



## Governors' Special Educational Needs report to Parents/Carers

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### **Grazeley Primary School Governors' report to parents/carers on the Special Educational Needs Policy and its impact for the academic year September 2017 - July 2018**

Grazeley Primary is an inclusive school where pupils with Special Educational Needs and Disabilities (SEND) 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 June 2018.

#### SEN provision 2017-2018

- The Special Educational Needs policy was reviewed and approved by the Governing Body in May 2018.
- The Additional Needs Register had 15 pupils recorded as SEND during the academic year. The SENCo works closely with all staff to support pupils on the Additional Needs register.
- SEN Support Plans are written for pupils on the register and are monitored by the SENCo and teachers. Progress is reviewed throughout the year.
- In addition, all SEND pupils are closely monitored through termly pupil progress meetings with the head teacher and SENCo.
- 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.
- Four SEND pupils went below the attendance threshold of 93% during the academic year. However, seven pupils went below 95%. Attendance is monitored by the head teacher and attendance officer.
- The school has a strong team of teaching 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. The role has extended to a family support role this academic year which has provided support to families of pupils with SEND.
- Person-centred annual review meetings were completed for pupils with Education, Health and Care Plans.
- The SENCo and SEN Governor aim to 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.
- The three intervention rooms continue to be used well for individuals / groups of pupils
- Resources purchased from the SEN budget included: *visual prompt lanyards, coloured overlays, sentence scrambler game, fine motor activities, fiddle toys, mirrors for SALT work, wobble cushions, talking tins, Single Word Spelling Test (SWST), therabands,*
- Training for staff included: *SENCo Network, ePEP training, medical needs / first aid training, training from professionals to deliver therapy programmes*
- We aim to learn from the professionals that come in to support pupils so that it improves pupil outcomes and staff knowledge
- Support staff performance management targets are linked to pupil progress and focus on direct work that will benefit either individuals, groups or all pupils
- Our reading dog Charlie continued to support identified pupils when reading
- Daily Sensory Circuits continued to enable pupils on the Autistic Spectrum, with ADHD / attention and concentration needs or with sensory needs the opportunity to self-regulate before the day commenced.
- The Single Word Spelling Test and 'Nessy reading and spelling' were introduced to track and improve progress in spelling
- The Dyslexia Screening Test was used to identify pupils who may have a specific difficulty with English

### 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 SEND. Once identified those pupils can receive the required support.
- Entry baseline results are used to support early identification of pupils in Reception.
- 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.
- Teacher and standardised assessments are used to build up a picture of the child's strengths and needs. These will then be used to track progress over time or to provide specific targets

### SEN data

<b>Summer 2 – Summer 2 (expected 6 steps or more)</b>			
15 pupils	Reading	Writing	Maths
Progressed by 6 steps or more	13 (87%)	9 (60%)	11 (73%)
Progressed by 5 steps	0 (0%)	2 (20%)	2 (13%)
Progressed by 4 steps	0 (0%)	1 (6.6%)	0 (0%)
Progressed by 3 steps	0 (0%)	1 (6.6%)	2 (13%)
Progressed by 2 steps	1 (6.6%)	1 (6.6%)	0 (0%)
Progressed by 1 step	1 (6.6%)	1 (6.6%)	0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)

Reading – <b>87% 5 step or more</b> Writing – <b>80% 5 step or more</b>	Reading <b>87% 6 steps or more</b> Writing – <b>60% 6 steps or more</b>
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Maths – <b>86% 5 step or more</b>	Maths – <b>73% 6 steps or more</b>
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Accelerated Progress

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

Average steps progress

Year group	SEN	Not SEN
Reception	10.2	7.0
Y1	6.6	6.0
Y2	2.4	6.0
Y3	7.8	6.1
Y4	5.0	5.6
Y5	No SEN	
Y6	5.4	6.3
Average	6.2	6.2

Attainment

Number of children (%)	Reading	Writing	Maths
Working <b>at or above</b> expected / secure	6 (40%)	2 (13%)	4 (27%)
Working <b>below</b> expected / secure	9 (60%)	13 (87%)	11 (73%)

Attendance data

Autumn term	96.15%
Spring term	94.37%
Summer term	TBC

Action plan for the academic year 2018-2019

- Further embed the Nesy reading and spelling programme to improve progress
- Explore new strategies to meet the needs of the SEN pupils who scored low in Phonics Screening
- Ensure writing targets and interventions are specific to gaps in learning
- Continue to use standardised assessments to track pupil progress over time and to gain information about strengths and needs
- Monitor and track the progress of pupils accessing specific interventions using provision maps
- Use the Maximising the Impact of Teaching Assistants resource to ensure we are using our TAs as effectively as possible
- Complete learning walks to monitor SEN pupil's engagement and understanding of learning.
- The SENCo will continue to work closely with all staff to support pupils on the Additional Needs register.
- Early intervention will continue to be a priority when children first enter school
- Daily Sensory Circuits will continue with the hope to include more children.
- We will continue to build on the successful nurture work already in place to meet children's wellbeing needs

- A small 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