

## Spittal First School SEND Annual Report for Governors 2019

1	How does the school identify children with special educational needs?	Observation of children in school. Discussion with parents and pre-school providers. Baseline assessment. Close examination of assessment and progress data.
2	How many children in the school have special educational needs?	In June 2019, 33 are identified as having special needs, 20% of the school overall.
3	How many children are being provided for within school interventions, have top up funding or have an EHCP	School based interventions; 87 (46%) Nursery to Year 4 Top up funding;1 EHCP; 4 and 1 pending
4	How many children have met the exit criteria and no longer need that support?	In 2018/19 1 has left the register.
5	What types of special education needs does the school currently need to provide?	Speech, language and communication needs Dyspraxia Behaviour Medical needs ASD ADHD Cerebral Palsy
6	How are pupils with SEND ensured access to the curriculum?	Individual support 1:1 Through small group support intervention groups Good differentiation by class teachers and Quality First Teaching Monitoring of provision for children with SEND by the senior staff.
7	What are the targets and outcomes for children with special education needs	Targets and outcomes are set and monitored through records of initial concern, pupil profiles and passport, support plans and EHCP's. School tracking shows in 2018 and 2019 children with SEND made and are making progress across the school from their individual start points.
8	How is their progress monitored?	Through support plans, intervention records and school wide tracking. Progress is monitored through regular assess
9	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	Provision maps – intervention plans Record of initial concern Pupil Profile Pupil Passport Support Plan Behaviour plans Pastoral plans used when appropriate
10	How are school resources deployed? <ul style="list-style-type: none"> <li>▪ How many LSAs</li> <li>▪ Any external support</li> <li>▪ Equipment and any adaptations</li> </ul>	The school employs 10 TAs who work part time with children with SEN either 1:1 or in small groups. One additional TA runs intervention groups throughout school for PP children and for those with SEN. A TA is employed to work with nursery children. School has purchased specialist equipment or resources when necessary.
11	Are there any budget/resource issues in terms of	SEN resources are acquired as requested

	SEN provision?	by staff. Local authority requesting an SLA for SEN services has had a budget impact.
12	Describe the progress on any parts of the School Improvement Plan relating to SEND	SEND is an integral part of the School Development Plan. SEND group is included in the current work on specific groups with Teaching and Learning, Leadership and Management and Outcomes for Pupils sections of the plan.
13	When was the SEN policy last reviewed and when will it be reviewed next? <ul style="list-style-type: none"> <li>▪ Who is involved in reviewing the policy?</li> <li>▪ Does the policy reflect and meet needs of pupils</li> <li>▪ What does it say about supporting pupils in their transfer to and from other schools?</li> </ul>	2018 Next review 2019 SENCO Teaching staff Governors The policy reflects the needs of current pupils
14	Has the SENCO undertaken the necessary training?	SENCO in post from 2003 Updates training regularly
15	Have the relevant staff members received appropriate training?	Staff attend training according to the needs of children identified e.g. in 2013-2019 training for memory, autism, epilepsy, diabetes, behaviour management, precision teaching and monitoring, Talk Boost, ELSA, MAPA, language development and Lego therapy. Staff seek advice and observe practise at The Grove special school when needed and Grove staff have supported in school.
16	Which external agencies and support agencies are the school working with and how well is this working?	Specialist speech and language support service. Specialist Autism Teacher support EAL support service LAC service. EWO, Educational Psychologist Speech and Language support Health agencies- Occupational and physiotherapists, Speech and Language Therapists, School nurse.
17	What communication strategies are in place for parents/carers of children with SEND?	Daily links with class teachers Termly contact with SEND CO if necessary Daily logs where necessary Termly meeting to discuss support plans.
18	What is going well?	Provision for children medical and physical needs. 1:1 provision. SEN TA running intervention throughout the school has had a significant impact on the attainment of these groups of pupils. Links with nurseries to provide training. Range of training accessed this year. Links with The Grove Special School.
19	What is going less well and needs to be improved?	Staffing for meeting additional needs, Length of time needed to complete applications for EHCP. The time taken in accessing support from CYPS.