



SENCO Report to Governors 5th July 2018

Local Offer

Miss Said and I have also reviewed our SEND policy which was ratified by Governors. I have also reviewed the local Offer outlining our SEND provision. This is available to parents and is published on the school website. Our aim this year was to simplify the policy so it was more accessible to parents.

SEND School Profile

We currently have 46 children on the SEND register. Of these 9 EHCP and 37 are SEN support. This is 15% of the school roll. This is a 1% rise on last year.

Year Group	No.of Pupils	Level of Support	Area of need
Reception	2	SEN support	1 Sp and L 1-SEMH
Year 1	4	2 EHCP 2 SEN support	1 ASD 1 Sp and L 1 SEMH 1 Sp and L
Year 2	6	1 EHCP 5 SEN support	MLD and medical disability 1 SEMH 4 Sp and L
Year 3	6	SEN support	2 Sp and L 2 MLD 2 MLD/other difficulties ADHD
Year 4	7	1EHCP 6 SEN support	1-Physical disability Visual Impairment 1 SEMH 3 MLD 1MLD/other difficulties ADHD 1 Sp and L
Year 5	6	1 EHCP 1-High Need 4 SEN support	Sp and L Visual Impairment/moderate learning difficulty 1physical Dis 3 SEMH
Year 6	9	3 EHCP 6 SEN support	1 ASD 2 SEMH 1 Sp and L 1-SEMH 2 MLD 2-Spand L/MLD



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SEND Funding

The place led high incidence funding from March 2017 to April 2018 was - £32,580 down from £36,794 last year.

The High Needs Statement Support from March 2017 to April 2018 was - £77,788 down from £80,998 last year.

This figure will continue to diminish as we lose 3 High needs children in Year 6 and 1 year 5 pupil is moving to a specialist setting.

The school is currently in the assessment process for an EHCP.

The Assess, Plan, Do review process is continuing for 3 high needs children who the school will be applying for an EHCP assessment.

The money from the two budgets above is spent on:

TA hours to support pupils with SEND

CPD for all staff

SEND resources

Support and Advice from outside agencies

What provision is being made for pupils on SEN Support?

All children on the SEND school profile receive additional support. Most of this occurs through modification to teaching approaches and classroom organisation or through provision of equipment and aids. In this way all children are supported as part of the class.

Pupil Progress meetings used to discuss SEND children and identify barriers to learning and inform planning.

Working with Miss Said to look at the Pupil Premium children who also have SEN needs and also looking at how we can help attendance for those children with SEND.

SEND Policy updated to reflect key changes to Code of Practice

SEND register updated/ amended to reflect key changes (SEND type changes, Support and Intervention levels amended, attainment level shown)

SEND register reviewed at least termly and updated – recently identified pupils added; pupils no longer requiring intervention or who have left school removed.



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Intervention monitoring introduced to monitor the effectiveness of interventions and outcomes for pupils. This will be further improved from September following work with the SENCO and Deputy SENCO at King's Forest Primary School and a visit to an outstanding provider in Cheltenham.

We have been involved in a programme to train all our staff in Emotional Coaching. This provided support to ensure all staff are aware of appropriate strategies to deal with target pupils. This has been a very successful project and the Impact can be seen in the Headteacher's Report.

Behaviour plans and modified curriculum and planned breaks in place for all pupils who need this provision.

All children who have a SEND need are now being taught and assessed at the right year group for them. Where this is below age related provision higher targets are being set which are higher to ensure that the gap between SEN and the rest of the class is being closed.

Throughout my role I work very closely with Mrs Dawes our Family Link and she is now rolling out the training to parents and receiving some very positive feedback.

Pupil Profiles updated/ amended – Child centred and outcome focused with the full involvement of the parent/ carer of the pupil.

Cluster meetings and CPD events and conferences attended by SENCO to share best practice/ effective resources and support whole school staff CPD linked to School Development Plan.

We have continued to work with a wide range of professionals and outside agencies.

Vicky Borel - Behaviour Support specialist. She works in school every Friday with teachers, parents and individual children on a range of support. She also advises us as professionals on how we can further our knowledge and skills in a range of needs.

Rhi O'Gorman, Talk - Speech and Language Therapist has worked with a range of children on an individual and in a small group basis. As well as this she has offered advice to parents and supported me with reports and next steps.

However due to budget pressures both of these professionals will leave our school in at the end of July.

We have continued to work with Inclusion Support that have provided SENCO surgeries and support for NQT's on ASD. Clare Phillips has worked closely with myself and several parents to improve our provision for children with Social Communication Difficulties.

We have also worked with the school Nurse, Sue Pearson who has been invaluable in helping us with the growing number of children with Social, Emotional and Mental Health issues and providing training for the children with Epilepsy.



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Key priorities for 2018-19

Continue to improve attainment and progress of all pupils with SEND.

Continue to develop my SEND team of Teaching Assistants to ensure a more graduated approach to Interventions is consistent across the school.

Interventions will continue to be evidence informed and their impact evaluated to accelerate progress for all vulnerable groups.

Individual Education Plans to be reviewed and amended to ensure that they are being used to close the gaps in children's learning where barriers have been identified.

These plans will then be accessible and outcomes will be monitored regularly to ensure targets are being met and are then being integrated into classroom teaching.

Maximise the impact of Teaching Assistants through the process of appraisal in order to develop independent learning skills in all pupils.

Sharon Boulton

SENCO

Assistant Headteacher