



SEN Information Report

May 2017

SENCO: Zoe Coghlan

SEN Governor: Serena Mees

Dedicated SEN time: 2 days per week

Local Offer Contribution: (website link)

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:

All teachers are responsible for every child in their care, including those with special educational needs.

Assess: *Teaching staff and TA's regularly assess each pupil*

Plan: *ILP created to support learners who are not making progress in specific areas*

Do: *As part of the ILP additional support is timetabled and carried out by specific staff*

Review: *ILP's are reviewed at least termly and if targets are met sooner these are adjusted.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

(Reference: SEN Policy)

As of spring 2017 we have 31 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. *These include formal lesson observations, data analysis, pre and post intervention tracking. Annual reviews, SEN consultation meetings. Formal reports from outside support agencies.*

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Creation of pupil passports	Children and staff	At least once per year, for some learners this can be done termly
Dialogue with pupils around provision that best suits their needs	children and key staff	Can be done at any time. This is usually when child/staff identify a need to change practise and or provision
Annual review process	Child, parents and external professionals supporting both child and staff	At least once per year

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise
AO	Literacy and Thrive
All staff	Team Teach
JC	SALT and ELSA

This year, we have put in additional training into recognising and supporting children with specific learning needs. This training has been delivered to all staff through the learning support service. We have also received training to support our knowledge and understanding of the effective use of total communication in our setting.

A specialist advisor in social, emotional and mental health needs has supported our school fortnightly. Offering support in staff skills to enable understanding of children's needs and matching provision to best support these pupils. To further support that the staff have received training from the educational psychology service around attachment and how a child's early experiences influence their emotional well-being.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Staff are deployed according to their own expertise and further training opportunities and developments that have been completed. Careful consideration is also given to the current cohorts of children and how best to meet their needs within the classroom.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This term, we have worked with our feeder partners to welcome children and young people with special educational needs or disabilities and we have supported children and young people transition to the next phase in education or employment.

Our approach involves:

Additional visits

Support from external agencies

Staff training

Complaints

Our complaints procedure is available on the website.

This year we have had no complaints linked to SEN.

Challenges this year

Challenges for our school have included ensuring that staff are confident in dealing with complex behaviour needs. This has meant that the vast majority of training has been prioritised around this area. We have had to redeploy staff based on the needs and this has meant that some interventions have had to be adapted or changed.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include further training and development for staff.

Additional support identified before transition and staff deployed on a termly basis to support high needs pupils.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: May 2017