

Waycroft Academy
Governors' Report
Special Educational Needs and/or Disabilities (SEND)
2016/2017

Policies

Waycroft Academy has a commitment to supporting all children to achieve the best they possibly can. The school SENCO for the academic year 2016/17 is Laura Bagnall. The Inclusion Manager is Lisa Craig and the school SEND Governor is Cathryn Atkin.

The SEND policy is reviewed and updated yearly, initially by the Inclusion Committee, and then discussed and ratified by the full governing body. This year we have ensured that it is in line with the SEND Code of Practice 2015.

This Year Laura Bagnall, Cathryn Atkin and Emma Beese (Year 5 and 6 Phase Leader) have completed a Learning walk looking at provision for our SEND and Out of Step children alongside a planning scrutiny. They have also met to discuss SEND across the school and provision in place.

Pupils with needs

During the academic year 2016/17 there were the following number of children at each of the stages of SEND.

Stage	Number of Children
Statement of Educational Needs	0
Education Health Care Plan	3 Y4 Y2 YR
Top up funding but no statement or EHCP	7 Y4 Y2 YR YR YR YN YN
SEN Support	39

1 child (Y4) with a Statement of Educational Needs has transferred to an EHCP in anticipation of the City Council deadline dates for all EHCP's to transfer over to Statements.

We have applied for and were successful in getting new top up funding for 3 children (YN, YN, YR.) We have re-applied for funding for 3 children and were successful (YR, YR, Y4). We have applied for an EHCP for 1 child this year (YR) and this was successful. We have secured alternative provision for 2 children this year (YR, Y2).

4.29% of the children at SEND support and above are pupil premium. This is significantly lower than two years ago (31%) and also a decrease from last year (6.11%).

Involvement of pupils

Pupils with SEND have regular opportunities to share their views on their progress and their areas to improve. If a child receives Top Up Funding, this is shown formally through the annual review process, through the Learning Passport Support Plan cycle three times a year and as part of their end of year annual report.

Children that are not in receipt of Top Up Funding are involved three times a year through the Learning Passport Support Plan cycle and as part of their end of year annual report.

All children (irrelevant of need) are encouraged to evaluate their learning and share this on a daily basis with adults in school. As a Rights Respecting School all children are expected to take responsibility for their own learning and behaviour.

Progress of pupils with SEND

Children with SEND are monitored in line with whole school policy and interventions are used to help 'close the gap'. The SENCo attends pupil progress meetings throughout the year with each year group to discuss the progress made. The meetings also highlight any children who are in need of additional support so provision can be put in place.

Budget

The school demonstrates its strong commitment to supporting children with SEND by the budget allocation to provide appropriate intervention and support. This year the school has been in the position to support a Reading Recovery Teacher, buy in some speech and language support on top of trained TA led interventions and individualised learning support where necessary.

All of this additional provision is costed on a whole school provision map and individual provision maps are produced for children with specific funding allocations e.g Top Up.

Deployment of staff

All of our TAs are trained to carry out specific interventions for children with SEND and/or those who need a little extra support

Interventions include:

- Better Reading Partners
- Nessy
- Maths intervention groups
- Handwriting practise
- Reading comprehension groups
- Speech and language support
- Language for learning
- Boost (Language)

- Number Time
- Phonics support
- Spelling

All TAs work as part of the Early Years and Foundation Stage, Key Stage 1, Lower Key Stage 2 or Upper Key Stage 2 teams and some TAs are allocated hours with named children according to need. There is a specific allocation of hours for pupil premium support alongside SEND intervention time.

Exclusions

There have been 10 fixed term exclusions but no permanent exclusions in this academic year between 3 children. (Y2- 7 days, YR- 2 afternoons- reduced timetable, Y2- 1 day). Two children (Y2, YR) have been awarded placements within specialist provision and have an EHCP.

External agencies

Educational Psychologist:

The Educational Psychologist linked to the school has been Adrienne Reid and she has worked effectively with a variety of children, family and staff this academic year. The EP has completed individual observations and provided paperwork as evidence, supporting applications for Top Up/ EHCP as needed.

Bristol Autism Team (Previously- Autistic Spectrum Disorder Outreach Team):

Bristol Autism Team continue to provide their service free of charge. This year they have changed the way they are working by providing 3 meetings each year to discuss all children with an ASD diagnosis. As a result of this meeting, input is provided for those children with the highest need. We have received support from them for a range of children this year including supporting paperwork for 3 children for their Top Up applications. This work has been very informative and will support a further EHCP application we will be making towards the end of this academic year.

Speech and Language:

The NHS Speech and Language service have changed the way they are working as of April. Therapists have come into school free of charge from the NHS to see particular individuals, but with the exception of 1 child (YR) all other children have been discharged.

This year, we have bought in Speech and Language Therapist time for one day a week across the whole MAT. This has allowed us to get very specific assessments completed

for complex children, access additional services that were previously unknown to school and to set up programmes for TAs to work with children under the supervision of the trained therapist. This has enabled school to support more children with their speech and language needs, in particular those children that do not meet the criteria for NHS speech and language or that have been discharged, despite their needs, from the NHS. This has been extremely beneficial for Top Up applications in particular, providing a paperwork trail.

Early Help:

Early help has worked with one family for a short period of time this academic year. This family is now functioning without this support as an independent family unit. School are monitoring to ensure that re-referrals can be made and support given, should they be needed in the future.

Cleft Palate Team:

The Cleft Palate Team has been working with 2 of our children throughout the year, alongside our speech and language therapist. Makaton training that some of our staff have been on has been an effective additional strategy for communication with one of these children.

Physiotherapy:

Our Physiotherapist continues to provide on-going helpful advice and training for staff working with children with physical disabilities. She has reported good levels of progress by all of these children following programmes followed in school. She regularly comes in to review and support the programmes in place. The Physiotherapy team have also been in to monitor and adjust equipment used by our physically disabled child.

Occupational therapy:

Occupational Therapists have worked with three different children in school this year. They have completed 6 week blocks of therapy to support children with their fine motor skills. We have seen good progress from 2 of these children.

Paediatricians:

It has been very useful having Paediatrician reports sent to us, so that we can hear about children's medical needs directly. There continues to be long waits for the Paediatrician services for families. Waycroft have made at least 8 referrals to the Paediatrician this year.

Autistic Spectrum Assessment Team (ASAT):

The Autistic Spectrum Assessment Team have given 1 diagnosis of Autism this year to a Waycroft child. With 4 assessments recently having occurred, we are awaiting the responses from these assessments.

Staff development:

There have been a number of staff development opportunities in relation to supporting children with SEND and safeguarding this academic year.

- Manual handling training has occurred for the current class teacher and 2 TA's for this academic year September 2017.
- Manual handling training will also occur for the SENCo and 2 additional TA's in case of illness, alongside one of the Class teachers for next academic year July 2017.
- SENCO has taken part in Top Up panels in November and May 16/17.
- SENCO is attending city wide briefings as they come up relating to the new code of practice and Bristol procedures.
- SENCO attends cluster groups where expertise is shared.
- One teacher is completing her advanced Makaton course.
- One TA has completed 7 half day Autism courses run by Bristol Autism Team between September and May 2016/2017.
- SENCo and HLTA have completed CASCADE training for Mental Health in Schools Feb/ May 2017.
- SENCo has completed Autism course- Learning Outcomes for Children with Autism March 2017.
- SENCo has completed Communication environment training March 2017.
- 1:1 TA has completed Implementing PECS training July 2017.

Other key developments

- One child has been given an Education Health Care Plan conversion.
- One child has been given an Education Health Care Plan.
- Reading Recovery and Every Child Counts continue to be effective interventions for our children in KS1.
- Nessy is particularly useful for children with reading and spelling needs – we have been using the online version successfully this year.
- Targeted pupil premium interventions have been occurring.
- Intervention assessments have been completed by teachers which has allowed for more time to complete interventions. Out of date assessments have been removed to allow for more accurate monitoring of progress.
- Out of step planning has been improved through working 1:1 with class teachers to plan for individual children that are significantly below their peers.