

**Gulworthy Primary School**  
**Annual Report to Parents on the Implementation of the**  
**Special Educational Needs (SEN) Policy and**  
**Disability Equality Scheme**  
Spring 2019

Schools have a duty to report annually to all parents on the provision for SEN and implementation of their disability equality scheme.

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of the school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. We recognise that children learn in different ways and can have different kinds of SEN. So increasingly, step-by-step support and specialist expertise can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in a Statement of SEN/EHCP being issued to the child.

### **Policies**

The SEND policy was reviewed in 2018. It takes account of the new Code of Practice:

- a new approach to identifying SEN through a single school based category of SEN;
- a new assessment process (DAF) and Education, Health and Care Plan;
- local Authorities local offer of all services available;
- the option of a personal budget for all families with children with a statement of SEN or a new Education, Health and Care Plan;
- strengthening parental choice of school, for either a mainstream or special school;

SENCo - Mrs Donna Watson

SEN Governor - Mrs Deborah Bevan

## Number of pupils with SEN

	September 2016	September 2017	September 2018
SEN support	6	9	10
<b>Statement/EHCP/Funding</b>	0	1	3
<b>Total</b>	6	10	13

### Types of SEN September 2018

Cognition and Learning- 9 pupils

Communication and Interaction- 1 pupil

Sensory and Physical- 0 pupils

Social, Emotional and mental health- 3 pupils

### Trends over the past 3 years

% of SEN is now above National at SEN support and statement level. Value added for SEN pupils has been above national average in all areas for the past 3 years.

### Involvement of pupils in their SEN review

All pupils contribute to their reviews by discussing their targets as appropriate with their class teachers and Teaching Assistants.

Parents are invited to discuss the progress of their children with the Class Teacher at regular parent evening appointments.

### Progress of pupils with SEN

2017-18-

	Reading		Writing		Maths	
	All pupils	SEND	All	SEN D	All	SEND
Years 1-6 combined	2.5	2.8	2.6	3.5	2.6	3.5

- Pupils should make 2 steps progress. It is clear that all pupils make more than expected progress.
- Overall SEND children make more progress than average in reading and writing and number.

### **Exclusions**

During the academic year 2018 - 2019 the following fixed term exclusion were made:

	Number of pupils excluded	Number of days excluded
SEN Pupils	0	0
	0	0
Statemented pupils	0	0

### **Budget allocation**

2018/19 SEN Funding                      £4320

### **Deployment of staff and resources**

Mrs Watson is the school Senco.

### **External Agencies**

Throughout the school year the following agencies have supported SEN pupils within the school.

Educational Psychology  
Speech and Language Therapist  
Parent Support Advisor  
Occupational Therapist  
School nurse  
Behaviour Support Team

### **Liaison with Feeder School Partners**

Strong links exist between Gulworthy Primary School and our local secondary schools. Meetings take place between class teachers, and SENCos to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to secondary schools. Separate transition and induction visits were set up for pupils with SEN where required.

### **Staff Development**

Staff have attended continued professional development in the following areas: diabetes, IEP writing, mental health, autism, speech and language.

### **Disability Duty - Accessibility and Future Plans**

The policy was last reviewed in 2016

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

### **Disability Duty**

The policy was last reviewed in 2016. It will be reviewed in 2019.

The numbers of children/young people with disabilities and medical needs within the school: **5**

### **Steps taken to prevent disabled pupils from being treated less favourably than other pupils**

A designated person will accompany children on visits.

Supervised toileting, use of disabled toilet, enlarging texts, fun fit sessions, Thrive sessions, the inclusive ethos of our school.