

**Galmpton Church of England**

**Headteacher’s SEND Report to Governors**

**February 2019**

**SEN Annual Report – March18/March 19**

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| 1 | How does the school identify children with special educational needs? | The identification of children with special educational needs will include one or several of the following:* Outcomes (identified in progress Meetings)
* Class teacher’s assessments and observations
* Concerns expressed by the parent
* School and national assessments
* Liaison with the child’s previous setting, other school or agencies involved
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| 2 | How many children in the school have special educational needs? | **The Current Picture-**There are 27 pupils (11%) on SEND register including 9 pupils (4%) with Education Health and Care Plans. This is above the National average EHCP plans at 3%. • Of the 27 children on our SEND register there is an even gender split and an even KS1/KS2 split . • This Year, 3 additional children have received EHCPs, increasing our number of 6 last academic year (17/18) with 24 children on the register. |
| 3 | How many children have met the exit criteria and no longer need that support? | 1 child left and had their statement reduced on entry to Secondary school. All of the children are continually monitored to ensure that progress is being made. IEPs and observations are reviewed and discussed with parents. All of the children continue to need support to meet their individual needs. |
| 5 | What types of special education needs does the school currently need to provide? | Of the current 27 children on the register there are 9 pupils with EHCPs. 3 EHCP pupils are boys. 3 of our 9 pupils are diagnosed ASD, 4 receive support for a behavioural, emotional, social difficulty. 2 children has global development delay. Of the remaining 18 children most have difficulties processing and retaining information. Eight pupils have support for emotional/social difficulties and they receive THRIVE and Pastoral support. |
| 6 | How are pupils with SEN ensured access to the curriculum? | * Quality First teaching
* Individualised plans that identify small steps for progress
* Individual timetables (often visual)
* Scaffolded/supported learning in class
* Additional learning sessions eg pre-teaching
* Interventions such as Read, Write inc
* Pastoral/Thrive support
* Use of additional adults-Tas
* Enrichment programmes-Sirona
* Physical support eg adapted chairs/dyslexia coloured acetates
* Multi sensory learning
* Speech programmes
* Memory programmes
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| 7 | What are the targets and outcomes for children with special education needs (high level data only) | Targets are set on an individual basis. This takes into account the child’s needs and may involve parents and outside agencies such as the educational psychologists. Plans are reviewed termly and parents discuss progress towards the targets at parents evening. |
| 8 | How is their progress monitored? | * Ongoing assessments by class teachers and TA supports
* Using the school data programme-Target tracker
* Class flight paths reviewed at progress meetings
* On going Monitoring and observation plan/peer reviews
* Observations by external agencies and ed.psych
* PEP meetings and termly review meetings with parents
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| 9 | Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans) | All children are on a school provision map stating the area of need and the support that is in place. The map is colour coded to identify our most vulnerable pupils. The provision map is reviewed and updated termly. |
| 10 | How are school resources deployed?* How many LSAs
* Any external support
* Equipment and any adaptations
 | Resources are deployed dependent on the individual needs of the children. Some children at Galmpton require 1:2 support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.We currently have 2 HLTA’s and 9 LSA’s who work alongside the class teachers and SENDCo to provide support for the children. We also have a Pastoral Lead who supports many of our SEND children.External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such at Occupational Therapists, Speech and Language support, the School Nurse Team, Portage, Family Support, Medical support and Local Authority support. The school works closely with both parents and outside agencies to ensure a child’s needs are fully met and any advice given taken on board. |
| 11 | Are there any budget/resource issues in terms of SEN provision? | Funding never covers the actual costing of TA support. The school is required to make up the difference from Element 3 from it’s delegated budget. This is proving to be an increasing challenge for the school. |
|  | What are the Targets and Outcomes | End of KS1 – 3 pupils

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| Reading EXP | Writing EXP | Maths |
| 33% | 33% | 0% |

End of KS2 -4 pupils

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Reading | Writing | Maths | SPaG |
| Attainment | 75% | 75% | 75% | 75% |

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| 12 | Describe the progress on any parts of the School Improvement Plan relating to SEN | Key actions FOR 17/18-Impact for SEND pupils• Ensure CPD sessions around ‘Taking Responsibility’ are translated into children knowing the tools and strategies required of them to be more responsible (see weekly CPD plan) (this has ensured that even our most vulnerable learners understand that they have a significant role in developing their ability to organise themselves-eg In Y2 the SEN children know how to check for spelling errors with their spuddy and now take responsibility for this. In Y6 our SEND children understand the need to take responsibility for regular reading-this was evident from the AR quizzes and the improved results)• Leaders to observe and meet with teams to support the implementation of the ‘Taking Responsibility’ value-What is it looking like in class? Can children clearly articulate and demonstrate greater responsibility?• Introduce Accelerated reader-LD/JS to ensure AR is up and running for Summer 2 term-this has noticeably impacted on the progress of SEND children, along with increasingly impactful reading interventions • Continue to improve attendance across the school- SEN frequently one of the higher performing groups on a weekly basis• PRAISE meetings tracking progress of PP children across school-SEN children are prioritised and their progress reviewed regularly as part of the PRAISE process. Both teachers and Tas feed into this process-ks2 SEND outcomes• Development of working walls, personalised targets, Metacognition displays and access to learning tools to support children’s learning and metacognition-still an area of development for our SEND pupils but they all have a better awareness of themselves as learners as a result of the focus on Metacognition-see learning journals and reflectionsKey Lines of Enquiryo Maintain close monitoring of progress of likely conversions to GD based on Autumn 2 data, and prioritise pupils for supporto Pupil Premium: Are all PP children making equal of greater progress as peer group? o Progress of SEN children-Review precision teaching plans by 22.1.19 with JF. Ensure Precision interventions are making the difference-completedo Teaching: Team Leaders to focus on ensuring NQT and NQT+1 are demonstrating consistently ‘good’ teaching by end Spring Term-observation notes on SEND pupilso To accelerate pupil progress to raise attainment in writing and increase the % of disadvantaged pupils working at age related and GD expectations.-See end of Year data reports, increased progress for SEND pupilso Improved progress in Mathematics, particularly across KS2-increased GD %’s for all |
| 13 | When was the SEN policy last reviewed and when will it be reviewed next?* Who is involved in reviewing the policy?
* Does the policy reflect and meet needs of pupils
* What does it say about supporting pupils in their transfer to and from other schools?
 | The SEN policy was last reviewed in May 2017 and will reviewed in May 2019 by the Governing body . The updates were secretarial changes (names of SENDcos, updated LA information) The Policy covers the following areas: The Policy does include choices around schools and supporting families but does not specifically discuss transferring schools. This is something can be reviewed and amended. |
| 14 | Has the SENCO undertaken the necessary training? | The SENDCo attends all forums and LA meetings and has the support of other SENDCos with the area and the trust. Jess Fisher has applied to complete the SEND accreditation with Exeter Uni. |
| 15 | Have the relevant staff members received appropriate training? | Yes. JF attends SEND network meetings, works closely with the LA SEND advisor and completed training over the Year with KB. |
| 16 | Which external agencies and support agencies are the school working with and how well is this working? | We work with a number of outside agencies and all refer to others when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists and other medical services. These relationships are generally very positive and work well to support the children. |
| 17 | What communication strategies are in place for parents/carers of children with SEN? | As part of our ethos, we have an ‘open door’ policy in which parents are able to discuss any issues / concern or have questions answered as the occur.Alongside this we have official meeting times, these are as follows;* Termly meetings to discuss IEP’s
* EHCP annual review meetings
* Parents evening meetings
* Meetings arranged by appointment when necessary
* Parent / Educational Psychologist / Class Teacher meetings
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| 18 | What is going well? | The current cover whilst our SENDco is on leave. Our KS2 lead , NH has acted as SENDco and has kept the high quality provision that has been in place for our SEND pupils going. She is ably supported by our Pastoral Lead.Rates of progress and provision for SEND children are good, particularly interventions.  |
| 19 | What is going less well and needs to be improved? | Some of our EHCP children require a greater amount of 1: 1 support. This has at time, been problematic this Year as a result of staff cutbacks. |