

Stoke Gabriel SEND Profile							
The number of children at Stoke Gabriel with Special Needs is:8							
The percentage of Special Needs is therefore: 7.7%							
The number of children with an education, health and care (EHC) plan is:0							
The number of children with specific needs are:							
Communication & Interaction		Cognition & Learning		Social, emotional, mental health difficulties		Sensory/ and or physical needs	
EHCP	Non	EHCP	Non	EHCP	Non	EHCP	Non
0	2	0	7	0	2	0	0

Identifying pupils with Special Needs- how we do it at Stoke Gabriel
<p>The earlier that SEN are identified the better the child's chances of reaching his or her full potential. We expect our teachers to identify SEN early so that a plan can be made to support a child's development from the start.</p> <p>If a parent is worried about their child's development, behaviour or progress, we expect them to talk to their teacher first and then the school's special educational needs co-ordinator (SENCO). This is Lija Lewsey</p> <p>We train teachers to identify SEN, and have a policy on identifying and supporting children with SEN. To find out more about your school's policy, go to the school's website.</p> <p>Other people, such as health professionals and foster carers may also identify problems. If they do, they should contact us directly. The SEND policy provides clear detail to parents and is updated annually</p>
What happens when we identify a child with specific needs?
<p>Your child's teacher will work with you, your child, a SENCO and other professionals where necessary to develop a support plan- at Stoke Gabriel these are known as provision plans and these will be tailored to the needs of the child. They are established at the start of the year or from point of identification and they set out the bespoke and specific approach we will use to support any child that has special requirements.</p> <p>Provision maps are shared with staff across the whole school and are reviewed at the end of the term and the approach evaluated. Parents are informed if there is a need at this point. Further action may also be identified.</p> <p>We expect Quality First Teaching within our classrooms and therefore pupils are not removed for interventions unless that is advantageous.</p>

We have 9 pupils with provision maps this year

If we involve External agencies we will agree a programme with them and they will be expected to keep us informed of a pupil's progress.

Last year (2017-18) we involved a play therapist for 2 pupils, a general school counsellor of 2 pupils and Teaching Assistant support for group support across the school.

We have access to a trained Counsellor, a play therapist, a teacher with specialist dyslexia training and a variety of external agency support.

What could happen if your child is identified for further support?

There are 3 levels:

1. Class teacher input via excellent targeted classroom teaching (Quality First Teaching).
 - The teacher has the highest possible expectations for your child and all pupils in their class.
 - All teaching is built on what your child already knows, can do and can understand.
 - Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
 - Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
 - Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work and interventions which may be run in the classroom or outside, or run by a teacher or a Teaching Assistant (TA)

2. Specialist groups run by outside agencies e.g. Speech and Language Therapy - as per the SEN Code of Practice 2014. Sometimes, children are identified by the SENDCo as needing some extra specialist support in school from a professional outside the school. This support may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), or from outside agencies such as the Education Psychology Service (EPS). What could happen if your child is identified for this type of support?

- You would be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

3. Specified Individual support

- You would be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. (iii) Specified Individual support This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from: The

Inclusion & Improvement Hub or Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), Outside agencies such as the Speech and Language Therapy (SALT) Service. For your child this would mean that the school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made, a Panel of Professionals (with a lot of information about your child, including some from you), will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP).

If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Progress of SEND pupils- including the impact of interventions

2 SEND pupils

Non SEND Reading 4.45 well above average

SEND Both achieved above National Average- approx. 2 & 9 points progress

Non SEND Writing 2.15 average

SEND One achieved above NA- approx. 4 points progress

Non SEND Maths 1.95 average

SEND one did not achieve NA -1 approx and the other did achieve NA above 4 points progress

2017-18 SEND Performance Data

2 pupils	Reading	Writing	Maths
SEND pupils	100% (2)	50% (1)	50% (1)

Current position with SEN implementation

2017-18 No EHC plans were applied for.

A statutory assessment for an EHC plan has been submitted to the local authority (LA) for a child and we hope to receive the outcome early in the Spring term

SEND Funding 2018-19

We have had no additional SEND funding in 2017-18
Currently we have no additional funding for SEND.

Staff Development

Staff development that has been offered on SEND, including continuing professional development (CPD) has been through the IIH –see below

This year 2018-19 Lija Lewsey has agreed to take responsibility for Special Needs as SENDCo, from the Academy Head Matthew Medd who held the responsibility last year.

She is receiving support training from the IIH and will be starting the SEND qualification next year when she is able to devote more time to the requirements.

Alice Eeles at the IIH is fully SEND qualified and Jade Dewar is currently undertaking the training
All staff are encouraged to seek support when making decisions about SEND provision.

Work with The Inclusion & Improvement Hub & External Agencies

Improvement and Inclusion Hub (IIH)

Stoke Gabriel works consistently with the Improvement and Inclusion Hub (IIH) to identify the needs of all our pupils.

Meetings are held with Becky Humphreys (IIH Lead) at the start of the term to pinpoint where support is required and a plans are put in place. These are evaluated regularly to ensure ongoing success.

Specific training requirements are agreed;

Last year 2 TAs received Lego therapy training, 1 attended colourful semantics and 1 attended write/ draw training.

All TAs attended our TA conference and programme of training to develop their understanding of special needs.

Through the IIH we work with external agencies and have had training on supporting pupils with Dyslexia and Autism

The IIH is an 'immediate go to' facility for our staff and Academy Heads when they need support with children who have special needs.

Gifted and Talented courses are planned throughout the spring and summer term 2018-19, following the success of last year's single session.