

Wanborough Primary School

Special Education Needs Report to Governors (2016-2017)

1) Profile of Pupils with SEND

a) Number of pupils on school's SEND Register, the register is updated regularly.

	Disability	SEN Support (Intervention & Differentiated)	SEN Support + (External Agencies Involved)	EHCP
Total numbers	3	6	4	2

b) Areas of need (total numbers on school's SEN Register)

	General Learning Difficulties	Specific Learning Difficulties	Speech and Language Difficulties	Autistic Spectrum Condition	Emotional, Behaviour and/or Social Difficulties	Hearing Impairment	Visual Impairment	Physical/ Medical Difficulties	Early Years
Number of pupils	6	2		2	1			3	1

c) Gender of pupils on school's SEN Register

Total number of boys	Total number of girls
9	6

d) Monitoring Register

These are pupils that are being monitored in class. They have either been on the SEN Register or are presenting with a moderate concern so that a specific intervention is being carried out.

	High Concern / Progress made but being closely monitored to ensure progress is maintained after being on SEN Register	Moderate concern / Specific Intervention	Low concern/ within differentiated group in class
Total numbers	2	5	1

e) Progress of Pupils with SEND 2016-2017

72% of SEN pupils working at ARE (Age Related Expectation) or above – narrowing the gap

7% of SEN pupils accessing the ARE curriculum but not narrowing the gap

21% of SEN pupils significantly behind their peers, not accessing the ARE

2) Interventions

Class Teachers differentiate work for all pupils in class. If pupils fail to make expected levels of progress a specific intervention will be used.

a) **The Range of Intervention/Resources** used include:

Clicker 7, Nesy, Toe by Toe, Sounds Write, Power of 2, Rainbow Reading, Word Wasp, Paired Reading, SPARKS, SPARKEY, Social Stories, SEMH (Social, Emotional and Mental Health) through Cookery therapy, Socially Speaking, Visual Stress Screening, ACE spelling dictionaries, Reciprocal Teaching, Yoga, Pilates, Circle of Friends, Nurture Group, Reading Comprehension, Handwriting, Girls/Boys Writing, Writing (High Flyers), Sentence Building, Girls/Boys Maths, Brain Academy, Touch Typing, Spelling (common exception words), Springboard Maths and WESTforD (Wiltshire Early Screening for Dyslexia) Programme to develop phonological awareness including: phonemic segmentation, blending and manipulation.

b) New Resources have also been purchased to aid our continuing commitment to inclusion, this includes: **Nesy** and **PECS**.

c) Generally, pupils at SEN Support stage on the SEN Register receive an additional 2 hours support each week and pupils at SEN Support+ receive 5 hours. A timetable indicating the pupils support is attached to the pupil's Individual Provision Plan located in their folder. Here, an overview of each pupil's intervention support and monetary costs can be monitored. *Please see example attached.*

3) Monitoring

Following the New Code of Practice (CoP) (2015), intervention logs continue to be implemented within each classroom. The CoP highlights that schools must take accountability of ensuring the most vulnerable pupils make expected or above levels of progress.

- The Intervention logs continue to monitor the impact of Interventions implemented. Intervention folders have been reviewed termly, thus allowing the children to move forward if there is no evidence of impact.
- The interventions range from all areas of need; cognitive, emotional, speech etc. The intervention folders are scrutinised and monitored by the SENDCo & shared with SLT.
- Changes that were made to the provision sheets to impact the next steps in learning via multiple baseline assessments and **SMART** targets have been successful. This has led to a much greater impact in achieving SMART targets within a given time frame.
- Pupil conferencing also takes place to confirm the child/ren have their say in the way they learn best and if the support is effective.
- The monitoring of the interventions against baseline targets has supported the identification of more complex needs a pupil may present with; building an evidence base towards a successful application of additional needs.

Pupils

- The pupils also contribute to their plans via a 'One Page Profile'. Here they stress their preferred method/s of learning and how they wish to be supported.
- Each pupil (where possible) also contributes their thoughts and opinions towards achieving their goal by outlining their thoughts on the review paperwork.
- This is then shared with the parents during review meetings. Such methods have changed the transition process for some individuals as their wishes were not considered in the original plan by their educators and parents.
- Pupils are encouraged to evaluate their performance and reflect on their performance and learning. Thus taking ownership of their efforts and strengths. They rate their level of progress towards achieving a goal on a scale of 0-10.

Parents

- Parents are invited to come into school for a review meeting with the Class Teacher, this is in addition to the parents' evenings that are held for all the pupils.
- Meetings are offered to parents before and after school at a mutually convenient time.
- We operate an 'Open Door' policy where parents can always discuss any issue concerning their child as they arise. This consists of arranging a meeting at a convenient time for both staff and parents/guardians.
- Progress is regularly reported to parents via the termly report cards.
- Parents can e-mail educators and the SENDCo raising any concerns at any time. Staff will endeavour to respond to e-mails within 48hours.
- Parents may be called in for additional meetings concerning transition and or a joint collaboration concerning an application for additional support.

Teachers

- The progress made by SEND pupils is regularly discussed with the head teacher as part of the ongoing termly review meetings.
- If targets have not been achieved, discussions will include next steps.
- Pupil work is differentiated to promote inclusion and allow teachers as well as TAs to work with SEND pupils
- Pupils are encouraged to develop their self-help skills in order to prepare themselves with resources that will support them through their lesson.
- Teachers regularly inform the SENDCo of any concerns arising from not being able to their individual targets.

4) SEN Support Cycle

- When identified, through graduated response, Pupils are placed on an Early Help Record (EHR) if there needs cannot be met through first quality teaching and targeted interventions.

- Teachers raise concerns about a pupil not making ARE after interventions have been put into place. This is discussed with the SENDCo and parents.
- The EHR is at first implemented with consent from the parent/s (Part A) should an assessment need to be carried out on their child (including external agencies if required).
- The parent/s alongside the SENDCo, Class Teacher and TA jointly discuss any concerns/needs of the pupil and this is then recorded (Part B).
- The pupil also creates their one-page profile/Three Houses and this is shared with the staff, parents and child collectively.
- Targets are then collectively produced (Part C), with all present and a review date (Part D) agreed.
- Following on from the Review (Part D) a new plan (Part C) may be devised in supporting the pupil with their next steps.

During 2016-2017

- Pupils were acknowledged as requiring support from the Educational Psychologist to aid identifying and support their specific needs; Dyscalculia, SEMH needs and ASD.
- Advice will be submitted to SENRAP towards achieving an Education and Health Care Plan for some pupils.
- SENRAP have agreed to assess some SEND pupils and if successful an EHCP will be administered.

5) Annual Reviews

The outcomes of the reviews are as follows:

- Parents had met with teaching staff and SENDCo two/three times to review progress prior to the review
- Good progress made towards some difficult targets
- Preferred strategies noted and invested in
- Transition meeting to be held in Term 4/5 to discuss move to secondary provision – all involved external agencies were present.
- Transitional needs identified for pupils and plans drawn up to support this.

6) External Agency Support for SEN Pupils

The school continues to access the support of external agencies as appropriate.

- The school has continued to be supported by Ian Brewer, Educational Psychologist.
- This year the Speech and Language Therapy service has supported pupils on the SEN Register. Assessments have been carried out by the Speech & Language Therapist (SALT), during her visit the T.A working with the pupil is released from class to attend the session. This way the T.A can report observations from working with the pupil and the SALT can advise on the next steps. The SALT always sets up a support programme for each individual pupil.

- As part of traded services, the school has bought into the Targeted Mental Health (TAMHS) service. TAMHS came into school for the duration of Term 2, Term 3 and Term 4. Some pupils were a part of a 'Nurture Group' that explored emotions and self-help strategies in regulating emotions.
- The ACS outreach team came into school to provide staff with strategies and pedagogy on how to best support their additional needs.
- Occupational Therapists have been linked to the school.
- Independent SALT, OT's and EP's have accessed the school to assess pupils.

7) Transition

a) EYFS

A Meeting for parents of 'new children' was held.

- The reception teacher makes visits to all feeder groups and arranges meeting with individual parents as appropriate/home visits.
- Transition Programme: New Transition Log for all classes – staff given time to discuss all pupils prior to meeting their new class.
- All information is stored on the school shared files making it accessible to all staff.
- SENDCo attended feeder setting to aid the transition of a SEN pupil.
- Transition took place from Term 4/5 with pre-school staff, parents, SALT, and 1:1 Keyworker all involved.
- A new 1:1 TA employed.

b) Y6 – Y7

- Secondary school SENDCo invited to Part D review meetings for those pupils with SEN.
- Parents and SENDCo introduced and contact details exchanged
- Extra visits for 'vulnerable' pupils arranged and parents could arrange additional meetings if required
- Secondary staff invited to Wanborough to meet Pupil and staff to discuss, 'What works'.
- Transitional visits to the new setting arranged and amended to suit need

8) Continued Professional Development

- The SENDCo completed the 'SENCO Accreditation Award'. This was awarded in December 2016.
- T.A training regarding interventions / resources e.g Visual stress, Salford, Reciprocal teaching conducted within school time.
- Staff continue to be encouraged to maintain their CPD and are given the opportunity to share new knowledge at staff meetings.
- The Deputy Head was studying for the National Professional Qualification for Headship (NPQH) and her chosen topic was SEND. This was awarded in January 2017.
- Staff member attended a Clicker 7 training course and have implemented this during interventions.
- Staff member has supported TAs with the use of Clicker 7 as continued CPD.
- TA went on the Early Bird programme

- TA went on Sensory Processing course
- Teacher and TA went to the Chalet school to observe and gain support with the use of PECS
- TA has set up a Yoga intervention to support pupils with SEMH and has supported staff with understanding the benefits thus impacting their CPD on SEMH
- TA and SENDCo went on Attachment Training provided by the LA and will disseminate the impact of Attachment theory with staff
- SENDCo attended the local Dyslexia conference on Dyscalculia and will disseminate strategies to use with staff
- Use of Numicon in KS1 to support SEND
- SENDCo attended local cluster meetings
- SENDCo attended LA SENCo meeting throughout the year
- SENDCo attended annual SENDCo meeting
- SENDCo present at every EHRP and EHCP meeting – reviewing the targets met and supporting the achievement of next steps.
- SENDCo has provided 1:1 support with the implementation and maintenance of the intervention folder with staff.

9) SEND Reforms

School information report on website. Website updated to demonstrate new COP (2015) EHR reforms.

- The SENDCo has attended SEN Forums throughout the year. The LA continue to update SENDCos on any reforms during the events.
- The school's Local Offer is to be updated throughout the coming year as appropriate.
- All children on interventions have been transferred onto and Early Help Record if their needs cannot be met through differentiated teaching.
- Interventions are in place via the intervention log system and monitored regularly/termly.
- SMART Targets have been identified and multiple baseline assessments demonstrated to ensure targets are personalised and achievable.
- The Deputy Head and SENDCo are continuing to improve the SEND reforms and new procedures within school to ensure all pupils reach their full potential.

Further Ahead:

- Further personalised CPD training opportunities around ASD / Dyslexia / Numeracy Intervention and Spelling
- CPD opportunities for supporting those with complex SEND
- Assessment for SEND pupils moving forward

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(SENDCo)