

## Special Educational Needs & Disabilities (SEND) Annual Report Academic Year: 2018-19

SEND needs during 2018-19			
	Autumn 2018	Spring 2019	Summer 2019
Register of SEN Support (SS)	91 Pupils 22.36%	91 Pupils 22.36%	66 Pupils 16.3%%
Statement / Education Health Care Plans St/EHC (Nat: 1.3%)	17 pupils 4.18%	17 pupils 4.18%	18 pupils 4.44%
Total SEN (Nat 12.2%)	108 pupils 26.54%	108 pupils 26.54%	84 pupils 20.74%
No. SEN also PP	55 pupils	55 pupils	40 pupils

### Summary of needs/ changes through the year

The number of pupils identified with SEN has remained fairly consistent throughout the first half of the year however at the end of the spring term we had an audit of the record of need. This included working with the ACE Academy SENDCOs to create a trust wide agreement on what/which needs would place a child on the record of need. Also at this point of the year several children had met their targets and could be removed. This also includes some in year transfers of children with EHC plans.

### Identification of needs/impacts on provision

As ever, children are placed or removed from the Record of Need according to the 'plan, assess, do, review' cycle outlined in the SEN Code of Practice. A class teacher will plan additional intervention and support within the class. They will then meet with parents/carers and complete an Assess, plan, do, review. Following this the class teacher and SENDCO will monitor the progress against targets and provide additional support where needed. This support may include making referrals to outside agencies.

### Funding eg. resourcing and 1:1 hours plus top up

We receive top up funding for 9 pupils who have been identified as requiring support above and beyond SEN support level.

### CPD

- The SENDco has attended the ACE and Cornwall SENDco network meetings as well as the Children in Care sessions
- TA training for epilepsy awareness is on-going.
- A select group of staff have had training in using AAC equipment for a specific child who needs computer based communication.
- 3 members of staff have had dyslexia screening training from the Cognition and Learning team to enable the creation of a sustainable and informed dyslexia support team at the Academy.
- Teaching staff have had training on working memory and memory intervention, delivered by the cognition and learning team.
- 9 staff members have been trained at Level 3 paediatric first aid.
- 40 members of staff attended whole school Trauma informed school training
- 1 member of staff has had RPI/Team Teach training
- Nursery and ARB staff had received Makaton training

- Two members of staff have received diabetes awareness training.

**The impact of current provision is that:**

- parents are able to discuss their concerns,
- outside agencies are asked to support families and individuals in a timely fashion,
- teachers are able to seek advice
- children are identified and supported with individual targets.
- children on the Record of Need make progress
- other schools are being supported and ideas/ practice suggested to improve provision are available to the SEN pupils of all ACE schools

**The progress of SEN pupils** is being monitored using INSIGHT and the data shows that overall EHCP pupils are making progress in reading, writing and maths. However children on SEN support are not making good progress in all subject areas. However, the small steps that these children make do not necessarily impact on their overall attainment judgements so these small steps are also now being monitored when APDRs are reviewed.

**1:1 provision and impact**

We -have a high numbers of pupils with 1:1 support due to the complexity of their difficulties, including 10 children currently accessing the ARB. The skilled staff that support these pupils are ensuring that:

- Speech and Language targets are taught
- individual sensory programmes are followed
- learning is differentiated when there are less experienced teachers leading the learning
- subjects/trips etc are differentiated to support children with a wide variety of SEN and medical needs.
- there is positive communication with parents

**The evaluation of the support**

The evaluation of the support is shown through progress towards individual children’s APDR targets as well as using Insight tracking to monitor academic progress. We have noted that APDR targets need to be much more specific and SMART targets will continue to be a focus of training next academic year.

**SEND provision update:**

Support identified	Impact of the support
Dyslexia testing	<p>There are currently 10 children receiving individual support. The impact of this provision is that:</p> <ul style="list-style-type: none"> <li>• pupils are identified quickly</li> <li>• accurate information about difficulties is shared with parents the pupil and the class teacher</li> <li>• individualised programmes relating to need are created and delivered consistently</li> </ul> <p><b>Some impact</b></p> <p>Children are being identified more quickly however the ‘dyslexia support’ team needs further training in order to monitor progress and adapt intervention accordingly.</p>
Sensory Support/fun fit	<p>This provision provides pupils with ADHD and sensory processing type traits with or without a diagnosis the opportunity to participate in exercises and games that will support focus and concentration and in some cases a reduction in sensory seeking behaviours. Currently there are 20 children being supported either by their 1:1 TAs using sensory equipment/movement breaks or accessing fun fit.</p>

	<p>impact of this provision is seen in improving:</p> <ul style="list-style-type: none"> <li>• focus and concentration</li> <li>• physical interaction between children</li> <li>• children feeling more comfortable seated</li> <li>• children's confidence and engagement with their peers and adults</li> <li>• gross motor development</li> </ul> <p><b>Some impact</b></p>
Social and Emotional Group intervention	<p>We have employed a behaviour mentor since Easter 2019 and this is beginning to have impact upon the children working with him. During the summer term we have had 8 children working with him.</p> <p><b>Some impact</b></p> <p>The impact of this will be measured in the Autumn term using Motional assessments</p>
Speech and language support	<p>Currently there are pupils being given extra support by the SAL therapists as well as skilled 1:1 TA support</p> <p>The impact of this provision is that:</p> <ul style="list-style-type: none"> <li>• SAL needs are identified in a timely fashion</li> <li>• delivery of high quality intervention guided by a SAL therapist</li> <li>• progress is monitored regularly</li> <li>• information regarding the intervention and targets is shared with parents through detailed reports and targets.</li> <li>• class teachers and 1:1 TAs are supported with programmes</li> <li>• the information shared is used directly in IEP's so that children are able to access language and texts within the classroom.</li> </ul> <p><b>Good impact</b></p>
SEN 1:1 support	<p>This is individually tailored provision using advice from professionals, EHC objectives, the SENCO and class teachers for 18 individual children. This provision enables these children to:</p> <ul style="list-style-type: none"> <li>• make progress in specific areas,</li> <li>• engage with learning more successfully,</li> <li>• be included with their peers,</li> <li>• be able to access appropriate environments</li> <li>• have learning broken down into small steps at differentiated levels</li> <li>• make use of recommended programmes and appropriate resources</li> </ul> <p><b>Good impact</b></p>

### ARB

The ARB currently supports children who have commissioned places and is now currently full. The group consist of children with complex medical, physical, learning and emotional needs.

The ARB are working on the actions agreed with Will Pritchard at the Cornwall Council annual monitoring visit. Support from the County Sen team will continue in the Autumn term 2019. The SENCO and ARB teacher have completed the annual reviews for all children within the ARB, 4 children will be transferring to specialist provisions for Sept 2019 and 5 new children will be starting within the ARB.