transcend barriers to learning and to inform information for transition. The Achievement for All coach has also made observations and suggestions to improve both the learning environment and the individual experience of focus pupils.
- ≡ IEPs are currently produced every term, the content of which is shared with parent carers. Progress towards targets is also discussed at consultations and review meetings. The SENCo refers pupils to outside agencies when appropriate and ensures that specialist advice is followed.
- ≡ Three Annual Reviews have been completed: one as the first step to arranging support from outside agencies and future High Needs Funding, one to maintain current High Needs funding and one to arrange High Needs Funding for 2014/2015. One EHC plan has been applied for and has been granted. This child will be moving to Specialist Provision elsewhere in the near future.
- ≡ There has been one temporary exclusion for one day of a pupil who caused injury to staff and damage to property.
 - ≡ Nurture provision has been finely tuned to meet the needs of some children through 1:1 Teaching Assistant allocation and carefully managed, modified timetables. Forest School has been of great benefit to many SEN children.
 - ≡ SEND external reports are systematically stored on the computer systems Comprehensive files of all SEND documentation are held in paper copy.
 - ≡ A small number of additional SEND resources such as coloured reading rulers, fiddle toys and communication resources have been purchased and housed in a new centralised SEND lockable cupboard along with existing resources and specialist assessment records.
- ≡ Adaptations to practice have been made in line with the SEN Code of Practice 2014 which has come in to play this year. A much greater emphasis has been put on communication and partnership with parent carers and on including children in decisions

about their learning. The categories of 'School Action' and 'School Action+' have been replaced with the single category 'SEN Support'. Statements have been replaced with Education, Health and Social Care plans. The school did not have any statements to convert this year and one EHCplan was applied for.

- ≡ The SEND policy has been updated in line with the new COP (2014) and was reviewed in March 2015. This has been published on the school website.
- ≡ Two new documents have been produced in line with regulatory requirements: the School Local Offer (for parent information regarding SEND provision) and the SEN Report (a summary of all the SEND provision that the school offers). These documents have also been published on the school website.
- ≡ Hornbeams Preschool Local Offer has been merged with the school Local Offer as a temporary measure from September 2014. As the preschool operates on the school site, the school SENCo has been able to offer support and advice when required.
- ≡ Achievement for All (devised to support vulnerable learners) has been introduced to the relevant parent carers and staff; data has been analysed; observations and recommendations have been made and staff training has taken place. Information and skills gained in relation to the focus children can be transferred across the classes thus improving the provision for all children.
- ≡ The SEN Governor has spent a morning in school talking to the Headteacher and SENCo and observing classes to better understand how SEN provision within the school works; she has attended the Primary SENCo and Governor Conference with the SENCo; there have been two visits to discuss and evaluate assessment data and look at the 'Removing Barriers' agenda and the SEN Governor and Chair of Governors have attended Achievement for All introductory training. The final visit will be at the end of June when the nature and effectiveness of Achievement for All will be discussed and evaluated.
- ≡ There have been meetings, assessments, communication and visits from Speech and Language Therapy, Occupational Therapy, SEMH team, ASD Support team, Learning Support Service, PFSA, Educational Psychologists, Paediatricians, Family Support Workers, Hearing Support Service, Vision Clinic at Musgrove Park, Sleep Specialist Nurse, Mendip Partnership School, PIMS Senatas (assistive technology support) and CAMHS.

Working with Parent Carers

- ≡ In addition to scheduled and informal contact with the class teacher, the SENCo has met with individual parents to discuss their child's learning profile and to offer suggestions for ways of supporting children at home. The Headteacher has also met with parents to discuss profiles and provision. Review Meetings and planning meetings have taken place to which parent carers have been invited.
- ≡ As part of the AfA process, Parent carers of focus children were invited to a meeting to describe the AfA process and subsequently to join in structured conversations regarding their child and their education on a rolling programme. One parent carer has so far been unable to attend due to ill health. A second round of structured conversations take place in early July.
- ≡ Parents of children with Special Educational Needs were personally invited to a workshop by the SENCo and SEN Governor to devise the content and layout of the School Local Offer leaflet. 3 parents attended. The leaflet is now distributed to parent carers of all new children.

Number of Pupils with Special Provision

At The end of the academic year, the SEND register records 13 pupils as having a learning difference that requires a modified approach or modified curriculum. An

additional 6 pupils are closely monitored to ensure progress is maintained. The register indicates those children that are receiving interventions to address specific needs and differences along with other medical and behavioural needs.

Special Educational Needs Register 2014-2015											
	Year 1		Year 2	Year 4				Year 5		Year 6	
	Girl s	Boy s	Boys	Girl s	Boy s	Girls	Boy s	Girl s	Boy s	Girl s	Boy s
Element 2	1	2	2	1	1	2	2	0	2	0	0
+High Needs Funding	0	0	0	0	0	0	0	0	2	0	0
EHCplan approved	0	0	0	0	0	0	0	0	1	0	0
Nature of Specific Needs recorded											
Dyslexia	-	-	-	1	1	-	2	-	-	-	-
Specific Learning Difficulty (Lit)	-	-	1	-	-	-	-	-	1	-	-
Specific Learning Difficulty (Maths)	-	-	-	-	-	-	-	-	-	-	-
Dyspraxia	1	-	-	-	-	-	-	-	-	-	-
Autism Spectrum Disorder	-	-	1	-	-	-	-	-	2	-	-
Social Communication	-	2	-	-	-	-	-	-	2	-	-
Speech and Language	-	-	-	-	-	-	1	-	1	-	-
Motor Difficulties	-	1	-	-	-	-	-	-	-	-	-
Developmental delay	-	-	-	-	-	1	-	-	-	-	-
Social/Emotional	-	-	-	-	-	1	1	-	2	-	-
Pupil Premium	-	2	-	-	1	2	-	-	-	-	-

- ≡ There are 16 Pupil Premium pupils in the school. Of these, 5 are on the SEN register and receive support for a learning difference or difficulty, including behavioural support programmes. 3 monitored children also receive additional support.
- ≡ There are 9 children on the SEND register monitored by AfA programme (11 children in total)

Progress of Children with Special Educational Needs

Progress has been measured using data from:

KS2 SATs tests in May 2015 (yr 6)

Teacher assessment every 6 weeks (now Somerset Tracker)

Teacher observation.

Parent reports

Specialist assessments and observation

Tests of reading and spelling ages

Results from specific interventions such as ILI

Boxall Profile measuring emotional growth for key children

No matter what difficulties exist, measurable progress to an appropriate degree is expected of **all** pupils and will be pursued by all teachers and teaching assistants.

Following a move to Somerset Tracker from SATs levels, it has proved impossible to make like-for-like comparison of results across systems even using APS scores as the criteria used to establish levels are not comparable. Somerset Tracker has been used since March 2015. Results for July 15 are not yet available and can be supplied as an addendum when assessments have been done. This will be the first like-for-like comparison that can be made. Based on May 2015 results, there is evidence of children moving towards the next sub-level in Maths and Literacy indicating a potentially optimistic result overall when the July results become available.

If, in individual cases, expected progress has not been made, children will be closely tracked and differently supported as a result.

Reading and Spelling Ages

Comparison of spelling assessments and reading assessments cannot be made at KS1 as pupils have only just reached the age possible for the test so no early comparison figure is available.

SEND Register and monitored pupils at KS2	Exceeded expected growth in skills	Not reached expected growth in skills yet
Single word reading	4	3
Single word spelling	7	5

Arrangements for Transfer to the Next Phase of Education

Children moving up to Reception have been monitored by the school Senco and discussions and taster mornings have taken place to familiarise the children with the school. Children currently in Year 2 who are identified as having Special Educational Needs have been discussed with KS2 teachers to make the move between stages as smooth as possible. Children have had the opportunity to experience their new class and new teacher.

Information about children in Year 6 with additional needs has been passed on to secondary schools and relevant discussions have taken place. Additional visits were not required this year. Some parent carers visited the secondary school beforehand to talk about their child's needs.

Funding of SEND Provision

Total income allocated (including High needs top-up and vulnerable learners)

£1083.00

Expenditure

£342.05

Sum allocated to support costs of additional SEN staff:

£740.95

Amount paid from main school funds for SEN staffing for 2014/2015 (cost to the school):

SENCo

£4170.00

KS1

£6164.00

KS2

£3941.00

Deployment of Staff and Resources

- ≡ The SENCo is employed for one day per week. There is one part time teaching assistant who supports SEND needs; one part time TA on temporary contract to support

an individual child in KS1 and one part time TA in KS2 financed through pupil premium funds who has been employed to address the literacy and maths needs of two children with pupil premium funding. There two additional class-based teaching assistants who, although employed for SEND work, spend a portion of their time (approx. 20%) on SEND intervention work. The Headteacher makes a considerable contribution to the administration of SEND matters as the SENCo is on site for only one day each week so is not able to deal with many of the SEN issues that unexpectedly arise at other times in the week.

Staff development and CPD

Teaching Assistants

- ≡ Inset – Introduction to the new Code of Practice (2014) (all)
- ≡ AfA – Introduction Meeting
- ≡ AfA - Aspirations for Children (how to support children without increasing dependency)
- ≡ Individualised Literacy Intervention training (1)
- ≡ Individualised Literacy Intervention refresher course (1)
- ≡ Psychological Service: inset on Attachment
- ≡ Introduction to Autism (1)
- ≡ Team Teach training (2)
- ≡ Looking After the Social Emotional and Mental Health of our most vulnerable children (3)

Teachers

- ≡ Inset - Quality First Teaching (all teachers)
- ≡ Inset – Introduction to the new Code of Practice (2014) (all)
- ≡ AfA Need Analysis
- ≡ AfA introductory meeting for teachers and Governors
- ≡ AfA Structured conversations
- ≡ AfA feedback from observations
- ≡ Dyslexia and Assistive Technology (1)

SENCo

- ≡ SEN Conference
- ≡ SEN COP update meetings
- ≡ Primary SENCo and SEN Governor Conference
- ≡ CLP SENCo Meetings
- ≡ AfA introductory meeting
- ≡ Psychological Service: inset on Attachment

Plans for 2015/2016

- ≡ Ros Ashton Butler is not renewing her temporary contract as SENCo and is to be replaced by Clair Hurley who has ably supported pupils needing additional interventions by delivering literacy and numeracy groups. Clair has also provided supply cover at KS2 and is known well to children and staff. She will be undertaking the required SENCo training over the course of 2015/2016 and Ros Ashton Butler will be available to support her for 6 hours over the first few months in post.
- ≡ AfA is to continue for a further 12 months as part of the original contractual arrangement. There is an option to extend this if the scheme is of proven benefit to the school, to families and to pupils.
- ≡ Evaluate the effectiveness of AfA and decide whether to explore extending for a further year.
- ≡ All teaching assistants will be deployed in-class. Children will continue to receive 1:1 support for ILI sessions; Rapid Readers and Rapid Maths interventions; individual Speech and Language work and Fine Motor Control/Handwriting practice.

- ≡ Should intensive and pronounced needs become a priority as the year progresses, these will need to be accommodated from current staffing levels.
- ≡ IEPs are no longer required by the SEN Code of Practice (2014) but if changed, an efficient alternative will be found and implemented.
- ≡ At least 2 High Needs Funding applications are likely to be made during the course of the year.
- ≡ Additional Spelling resources are to be purchased to support spelling in KS2.

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Report compiled by R Ashton Butler and N de

June,