



Governors Annual Report on the Implementation of the Special Educational Needs Policy 2016 - 2017

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Types of SEN:

At Tarleton we have children with a variety of Special Educational Needs. These include

- Autistic Spectrum Condition (ASC)
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADD)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Behavioural Difficulties
- Moderate Learning Difficulties
- Dyslexia
- Dyscalculia
- Albinism
- Di-George Syndrome
- Speech and language difficulties

Policy:

All policies include explicit references to disability equality and SEN.

The SEN policy was updated in September 2017 by staff and Governors.

Identification of needs:

Despite the class teacher's support and differentiated planning, some children have difficulty in learning or with their behaviour. If this happens we will provide additional help and support. Initially this will be through a wide range of intervention groups. If despite this the child continues to struggle we will discuss this with parents and devise an Education plan which we call a Pupil Passport for the child. Mrs Walmsley, the Special Educational Needs Co-coordinator (SENCo) and the class teacher will review this once per term. Parents will be invited to comment and a copy of the new IEP will be sent home.

If, despite this help, we are still concerned that a child is not making progress we will increase the help that is given to them and place them onto SEN Support. We will do this if we feel that a child is falling significantly behind the rest of the class and we feel that they would benefit from additional expertise to plan appropriate curriculum activities. If this is the case we will ask for advice from professionals not directly employed by the school. We also regularly use a teaching assistant who is able to provide additional specialised school support. We will continue to use Pupil Passports

and parents will be able to review these twice a year with the class teacher at Parent's evenings and once a year with the SENCO.

In a small number of cases where a child meets the LEA criteria for action we will refer the child to the LEA so they can consider making a detailed diagnostic assessment. This will be fully discussed with the parents beforehand. For pupils who have a statement of special educational needs/Education and Health Care Plan (EHCP), the school will hold statutory reviews and meet all statutory requirements.

Involving Parents:

We value the help that parents can give us and appreciate them sharing any problems a child may have had previously or during their time with us. Should a parent have concerns about the progress of their child they should discuss them with the class teacher. If there continues to be a cause for concern then this should be brought to the attention of the SENCo (Mrs Walmsley).

Parents of children with SEN are invited to comment on Pupil Passports and the progress their child is making and to discuss this with the classteacher/SENCO. Parents of children with a statement of SEN are invited to an annual review where their child's progress is discussed with all professionals involved in their care/education.

Assessing and Reviewing progress:

All children with SEN are assessed using PIVATS (Performance Indicators For Value Added Target Setting). Their progress is recorded at the start of the year and at the end of each term. The PIVATS scores are used to track progress and ensure children are making progress in line with their peers. The PIVATS assessments are used to set realistic, measurable targets for the children. Children on Intervention Plus will have their intervention plans (Pupil Passports) reviewed termly. Children on SEN support will have Pupil Passports reviewed termly and parents will be invited in to a meeting twice a year with the class teacher as part of parents evening to review their child's progress and to a further meeting at the end of the academic year to discuss progress with the SEND manager.

Children on statements and EHCPs will continue to have an annual review to which all relevant adults will be invited and annual targets reviewed. They will also have the opportunity to discuss their child's Pupil Passport with the class teacher at Parents evenings.

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map.

Transition:

To ensure smooth transition for current Y6 children with SEN annual reviews for those children with statements/EHCPs are attended by a representative from the secondary school they will be attending. Reviews and TAF's help identify transition needs and additional transfer arrangements are implemented during the summer terms, when required. Children on the SEN register have the opportunity for extra visits to their secondary school.

Teaching of children with SEN:

Provision for Literacy may include: Reading Recovery style interventions, Letters and Sounds, IDL and other Wave 3 Literacy interventions.

Provision for Maths may include Number Shark, Numbers and Patterns and other Wave 3 Maths interventions.

To accommodate some of the children diagnosed with ASC we use the TEACCH style of learning which encourages independent learning and involves a rigid routine of task 1, task 2 and then a choice activity. Visual timetables are used to support children with ASC.

Teachers' plans take account of children's needs through differentiation. Every class has LTA support for Literacy and Numeracy sessions to support children with additional needs.

A range of Intervention sessions are in place to support children's specific needs including

- One to one tuition
- Phonics interventions
- IDL (dyslexia)
- Talk Boost
- KS2 tailored interventions for reading and maths
- Spelling, reading, writing and maths intervention groups
- Use of Learning Mentor

Inclusion for Disabled Pupils:

All pupils have access and opportunities to participate in visits/clubs and school activities through reasonable adjustments.

School is fully wheelchair accessible with ramps and doors wide enough to allow access throughout. The school has a range of ICT programmes for pupils with SEN.

The school uses the IDL programme to support children with dyslexia.

All classrooms have visual timetables on display for children.

School makes use of the EMA service to support children with EAL. Letters are translated for parents of children with EAL and SEN.

Staff expertise and training:

Funding is received from the Local Authority to provide additional resources for children with statement/EHCPs. We have a team of Teaching Assistants who are working one to one with children with statements and additional needs, providing them with the support they require. The SENCO has a Diploma in SEN and a qualification in ASC.

One member of staff is trained to deliver IDL

The SENCO and a TA are trained to deliver Talk Boost

Staff training this year has included

- Asthma training
- Epi pen training
- Behaviour management training

Effectiveness of provision:

At Intervention Plus progress for the majority is in line with national or better

- Large majority of pupils are making progress in reading of which 78% are making progress in line with expectations with 63% making good or better progress
- Large majority (75%) are making progress in writing in line with expectations and 63% making good or better progress.
- Vast majority (85%) are making progress in line with expectations with 70% making good or better progress.

At School Action Plus and pupils with a statement progress is GOOD overall evidenced by:

- All children are making progress in reading of which 100% are making good or better progress
- Vast majority pupils (92%) are making progress in writing with 92% making good or better progress.
- All pupils are making progress in maths of which 100% making good or better progress.

Outside agencies

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's need.

- Agency involvement has included:
- Educational Psychologist (EP)
- Occupational Therapist
- Speech and Language Therapist (SALT)
- Physiotherapist
- Advisory teacher – Hearing Support
- CAMHS
- School Nurse
- Elm Tree Special School - Behaviour support
- IDSS
- Advisory teacher – Visual Impairment
- Kingsbury Special School - ASD support
- Counselling services

Complaints:

The first point of contact for parents/carers who have concerns relating to the provision their child is receiving is to discuss the concern with our SENCo, Mrs Walmsley. We view parents/carers as our partners and we will endeavor to resolve the concern informally and in a timely manner to ensure that the pupil concern receives the best provision.

Should this action not resolve concerns then the second point of contact is to make an appointment with the headteacher, Mr. Upton. A letter of concerns could also be provided. Mr. Upton will aim to resolve any concerns or complaints speedily and in a transparent way. This may take up to 20 working days to resolve a complaint at the informal stage.

In the unlikely event that the headteacher is unable to resolve the complaint, then the parent/carer should write to the school's SEND Governor (details are on the school website www.tarletoncommunity.co.uk) care of the school office marking the envelope with the governor's name clearly labelling it as 'Private and Confidential'. The nominated governor will respond within 20 working days allowing time for the complaint to be fully investigated. The outcome will be communicated to the complainant via letter.

Finally, an appeals stage will commence where the Complaints and Appeals Committee of the Governor Body will hear the complaint. Complaints at this stage should be put in writing to the Clerk to the Governing Body.

Information about the schools complaints procedure can be found on the school website:

www.tarletoncommunity.co.uk

Actions taken with regard to SEN 2016/2017:

- Policy updated
- Use new PIVATs to track progress carefully
- Continue to manage SEN efficiently in light of funding changes
- SENCo to monitor TA's closely

Impact of actions taken

- Policy updated and supporting needs of SEN pupils taking account of new legislation from Government re SEN
- Tracking indicates that children with SEN are making good progress from starting points and we recognise that despite having high expectations of all pupils, our SEN pupils may not necessarily make the same progress as their peers due to their learning needs and

subsequent barriers to learning. Based on PIVATS assessments from Autumn midterm to end of Summer term the expectation is that the children make 5 PIVATS points progress which equates to a score of 1 as each point is worth 0.2. The table below shows the average points progress for that period and shows the percentage of children making accelerated progress (that is more than 1 points progress)

Y	N°s	SEN PIVATS Average points progress			N°s	Accelerated progress %		
		R	W	M		R	W	M
R*	2	0.8	1.1	1.2		100%	50%	
1	7	1.6	1.7	1.3		71%	71%	71%
2	4	1.5	0.8	2.6		50%	50%	75%
3	4	1.7	1.4	1.7		75%	75%	100%
4	3	0.7	0.5	0.7				33%
5	13	1.5	1.6	2.4		70%	77%	77%
6	6	1.4	1.6	1.9		66%	66%	66%

- Children were grouped again this year to make good use of provision mapping. This has meant that groups of children are being supported by well qualified LTAs in all classrooms. Children are working with children with similar difficulties. Support is much more targeted at children own particular needs. Interventions are planned to take account of needs and support both groups and 1:1

Parent's feedback:

Parents continue to be pleased with the progress their children with SEN make at TCP. Below are a few quotes from parents

Thank you for all you have done for our child, from reception to supporting him with specialist support over the years. Thank you also for supporting us with the application to secondary school. We are very grateful for all you have done.

Thank you so much for all your help. Without you our child would not be getting the help he needs. Every school needs a Mrs Walmsley.

Thank you for everything you have done for our son, without you he wouldn't have got this far.

Priorities for 2017/18 in respect of provision for SEN/D pupils:

- Embed the use of PIVATs to tracking systems across the school
- Embed appraisal systems for teaching assistants lined to children with SEND
- Develop collaborative working systems and processes with SENCO's from local schools through TARDiS cluster
- Develop collaborative working through involvement in EP (Educational Psychologists) cluster

