



Governors' Special Educational Needs report to Parents/Carers

Grazeley Primary School Governors' report to parents/carers on the Special Educational Needs Policy and its impact for the academic year September 2016 - July 2017

Grazeley Primary is an inclusive school where pupils with Special Educational Needs (SEN) take part in all aspects of school life. Our SEN policy states, 'Grazeley Parochial Primary School is committed to providing an appropriate and high quality education to all the children attending the school. We believe that all children, including those identified as having Special Educational Needs and / or a disability (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that they are fully included in all aspects of school life.' It is the duty of the Governing Body to monitor this aspect of school life.

The Special Educational Needs Co-ordinator (SENCo) is Gemma Didcock and the SEN Governor is Caroline Cook.

The school's SEN policy defines our aims and objectives and is available to any parent on the school website or on request from the office. The policy is regularly updated and is written in line with the current SEN Code of Practice. The code details the rights and responsibilities of parents and children throughout the process. A new Code of Practice was implemented in September 2014.

The Local Offer is reviewed annually to reflect changes and was last updated in July 2017.

SEN provision 2016-2017

- The Special Educational Needs policy was reviewed and approved by the Governing Body in May 2017.
- The Additional Needs Register had 13 pupils recorded as SEN during the academic year.
- Pupils on the register are provided with SEN Support Plans or EHC Support Plans which are monitored by the SENCo and teachers. Progress is reviewed throughout the year. In addition all SEN pupils are closely monitored through termly pupil progress meetings.
- The school continues to work closely with outside agencies; such as the Wokingham's SEN Team, Educational Psychologists, Speech and Language therapists, Occupational Therapists, Foundry College (Behaviour team) and the Learning Support Service to provide support for children and training for staff.
- There were no exclusions during the academic year.
- No pupils went below the attendance threshold of 90% during the academic year. However four pupils went below 95%.
- The school has a strong team of teaching assistants and learning support assistants who work closely with pupils identified as having special educational needs.
- Our nurture assistant successfully supports pupils to ensure their emotional wellbeing needs are met
- Person-centred annual review meetings were completed for pupils with statements / Education, Health and Care Plans.
- The SENCo and SEN Governor meet to discuss the effectiveness of the SEN policy and provision.

- There was one pupil on the Additional Needs Register who was also eligible for Pupil Premium funding. The Pupil Premium Strategy on the school website details how this funding has been spent.
- Following the expansion work three new intervention rooms were developed
- Resources purchased from the SEN budget included:
 - Dyslexia Screening test
 - Nurture resources: 60 Mindful minutes, What to do when ...your temper flares / you grumble too much / you worry too much books, Worry Monsters, emotions Duplo
 - Resources to equip our new intervention rooms to include: stationary, whiteboards, teaching clocks, storage, alphabet chalkboard, CD player / CDs, cushions / blankets, play doh / cutters, games and fine motor activities
 - Dandelion Reader books including activity worksheets
 - Racing to English (to support EAL and SEN learners)
 - Duvet and timers for Sensory Circuits
 - Memory, thinking and comprehension book
 - Resources to support access to the curriculum e.g. ear defenders, fiddle and chew toys
 - LASS 3 year licence
- Training for staff included Top Ten Tips CYPIT SALT training, Overcoming Childhood anxiety, When listening is not enough, SENCO Network meetings, Team Teach, Safeguarding, In-house training from the speech and language therapist on: Introduction to SALT, Speech Sounds and Understanding Language.

Monitoring and Assessment

- The School uses data to identify, track and monitor the progress of all pupils. Data is a key component in the early identification of pupils with SEN. Once identified those pupils can receive the required support.
- The SENCo works closely with all staff to ensure that effective action is taken.
- Meetings are held with parents/carers and often outside professionals to create provision personalised to the pupil.
- Provision maps are used to track progress against interventions.

SEN data

Summer 2 – Summer 2 (expected 6 step or more)			
11 pupils (Y1-Y6)	Reading	Writing	Maths
Progressed by 6 steps	6 (54.5%)	8 (72.7%)	9 (81.8%)
Progressed by 5 steps	3 (27.3%)	1 (9.1%)	0 (0%)
Progressed by 4 steps	2 (18.2%)	2 (18.2%)	0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	1 (9.1%)
Progressed by 2 steps	0 (0%)	0 (0%)	1 (9.1%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)

Reading – 81.8% 5 step or more (93.8%)	Reading 54.5% 6 steps or more (78.8%)
Writing – 81.8% 5 step or more (94.7%)	Writing – 72.7% 6 steps or more (85.0%)
Maths – 81.8% 5 step or more (96.5%)	Maths – 81.8% 6 steps or more (73.5%)

(Not SEND)

Accelerated Progress

- 4 children made 7 steps or more in Reading
- 5 children made 7 steps or more in Writing
- 3 children made 7 steps or more in Maths

Attainment

Number of children (%)	Reading	Writing	Maths
Working below year group band	5 (45.5%)	7 (63.6%)	5 (45.5%)
Working at or above year group band	6 (54.5%)	4 (36.4%)	6 (54.5%)

Action plan for the academic year 2017-2018

- Continue to monitor and track the progress of pupils accessing specific interventions.
- Observations of TAs to be completed to monitor effective practise.
- Complete learning walks to monitor SEN pupil's engagement and understanding of learning.
- The SENCo will work closely with all staff to support pupils on the Additional Needs register.
- Entry baseline results will be used to support early identification of pupils in F2.
- Our reading dog Charlie will continue to support identified pupils when reading.
- Daily Sensory Circuits will continue to enable pupils on the Autistic Spectrum, with attention and concentration needs or with sensory needs the opportunity to self-regulate before the day commences.
- Continue to develop the nurture provision across the school.
- Develop the use of ipads and computer software to support children with SEN, to include Nesy reading and spelling.
- A budget has been allocated specifically to support SEN pupils during the academic year.
- Pupil Premium funding will continue to be used to support eligible pupils

Complaints Procedure

If parents/carers are not in agreement with the arrangements made for their child to meet their Special Educational Needs, they should follow the Complaints Procedure, which, in the first instance, encourages discussion with the class teacher and SENCo.