

SEN Statement to Governors Spring 2018

Name of school	Twineham CE Primary School			
SENCO	Jodie Vaughan			
Date of report	1/2/18			
SEN Governor	Mrs Thorpe / Mrs Jones			
<p><u>SEN Register</u></p> <p>Number of children on the SEN register: 17 Children came off register since 10/17: 0 Children added to SEN register since 10/17: 2</p> <p><u>SEN register categories</u> School support: 16 children Education Health Care Plan: 1 child</p> <p><u>Sub- categories</u> Cognitive and Learning: 11 children Social, Emotional and Mental Health: 2 children Speech and Language / Communication and Interaction: 2 children Physical/ motor: 2 children</p> <p><u>Support Plans</u> Individual Learning Plans: 15 Health Care Plan: 5 children Intimate Care Plan: 1child Open Early Help Plan: 2 children Speech and Language Therapy Goals (on NHS SALT caseload): 2 children Costed provision maps (individual timetables / 1:1 support): 2 children</p> <p><u>Other inclusion categories being monitored</u> English as an Additional Language: 1child Pupil Premium Grant: 5 children Learning Mentor Support: 3 children</p> <p>We have 1 child that is PPG and SEN. We have 0 children that are EAL and SEN. We have 2 children receiving Learning Mentor support that are SEN.</p>				
<p><u>SEN provision arrangements for the term</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Structured, targeted Intervention programmes</u> delivered by Learning Support Assistants 1:1 or small group</p> <p>Speech and language therapy Write from the start – handwriting/fine motor Power of 2 - maths Jump Ahead - motor skills Toe by Toe – phonic based reading 1st Class @ number – maths Success @ arithmetic - maths Phonological Awareness Training - reading Read, Write Inc – reading/writing Lego Therapy - social and emotional CBT workbook – emotional health</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Highly personalised Intervention</u> planned, delivered and evaluated by LSAs, teachers or SENCo 1:1, paired or small group</p> <p>Sound Awareness Pre-teaching curriculum vocabulary Mentoring Daily readers Reading and comprehension group Additional phonics Maths skills Reading therapy dogs Minute maths / Hit the button Working memory activities Social stories Additional spelling</p> </td> </tr> </table>			<p><u>Structured, targeted Intervention programmes</u> delivered by Learning Support Assistants 1:1 or small group</p> <p>Speech and language therapy Write from the start – handwriting/fine motor Power of 2 - maths Jump Ahead - motor skills Toe by Toe – phonic based reading 1st Class @ number – maths Success @ arithmetic - maths Phonological Awareness Training - reading Read, Write Inc – reading/writing Lego Therapy - social and emotional CBT workbook – emotional health</p>	<p><u>Highly personalised Intervention</u> planned, delivered and evaluated by LSAs, teachers or SENCo 1:1, paired or small group</p> <p>Sound Awareness Pre-teaching curriculum vocabulary Mentoring Daily readers Reading and comprehension group Additional phonics Maths skills Reading therapy dogs Minute maths / Hit the button Working memory activities Social stories Additional spelling</p>
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SEN formal assessments carried out

Dyslexia screener
Dyslexic Portfolio
Non – verbal reasoning
Wesford early dyslexia screener
Digit span – working memory
Boxall profile
EAL assessment framework

Whole school monitoring

EYFS School start
SPAR spelling
KPIs

Referrals made

School Nurse: 2 children
Learning and Behaviour Support Team: 2 children
Ethnic and Minority Assessment Team: 1 child
Speech and Language Therapist: 2 children
Early Help Plan/forum: 1 child
MASH: 1 child
Fair Access: 1 child
CAHMS: 1 child
YES: 1 child

Resources bought

EAL framework
Cognitive Behaviour Therapy work books for children
Visual stress coloured overlays
Lego

SEN Courses / events attended

SENCO NEARS cluster group meetings (SENCO)

Recent changes to SEN provision

ILP format has been updated to adopt a child centred approach by including the child's voice; the learning targets and outcomes are shared with the child and there is space for the child to write their comment or an adult to scribe.

Outcomes tightened to ensure that they are SMART outcomes

The format has changed to define the three main areas of intervention to form a whole school, graduated approach: Quality First Teaching (wave 1 intervention), Additional Interventions and Additional Highly Personalised Interventions (wave 2 and 3).

The ILP now includes all three terms for a clear overview of the academic year for parents and teachers to better inform future planning and target setting.

LSAs are asked to produce independent timetables each term; this enables me to ensure sufficient planning and preparation time is given, monitor time spent on each of the 3 waves of intervention, informs my learning walks and appropriate times to take children from class for assessment and additional support.

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Future provision to be implemented:

ILPs to be written by current teacher in July 2018 for September 2018; Currently they are written nearing the end of Autumn 1 and this delays all waves of intervention.

ILPs to contain a space for child to self-assess their progress by a means appropriate to age to build on our child centred approach.

Class Profile folders in Year Groups will to be issued to each class teacher for easy access to information, SEN data and continuity of support. Containing SEN register and information about each child's needs, previous ILPs, provision map and in class support strategies. These folders will be discussed and handed on to the next teacher at the end of the academic year.

SEN learning walk – focus on high Quality First Teaching delivery and use of LSA time
Support staff with strategies to provide high Quality First Teaching.

Appropriate year group Key Performance Indicators will be used to track and set targets for SEN pupil progress (e.g; a child in year 4 working at a Year 3 level will be tracked on Year 3 KPIs).

Continue Growth Mindset sessions as a whole school approach; especially key for pupils with SEN.

Governors' report to include progress of SEN children in end of year report.

All SEN with Cognitive and Learning difficulties to be assessed termly; R:A, M:A and S:A. Results to be used to plan wave 3 intervention.