

# Special Educational Needs and Disabilities (SEND) at The Whartons Primary School

## Report to Governors June 2016



### How does the school identify children with special educational needs?

#### Assess – Plan – Do – Review

We identify pupils with SEND in line with the *Special Educational Needs and Disability Code of Practice: 0-25 years*. The code of practice states that:

*‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age.*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’*

Our school aims to identify children with SEND as soon as possible, whether starting in Reception, or moving from another school. The SEN Code of Practice 2014 sets out a graduated response to meeting children’s special educational needs. A child may be identified as having SEND if their age-related attainment is below national expectations or if they are not making expected progress despite attempts made by the class teacher to use various methods or strategies with the pupil.

All pupils are **assessed** every half term in reading, writing and maths. This data is reviewed by the Headteacher and SENCO through pupil progress meetings with the class teacher. Any pupil not making expected progress is offered tailored support through our whole school wave provision maps, with teachers and SLT **planning for** the appropriate level of wave provision for the child and their needs. This intervention is **implemented quickly** within the class timetable and progress and impact **reviewed** at the end of a term alongside the Headteacher and SENCO. Where necessary, further intervention is planned for. A child may then be identified as requiring SEND Support and therefore be added to our register under one of the 4 areas of need; cognition and learning; social, emotional and mental health;

communication and interaction; sensory and/or physical. They may, after this review process, also be identified as making such progress that SEN support is no longer required or beneficial and therefore be removed from our register.

### **How many children in the school have special educational needs?**

	Count	% of school
Total Number	26	13.6%
Statement/EHC	1	0.5%
SEN Support	25	13%

	Count	% of SEND	All Y5-Y6
Social, Emotional and Mental Health	3	11.5%	
Cognition and Learning	15	57.7%	
Physical and Sensory	4	15.4%	
Communication and Interaction	4	15.4%	
Boys	12	46.2%	
Girls	14	53.8%	
FS/KS1	6	23.1%	
KS2	20	76.9%	

In June 2016, 26 children are recorded on the SEN register. This is a drop in numbers since last year and is due largely to many children progressing to a level where SEN support is no longer necessary. These children are however still being closely monitored by class teachers.

### **How are pupils with SEN ensured access to the curriculum?**

- SEND support plans and 'One Page Profiles' allow for the views of the child to be taken into account. They give teachers an insight into the child's perceived difficulties and how they feel best supported in their learning. They also allow targets to be agreed between teacher, child and parents so as all can see the next steps in learning needed and how these steps may be achieved.
- Our wave provision maps allow for a tailored approach to learning for those children in need of support.
- Resources in school are deployed as necessary – this may be the use of 1:1 support, intervention groups, nurture support or the use of physical aids such as coloured overlays, reading rulers, writing slopes etc.
- Quality First Teaching including work that is differentiated to allow all children to access intended learning.

- Pupil progress meetings identify children who are falling behind and who are in need of some extra support. Swift action following these meetings allows children to gain the support they need as soon as possible.
- Pupil Passports allow continuity across school with new teachers ensuring relevant approaches are used straight away in new classes.
- Effective planning and communication with parents allows for pre teaching of aspects of curriculum for those children who require this.

### **Progress of SEN children in school**

See appendix 1

### **When was the SEN/Inclusion policy last reviewed and when will it be reviewed next?**

The current SEN policy was reviewed in January 2016. It will be reviewed in January 2017. Both the Headteacher, Mrs Julia Dickson, and the SENCO, Mrs Carolyn Gomes, are involved in reviewing and rewriting the policy. The policy is then taken to staff and governors to agree.

### **Has the SENCO undertaken the necessary training?**

Mrs Gomes - SENCO in post from September 2014. Throughout last year it was decided Mrs Gomes would continue with this role.

The DFE state;

*'SENCOs play a very important role in leading the co-ordination of provision for children and young people with special educational needs and disabilities (SEND) in schools. The importance of SENCOs in schools has been reiterated in the draft [SEND code of practice](#) and the [Children's and Families Bill](#). In [September 2009 it became law](#) for every new SENCO in a mainstream school to gain the Master's-level National Award for Special Educational Needs Co-ordinator within 3 years of taking up the post.*

Mrs Gomes will take on this Master's Level National Award in September 2016.

### **Have the relevant staff members received appropriate training?**

Given that good practice for children with SEND is good practice for all, training for staff in areas related to SEND has become a real focus for the school. This year there has been;

- Increased TA meetings in which support staff cascade relevant training to one another.
- Whole school level 1 STARS training in 2015 to increase awareness and understanding of Autistic Spectrum Disorders.
- Training in developing support plans and pupil passports to ensure these are tailored to our children and useful in our day to day practice.

- Previous Complex Needs Training for Y4 and Y6 staff to better understand the needs of individuals in class and how best to meet needs. This training was then fed through to current year 5 teachers in order to ensure effective transition.
- Educational Psychologist drop in sessions which have allowed relevant staff to ask questions and gain support where needed.
- STARS level 2 training for SENCO and one of our support staff.
- Numicon Training
- Pivots Training

#### **What communication strategies are in place for parents/carers of children with SEND?**

- Our 'Local Offer' sets out the systems we have in place for parents and carers of children with SEN.
- Our 'SEND Support Plans' are shared with parents and targets agreed.
- Parents of children with SEND are entitled to an extra parents meeting slot at a time that is convenient for both parent and teacher.
- The SENCO gives written confirmation to parents where necessary. For example, for a child being placed on the SEN register or being taken off.
- 'Open door' policy.

#### **What is going well?**

- In 2014, it was reported to governors that, *'There have been a number of children who have been added to the SEN Register for behavioural needs.'* Although some of these children still remain on our register for what is now known as 'social, emotional and mental health needs', there has been a marked improvement for this group of children in relation to both their academic progress and the amount of behavioural incidents incurred. The school has worked hard to ensure a positive working relationship with parents, involving them in the process of providing the best possible support for their child. The school has also worked hard to ensure the support of the Complex Needs team, STARS and the Educational Psychologist where necessary to swiftly address key areas of difficulty. Plans for an increased level of transition work are ensuring that these children continue to do well next year. This includes increased communication with Prince Henry's in order to best prepare them for secondary school.
- Continued work within the cluster means that the school is accessing training and support frequently.
- Ethos of inclusion for all and understanding that good practice for children with SEN is good practice for all.
- Increased training for all staff and emphasis on learning from one another.

- One Page Profiles, where used, provide very useful information for staff and give children a voice in having their difficulties, needs and ambitions recorded.
- Pupil Passports aid transition throughout school and ensure key messages are not lost in children travelling up then school.
- Raised expectations across school allow for raised expectations for all.

### **What is going less well and needs to be improved?**

- Effective differentiation in classrooms to continue to be a focus point for next year.
- Effective deployment of support staff across the school.
- Effective intervention resources for specialised needs.
- Tracking of small steps of progress – B Squared materials to be purchased which allow for these smaller measurable steps to be tracked throughout from YR to Y6.
- One page profiles, alongside SEND support plans to be further developed to give a clearer picture of difficulties and next steps. SENCO to build time in for class teachers in September to have 1:1 sessions with children.
- To further develop communication with parents through website pages and a school SEN notice board.
- Tracking of **previous** SEN pupils to allow for positive stories to be clearly demonstrated within data.