

Annual Report to Parents on the provision for Special Educational Needs and Disabilities at Weeth CP School July 2016

Key Staff

Head teacher – Miss Nicola Furnish
 Special Educational Needs & Disabilities (SEND) Governor – Mr John Beare
 Special Educational Needs & Disabilities Coordinator (SENDSCO) - Mrs Helen Girvan

Code of Practice

The school is now working with the revised SEND Code of Practice published by the Department for Education and the Department for Health, which came into force on 1st April 2015. This is a statutory code that is issued by law; it explains the duties of schools and colleges to provide appropriate provision for children and young people with special educational needs and disabilities.

Policies

The school's SEN policy, Accessibility policy and Equal Opportunities policy make explicit reference to provision for our pupils with special educational needs and disabilities (SEND) at Weeth. Both policies can be found on the school's website.

Number of pupils identified as having SEND 2015-2016

Year	School Action	School Action Plus	Statement	Total
FS2	2	3	2	7
1	2	5	1	8
2	2	4	1	7
3	3	2	1	6
4	3	2	1	6
5	5	3	0	8
6	4	4	0	8
Totals	21	23	6	52

Progress of Pupils with SEND

	Reading Progress	Writing Progress	Maths Progress
KS1			
SEND support	9.0	9.3	10.3
Statements/EHCPs	9.0	9.0	9.3
Year 3 and 4			
SEND support	9.5	9.3	9.0
Statements/EHCPs	9.0	9.0	9.0
Year 5 and 6			
SEND support	9.9	11.9	11.0
Statements/EHCPs	N/A	N?A	N/A

Interventions offered during the year

- in class support
- 1:1 reading
- Nessy
- SOS (Simultaneous Oral Spelling)
- I Hear with My Little Ear
- Auditory Memory Skills
- Counting to Calculating
- Kar2ouche
- Speech & Language therapy
- Accelerated reading
- Project X Code
- 1:1 tuition
- Maths intervention groups
- RM Maths
- Reading doctor
- Reading intervention groups
- Writing intervention groups
- Rapid Write
- Personalised timetables
- Precision Teach
- Learning mentor time
- Socially Speaking
- Time to Talk
- R time SEAL
- R time transition
- The Space Place
- Thrive
- What did you say, what did you mean?
- Write Dance

Pupil progress and interventions and reviewed every six weeks. Where a pupil is not making sufficient progress, their provision will be changed accordingly. If a pupil has made significant progress, they may well no longer require an additional intervention.

Attendance and Exclusions

SENCD Support – 94.4%
Statement/EHCP – 88.7%
No exclusions

Budget Allocation

The SEN budget was used to purchase software for managing SEN provision (Learning Plans and Provision Mapping by EduKey), tinted glasses for pupils on the dyslexic spectrum, sensory toys and specialist equipment.

Deployment of Staff

SEN pupils are supported in class by their teachers who have an understanding of their needs. Work is differentiated to meet their level of attainment and their preferred learning styles.

The school also employs TAs to work with specific pupils who have a statement of educational need and to support those other pupils with SEND. A learning mentor has also been employed for 6 hours a week.

The SENDCO has been employed for 2.5 days a week.

External Agencies

In ensuring that we meet the very individual needs of our pupils, it is often necessary to contact external agencies. In 2015-2016 this included:

Educational Psychologist
Behaviour Support Worker
CLIC Sargent nurse
Speech and Language Therapist
Occupational Therapist
Advisory teacher for autistic spectrum condition
School nurse and school nursing team
Primary Mental Health Worker and CAMHs team
Family Support Service
Early Support Service
Penhaligon's Friends
Dreadnought

Transition

As soon as school places are announced, the SENDCO and Foundation class teacher liaise with early years placements to plan for the careful transition of pupils with SEND into Weeth CP School.

To ensure a smooth transition from primary school on to secondary school, the SENDCO meets with the SENDCO from the receiving schools in order to ensure that key information is transferred. Additional visits are arranged for pupils with SEND who may find the transition challenging. A transition programme is delivered by the learning mentor.

Where additional transition is required between classes within the school (e.g. from Year 1 to Year 2), provision is put in place for additional time to be spent with new adults and in new classrooms.

Professional Development

The SENDCO has been awarded the National Award for SENDCOs.

All staff receive Child Protection training. Training sessions have also been attended by staff in relation to Attachment Disorder and Dyslexia.

Some members of staff chose to complete an Autism Diploma through 100 hours of self-study; eleven members of staff now hold the diploma.

Disability Duty

The school's Disability Scheme policy promotes equality of opportunity for disabled pupils. For pupils with a disability or a medical need in school, a health care plan will be written at the start of each academic year. Pictures of vulnerable pupils are posted (with parental permission) in the staff room.

Parent/carer involvement in the provision for pupils with SEND and/or medical needs

Parents are always welcome to make an appointment with the class teacher, SENDCO or Head teacher to discuss their child's provision. Parents are invited to attend and contribute to various meetings through the year such as Parents' Evenings, outside agency meetings, structured conversations, Team around the Child meetings and Annual Review meetings.

Information about the complaints procedure and how to access the procedure is available from the school office.