**Great Wishford Governors SEND Report 2017**

**Special educational provision means:-**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ *Special educational needs and disability code of practice: 0 to 25 years, January 2015*

There are 4 primary areas of special educational needs:

* Communication and Interaction
* Cognition and Learning
* Social, Mental & Emotional Health
* Sensory and/or Physical development.

The aim of the staff and governors at Great Wishford School is to ensure that every child's needs are addressed by providing a range of teaching and learning styles to help them progress, step by step.

The school's SEND information report, including the SEND Policy, is reviewed annually and is written in line with the Special educational needs and disability code of practice: 0 to 25 years, January 2015. The policy is available on request or may be viewed on the school website. **New parents will find an overview in their school induction pack.**

**NUMBER OF CHILDREN WITH SEND**

There are currently 107 children on the school roll. The number of children who are identified as needing SEND provision changes constantly, but at the time of writing this report 18 have been identified as having special educational needs. This is an increase of two since the previous report. Of these 2 children have an Educational Health Care Plan (EHCP), but with one of these moving onto secondary school in September. There are many other children in classes who are having some intervention but do not meet the criteria for SEND. Currently, we are in the process of trying to secure an EHCP for another child. So far, this has involved an appeal, and future mediation.

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| **SEN SUPPORT AND EHCP JUNE 2017** | | | | | | | |
|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Boys | 2 | 0 | 1 | 1 | 2 | 2 | 3 |
| Girls | 1 | 2 | 1 | 1 | 0 | 0 | 2 |
| Total | 3 | 2 | 2 | 2 | 2 | 2 | 5 |

|  |  |
| --- | --- |
| **Attendance, Exclusions and Behaviour of SEND Pupils** | |
| % of persistent absentees | 0% |
| % with 100% attendance | ??? |
| % of temporary fixed term exclusions | % |
| % of permanent exclusions | 0% |

**SEND PROVISION**

Seven teaching assistants give support alongside the class teachers, by delivering specialised teaching programmes, when necessary and offering general support within the classroom. Occasionally support may be given on a one to one basis or within a small group in or outside the classroom. Those children with an EHCP work alongside a TA for support either individually, in class or in small groups as appropriate. Each child's progress is reviewed regularly at Pupil Progress Meetings.

The school SENCo (Special Educational Needs Coordinator) is Debi Downing, who is currently allocated two days a week to carry out her role. A significant focus of SENCo work is to capture the childrens’ voice for My Support Plans and EHCP requests or annual reviews and complete One Page Profiles with them. The SENCo leads and co-ordinates the specialist SEND team, agencies and TAC meetings, monitors progress and moves actions on. Much of the SENCo time is spent meeting with parents, outside agencies and completing the request forms, SARFs, to support involve external agencies.

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| COMPLETED SARFs 2016 - 2017 | |
| Agency | Number of SARFS |
| Behaviour Support Service BSS | 3 |
| Educational Psychologist | 1 |
| Ethnic Minority Achievement Service EMAS | 0 |
| Speech and Language SALT | 4 |
| Specialist SEN Service SSENS | 6 |
| School Nurse | 0 |
| Young Carers | 1 |
| Letters have also been written to GPs supporting parents in seeking a paediatric referral. | |

The SEND governor is Greg James.

Specialised teaching programmes used to support children with SEND, this year:

* Precision Spelling
* Precision Reading
* NESSY
* Fresh Start
* Write From the Start (for fine motor control)
* Play Therapy
* Anger management
* Nurture support
* Speech and language programmes directed by external agencies.
* Talk Boost
* Counselling

All these programmes are delivered either individually or in small groups.

**EXTERNAL AGENCIES**

Close and effective links are made with a variety of agencies to support parents/carers and the school in addressing the children's needs. During this school year contact has been made with the following:

* Educational Psychology
* Behaviour Support Service
* SSENS
* Speech and Language
* SEND lead worker
* There have also been two Planning, Review Information Sharing Meetings (PRISM)
* CAF reviews
* CIN (children in need) meetings
* CAMHs
* School Nurse
* Play Therapist
* Parent Support Worker

**STAFF TRAINING**

**SENCO CPD**

Youth Mental Health First Aid

SENCO Network Cluster Meetings

Transition

DART

De-escalation

Clicker 7

**Staff CPD**

Clicker 7

SWAPP

Teacher Assessment Packs

Differentiation

Resources within school to support children with SEND

**INCLUSION**

All pupils with SEND take part in all aspects of school life:

* Concerts
* Church Services
* School trips
* Sports Events
* After School Clubs
* Oak Apple
* Gifted and Able
* School Council

**PROGRESS OF PUPILS WITH SEND**

At the termly pupil progress meetings intervention programmes are evaluated for impact and suitable adjustments are made accordingly

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| --- | --- | --- | --- |
| **Phonics Screening** | **Dec 2016** | **March 2017** | **June 2017** |
| 0% | 0% |  |
| **Reading Progress on data available at this time** | **< 9 months** | **= 9 months** | **>9 months** |
| 11/13 | 0 | 2 |
| **Spelling Progress on data available at this time on data available at this time** | **< 3 months** | **= 3 months** | **> 3 months** |
| 4/11 | 0 | 7/11 |
| **Other data, based on assessment in Reading, writing and maths will be analysed in the new academic year, once data has been collected at the end of this academic year.** | | | |

**SEND MONITORING**

The SEND lead governor and SENDCo have met regularly throughout the year. Foci for this has been the new banding document, looking at provision maps and the SEND Self Evaluation document. The SENCo has monitored My Plans throughout the year by evaluating actions. The engagement of parents and learners has improved significantly through regular TAC and My Support Plan reviews. The Solution Focussed Meetings provide opportunities to discuss children, set actions and review previous outcomes.

Parents have been invited to attend three coffee afternoons, led by the Behaviour Support Service. The focus for these has been a general one on issues around behaviour, De-escalation and 1:1 surgeries where parents can meet privately and discuss concerns. These have all been well attended.

If there are any concerns about a child's special needs the parent / carer should raise this with the child's class teacher. If further discussions are needed parents should to talk to the SENCo, Debi Downing. Any formal complaints should be made to the Chair of Governors, who on behalf of the Governing Body can best advise as to what further steps can be taken to resolve the matter.

June 2017