

SEN Statement to Governors: Autumn 2018

Name of school	Twineham CE Primary School	
SENCO	Jodie Vaughan	
Date of report	18/12/18	
SEN Governor	Ms Clinton / Mrs Jones	
SEN Register		
<p>Number of children on the SEN register: 12 children Children came off register since 07/18: 6 Children added to SEN register since 07/18: 0</p> <p><u>SEN register categories</u> School support: 11 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 Plan: 11 children Health Care Plan: 5 children Intimate Care Plan: 1 child Open Early Help Plan: 1 child Speech and Language Therapy Goals (on NHS SALT caseload): 1 child Costed provision maps (individual timetables): 2 children</p> <p>Risk assessment 2 children (1 behaviour / 1 medical) Individual Behaviour Support Plan 0 children</p> <p><u>Other inclusion categories being monitored</u> English as an Additional Language: 1 child Pupil Premium Grant: 2 children Pupil Premium Grant plus 1 child Learning Mentor Support: 0 children</p> <p>We have 1 child that is PPG+ and SEN. We have 0 children that are EAL and SEN. We have 0 children receiving Learning Mentor support that are SEN.</p>		
SEN provision arrangements for the term		
<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 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 Yogabugs (Year 2 11 children + Yr1/3 targeted 5 children) Write Dance Programme</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 Group Pre-teaching/reinforcement- vocabulary Daily readers Additional reading and comprehension group Additional phonics Additional Maths skills; number Reading therapy dogs Hit the button Working memory activities Social stories</p>	

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	Additional spelling Reading reflex
SEN formal assessments carried out this term Dyslexia screener Dyslexic Portfolio Dyscalculia screener Non – verbal reasoning Wesford early dyslexia screener Digit span – working memory Boxall profile EAL assessment framework Speech and Language sound screening assessment Year 6 SATs assessment for extra time (processing speed / reading speed / writing speed) Sensory processing checklist ASC / ADHD observation checklist Social Play Record Reading ages / Maths ages Whole school monitoring EYFS School start SPAR spelling KPIs Pupil Progress meetings ILPs written and reviewed	
External referrals made School Nurse: 2 children Learning and Behaviour Support Team: 2 children Autism and social Communication Team: 1 child Ethnic and Minority Assessment Team: 1 child Speech and Language Therapist: 2 children OT: 2 children Early Help Plan/forum: 1 child TAF meetings: 1 Internal referrals Learning Mentor: 3 children Routine Meetings to discuss children School Education Psychologist planning meeting SALT planning meeting EMAT planning meeting CARM planning meeting	
Resources bought / costed Visual stress coloured overlays and bookmarks – dyslexia tendencies Fiddle toys – sensory processing issues theraputty/pencil grips – dyspraxia tendencies Yogabugs	
SEN Courses / events attended <u>SENDCo</u> SENDCO NEARS cluster group meetings (half termly) Growth Mindset training (1 day)	

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Lead Safeguarding training (1 day)
Jigsaw Sensory processing Disorder training (1 day)
SENDCo Award MA level 1 day a month Jan18 – Jan 19 (completed): also 4 X half day Mentor sessions with senior SENDCo
Time Aside Nurture Group observation at local school (half day)
Holistix in school training
Staff
TAs X 2 Speech and Language training (3 half days)

Recent changes to SEND provision

ILPs

ILP format has been further updated to extend the child centred approach by including the child's voice; SENDCo worked 1:1 with children to add a self-assess review comment and create child-led target for Spring Term.

Outcomes continued to be tightened and teachers supported to ensure SMART outcomes have pre and post assessments with evidence of progress.

More visual approach to ILPs target intervention delivery adopted to increase pupil engagement. (Pupils to know their targets and have increased ownership). Pupil targets to be displayed (anonymised) in class and laminated copies for child to take home / refer to in class.

Generally more evidencing of QFT practices are being evidenced in work books; now/next boards and visual aids being stapled in books alongside work.

Policy

SEND Policy updated inline with current Code of Practice 2015 and legislation. Live on website.

Monitoring intervention – delivery and impact

Intervention timetables are received from each class. Informal discussion and Pupil Progress meetings with TAs/teachers and SENDCo enable SENDCo to monitor intervention delivery and impact.

ILP review writing and evidence of progress towards outcomes (SENDCo and teacher works collaboratively)

Whole School Provision Map is created – paper class / individual provision maps are produced from this.

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.

Group Room and 1:1 Room are timetabled.

SENDCO has a 'catch up' session with parents of children with EHCPs termly. Annual Reviews for EHCPs: child now included in meeting; attend for an appropriate amount of time and participate at an appropriate level for them using strategies. Children with EHCPs to be photographed and filmed, 'A school day in the life of...' termly as evidence of progress and achievement and use in reviews.

Whole school spelling assessment: SENDCo analysed results for each class to produce common errors to inform teacher planning.

Reading Ages and Maths Ages are formally assessed for all children within the SEND Cognitive and Learning as appropriate, termly.

'Class Profile' folders have been issued to each class teacher and kept in classroom. This is to

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ensure quick access to information, SEND data and continuity of support. Profiles contain SEND register, information about each child's needs, previous ILPs, class and individual provision map, one page info on specific learning difficulties and disorders and in class support strategies. These folders will be discussed and relevant documentation will be handed on to the next teacher at the end of the academic year.

Group room has been organised; cupboards organised, drawers labelled and sorted, out of date resources disposed of. Sensory area created, furniture re-arranged, growth mindset posters displayed.

Future provision to be implemented:

Lock for small room cupboards containing SEND files.

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. (TBC with M. Clinton).

Reading Journey reward display to be created in group room and targeted children to participate.

Time Aside Nurture Group to be delivered in Autumn Term.

EHCNAs applications for possibly two children to be applied for in Spring Term.

Dyslexia Friendly School Award (format currently being revised by LBAT renewal due to retake Sept. 19).

YARC Assessment recommended personally by cluster group SENDCos, LBAT and Educational Psychiatrist for tracker and assessing SEND required for EHCNA applications – purchase budget permitting.

Future purchases of assessments to be updated in line with current National Curriculum and a necessity for EHCNA applications.

Update Local Offer Spring 19 - Improve partnership with parents – generic sharing and signposting information on parental courses / services available.

Consider SDP change of vocabulary “closing the gap” to “narrowing the gap”.

Complaints regarding SEND made: 0