

## **Great Wishford Governors SEND Report 2019**

### **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 95 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 8 have been identified as having special educational needs. Of these 2 children have an Educational Health Care Plan (EHCP). There are many other children in classes who are having some intervention but do not meet the criteria for SEND.

<b>SEN SUPPORT AND EHCP JUNE 2017</b>							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boys	0	0	1	1	1	1	1
Girls	0	0	0	1	1	0	1
Total	0	0	1	2	2	1	2

<b>Attendance, Exclusions and Behaviour of SEND Pupils</b>	
% of persistent absentees	TBC%
% with 100% attendance	TBC%
% of temporary fixed term exclusions	TBC%
% of permanent exclusions	TBC%

### **SEND PROVISION**

Four teaching assistants give support alongside the class teachers, by delivering specialised teaching programmes, when necessary and offering learning support within the classroom. Some 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 SENDCo (Special Educational Needs Coordinator) at the start of the year was Debi Downing. The SENDCO as of September 2019 will be Stephanie Cleaver, who will be allocated one day a week to carry out her role alongside her duties as headteacher, support is offered from Sue Fulbrook, SEND lead across Acorn Education Academy. A significant focus of SENDCo 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 SENDCo helps

lead and co-ordinate the specialist SEND team, agencies and TAC meetings, monitors progress and moves actions on. Much of the SENDCo time is spent meeting with parents, outside agencies and completing the request forms, SARFs, to support involve external agencies.

COMPLETED SARFs 2018 - 2019	
Agency	Number of SARFS
Behaviour Support Service BSS	2 (Within Trust)
Educational Psychologist	2 (1 in managed move and 1 in transition to secondary support)
Ethnic Minority Achievement Service EMAS	0
Speech and Language SALT	2
Specialist SEN Service SSENS	0
School Nurse	1 (Serious Allergy Support to prepare for next academic year intake)
Young Carers	1
Letters have also been written to GPs supporting parents in seeking a paediatric referral.	

The SEND governor is Di Wilkinson.

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 (2018-19) contact has been made with the following:

- Educational Psychology
- Behaviour Support Service (within Trust)
- SSENS
- Speech and Language
- SEND lead worker

- TAC meeting
- CAF reviews
- CIN (children in need) meetings
- CAMHs
- School Nurse
- Play Therapist

## **STAFF TRAINING**

### **SENCO CPD**

SENDCO MAT Cluster Meetings

SENDCO Cluster meetings

## **INCLUSION**

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

- Church Services
- School trips
- Sports Events
- After School Clubs
- Oak Apple
- Gifted and Able
- School Council
- Peripatetic music

## **PROGRESS OF PUPILS WITH SEND**

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

## **SEND MONITORING**

The SEND lead governor and SENDCo have met regularly throughout the year. Foci for this has been looking at provision maps and key lines of enquiry around whole school development around SEND. The SENDCo has monitored My Plans throughout the year by evaluating actions. The engagement of parents and learners has improved significantly through regular CIN meetings for some children, My Support Plan reviews and open discussions between class teachers with parents whenever necessary. The importance placed on hearing 'child voice' alongside parent and teacher / professional voice has led to good success and the children feeling an equal and important part of planning.

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 talk to the SENDCo, Debi Downing or Stephanie Cleaver from September 2019. Any formal complaints should be made to the Chair of Governors, who on behalf of the Academy Council can best advise as to what further steps can be taken to resolve the matter.

November 2019