

Wendron SEN Report (September 2019)

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SENCo - Mr. Paul Hunkin

SEND Governor - Mrs. Anne Veneear

1) SEN Profile for the past 12 months

The school currently has the following SEN profile:

Numbers of pupils on the school Record of Need (Spring Census 2019)				
Group	EHCP		SEN Support	
Totals (115)	2		5	

Education Health Care Plan - a formal statement of objectives and provision agreed by the Local Authority.

SEN Support - pupils who receive support which is 'different and additional to' the quality first-teaching all children benefit from within their usual lessons. Often the children will have targets agreed following assessments by outside agencies, including the Speech and Language Team; the Educational Psychologist; the Autism Spectrum Disorder Team; and the Hearing Support Team.

On alert - Pupils who are causing concern in Maths, Reading, Writing, Socially or who are going through emotional issues at home. This list is fluid and is updated constantly depending on the need.

*the SENCo will work with the class-teachers to develop strategies and resources to address the needs of children within each of these categories. The child and parent will be involved in agreeing targets and actions.

Individual Provision Maps are reviewed termly for children at SEN Support and there will be statutory Annual Reviews for children with an Education Health Care Plan.

Percentage of pupils on the school Record of Need (Spring Census 2019)				
	EHCP	SEN Support		
Totals	1.7%	4.3%		

14% of those currently on the Record of Need are girls and 86% are boys.

There is currently 1 child educated off-site or subject to a reduced/flexible timetable.

Since the 2018 Spring Census:

- The number of children in the school with an EHCP has remained the same.
- The number of children in the school at SEN Support has increased by 1 pupils.

Wider Outcomes:

- The children with SEN have been afforded the same opportunities as those for the other pupils. Reasonable adjustments have been made to the lessons and curriculum to meet their needs. The SEN children have accessed extra-curricular activities and trips through the usual deployment of staff to enable their inclusion.
- *For example, children on the record of need take part in extra-curricular activities such as football, running club and cookery.*

Effectiveness of leadership and management for SEND:

- The school's SENCo has ensured that the statutory requirements for SEN have been met, including the publication of the SEN Information Report and the revision of the Accessibility Plan and SEND Policy.
- There were the necessary reviews of the EHCP and termly revisions to the children's Individual provision maps.
- The progress of pupils with special educational needs has been tracked and monitored, and the provision of support adjusted accordingly.

Quality of teaching, learning and assessment for pupils with SEND:

The children with special educational needs are provided with differentiated work and close support in the classroom where appropriate. The teaching and support staff are aware of their needs and of the additional resources available for assisting these children with their learning. Assessments are made and recorded on the school tracker alongside that for non-SEN children. Further assessment of personalised targets are made in addition to these, for example, where Pre national curriculum levels are being used.

Lesson observations by the SENCo includes the provision made for the children with special educational needs and their progress within lessons.

Personal development, behaviour and welfare of pupils with SEND:

Overall, the SEN pupils attend well, though there is 1 child who is persistently absent due to ill health.

SEND Policy

The school's Policy for Special Educational Needs was last reviewed in September 2019 and will be reviewed again in the **Autumn Term 2020**.

Changes to the policy this time included:

- Sign posting to the relevant SPCMAT safeguarding policies.
- Changes to reflect the current context of SEN funding and SEN numbers in the school.
- Changes in the headings of Intent, Implementation and Impact.

The **SEND Information Report on the school website** was last up-dated in April 2018 and linked to the Local Offer through the Family Information Service website.

The information meets statutory requirements.

The school has also used funds all to train in Autism and to support the staff's understanding of appropriate strategies through courses and paid-time from the Educational Psychologist and Andrew Mercer (Independent ASD Advisor).

The training has been essential in helping the school to better understand and meet the needs of the children with undiagnosed ASD tendencies.

Staffing for SEND

Staff specifically employed to support pupils with SEND and their qualifications?

Mr R Lawrence / Mr. Paul Hunkin Headteacher Sept 2018/2019 / Sept 2019 - current.

Mrs Julie Houston Intervention teacher for early intervention (Phonics and maths.)

Mrs Louise Patchett SENCO (SENCO qualification achieved)

Interventions

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Interventions are primarily class based to encourage inclusion and so that all children access good quality wave 1 teaching.

The targets from the physiotherapy, Speech and Language Team and the ASD Team are woven into the personal timetables of the children who require this additional support.

There are weekly intervention groups to support identified pupils in Key Stage 1/2 with their phonics/spelling strategies and also with number skills. (Julie Houston)

A number of key stage 2 children access the Springboard resources for pre-teaching or consolidation of maths strategies.

A number of children access 1:1 weekly time to talk sessions with a TA to support SEMH.

A number of children participate in socially speaking sessions and discuss social stories. They also use lego in order to learn to take turns.

There are daily readers identified in each class.

A number of children access booster sessions to improve their reading skills of inference and explanations.

Children with ASD have their needs met through the provision of dedicated Teaching Assistants for much of the school day, including lunchtimes. They have also had advice from Andrew Mercer.

The school SENCo has attended the Local Authority termly network meetings across the past year.

Engagement with stakeholders:

i) **Pupil voice:** Wherever possible, the children with Individual Education Plans are invited to discuss their progress towards agreed targets and to help define their next objectives when their Individual Provision maps are reviewed each term.

ii) **Parent/carer voice:** *How have parents or carers of pupils with SEND been involved?*

There is currently 1 child with regular Team Around the Child (TAC) meetings where Mr. Hunkin or Mrs. Roberts act as the Lead Professional.

Parents and carers are invited to attend all reviews and they are very well attended.

The children's Individual Provision Maps are up-dated termly with revised targets and noted strategies for over-coming identified barriers to learning discussed with the parents or carers of children on the school's Record of Need.

Multi-agency work:

We currently liaise closely with the following outside agencies:

- *Speech and Language Team: There are frequent visits made to the school by members of the Speech and Language Team when assessments are completed of the children's progress and targets reviewed using the Assess-Plan-Do-Review cycle. The teaching staff ensure that in the interim, time is dedicated to working with the children individually on their targets.*
- *Educational Psychologist - The Planning Meetings with the Educational Psychologist (Sue Leathley) have enabled the SENCo to better determine the necessary provision for children on the school's Record of Need. Discussions also result in referrals being made for the EP to observe children in their usual classroom environment, to undertake specific assessments with individual children and to meet with the SENCo, class-teacher and parents/carers to determine strategies to better support the child's learning.*
- *Independent ASD Advisor (Andrew Mercer) - The half-day visits by Andrew Mercer have enabled the staff to seek advice for managing difficult behaviours and to improve the learning environment for the children with ASD. His involvement has been really effective in supporting the confidence and understanding of the staff.*
- *Vision Support Team - The team has visited the school routinely to support the children with vision loss. Staff have become more aware of what measures they can take to improve the learning environment for these children.*

The head teacher organises the SPCMAT SENCO network meetings.

Complaints:

There have been no complaints over the past 12 month period.

Further developments regarding SEND:

- SENCO to be involved in tracking the data for those with SEND.
- SENCO to keep a record of any CPD.
- SENCO to do an audit of the expertise within the staff due to a lot of staff changes.
- SENCO to draw up a list of CPD needed within the school.