**Great Wishford Governors SEND Report 2018**

**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.

**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, 13 have been identified as having special educational needs. Ten have Support Plans and two have EHCPs. One Support Plan needs to be written. This is a decrease of five on the send register since the previous report, (July 2017). One of the children with EHCPs is leaving at the end of this academic year and two with Support Plans are moving on. 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 in KS1. There are children who may be having support through SALT , but are not registered as having SEND.

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| **SEN SUPPORT AND EHCP JUNE 2018** | | | | | | | |
|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Boys | 0 | 2 | 1 | 1 | 0 | 1 | 2 |
| Girls | 0 | 1 | 2 | 1 | 1 | 0 | 1 |
| Total | 0 | 3 | 3 | 2 | 1 | 1 | 3 |

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| **Attendance, Exclusions and Behaviour of SEND Pupils** | |
| % of persistent absentees |  |
| % with 100% attendance |  |
| % of temporary fixed term exclusions | 1 ½ day |
| % of permanent exclusions | 0% |

**SEND PROVISION**

Seven teaching assistants gave support alongside the class teachers until Easter, when one left, due to the child with an EHCP no longer attending school. The TAs support the classroom teacher by working with individuals and small groups within the classroom. Alternatively, specialised teaching programmes, take place beyond the classroom, when necessary. 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 and at the termly Support Plan reviews.

The school SENCo (Special Educational Needs Coordinator) is Debi Downing, who is currently allocated one day a week to carry out her role. A significant focus of SENCo work is to capture the childrens’ voice for Support Plans, meet with parents and liaise with teachers and TAs. Additionally, EHCP requests or annual reviews involve lots of paperwork being completed. This year the DART, Digital Assessment and Referral Tool has been introduced to replace the paper SARF, Single Agency Referral Form which requests the support of external agencies. The SENCo leads and co-ordinates the specialist SEND team, external agencies and TAC meetings, monitors progress and moves actions on. She has also met with the SENCO and staff of receiving schools to set up extra transition visits.

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| COMPLETED SARFs / DARTs 2017 - 2018 | |
| Agency | Number of SARF / DART / Referrals |
| Behaviour Support Service BSS | 4 |
| Educational Psychologist | 2 |
| Ethnic Minority Achievement Service EMAS | 0 |
| Speech and Language SALT (new) | 1 |
| Specialist SEN Service SSENS | 4 |
| Family Counselling Service | 1 |
| Family Worker | 1 |
| God Unlimited | 2 |
| Art Therapy | 2 |
| Play Therapy | 1 |
| Letters to Doctors | 2 |

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)
* Speed Up
* Play Therapy
* Speech and language programmes directed by external agencies.
* Talk Boost
* Art Therapy
* God Unlimited Outdoor Therapy
* WOLT, Forest School
* WESfORD
* Note, voice recording system

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. In addition to the agencies listed above contact has also been made with the following:

* SEND lead worker
* Education Officers
* There have also been two Planning, Review Information Sharing Meetings (PRISM)
* CAF reviews
* CIN (children in need) meetings with Social Worker
* CAMHs
* School Nurse
* Education Welfare Officer

**STAFF TRAINING**

**SENCO CPD**

ASD

De-escalation

Dyslexia and Literacy Difficulties

WesFord

**Staff CPD**

ASD

De-escalation

WesFord

**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

**SEND MONITORING**

The SEND lead governor, Di Wilkinson and SENCo have met regularly throughout the year. The SENCo has monitored My Plans throughout the year by evaluating actions. The engagement of parents and learners has continued to be a strength through regular TAC and My Support Plan reviews. It has been pleasing because staff are also attending these reviews more than previously. The SENCo has also observed specific children in Skylark and given feedback to the teacher.. The Solution Focussed Meetings provide opportunities to discuss children, set actions and review previous outcomes.

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 2018