

Governors' SEN report 2015-16

Grange Infant school Special Educational Needs (SEN) Report

In assessing the success of our SEND policy, reviewed in light of the revised SEN Code of Practice, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The SEN Governor is Jan Heath.

The School SENCo is Constance Cave

The school has a SEND Policy that defines our aims and objectives and can be viewed on the school website. A hard copy is available to any parent on request.

The policy is reviewed and updated annually and is written in line with the Code of Practice and the Special Educational Needs and Disability Act 2001.

The code details the rights and responsibilities of parents and children throughout the process.

As part of the monitoring cycle, we audit and monitor all our practices regularly. Strengths and development points have then been fed into the school improvement plan.

Trends

The method of identification and provision for children with special needs follows a graduated approach and staff are guided by SEN Code of Practice.

- Concerns are first raised and addressed through normal classroom practice. If the child does not respond and it is felt his or her needs are additional or different from normal classroom practice, then the child may be identified as needing SEN Support. Strategies to support will be agreed between the child's class teacher, SENCo and Parents. These will be reviewed regularly.
- If the child requires further additional and different provision, with significant needs, an Education, Health and Care plan(EHCP) may be sought. As part of this, specialist advice and targets will be agreed to support the child. These will be reviewed regularly.

Most children who experience some degree of special educational need continue to have their needs met through classroom differentiation.

The number of children who currently receive support is continually reviewed. If children no longer require support, they are not kept on the SEN register, but their progress is monitored.

Children are identified with need under the following categories:

Cognition and learning: General and specific learning difficulties (SpLD)

Social, emotional and mental health difficulties (SEMH)

Speech, language and communication needs (SLCN)

Autistic spectrum disorder (ASD)

Physical disability (PD)

Hearing impairment (HI)

Visual impairment (VI)

Number of Children with SEN

We currently have 31 children that have been identified as having special educational needs according to the new Code of Practice, this being approximately 17% of children on roll.

These include

31 receiving SEN Support provision

0 receiving provision through a Statement of SEN

0 receiving provision through an EHCP (2 applications have been submitted)

Deployment of Staff and Resources: (This bit needs fully changing as it is not about our school)

9 full time Teaching Assistants (TAs) support alongside the class teachers, by delivering specialised programmes and offering general classroom support. The majority of support is given in the core subjects namely numeracy and literacy.

3 part time TAs provide additional targeted support and interventions in the afternoons.

We have 3 ELSAs who provide emotional support to vulnerable children. They also support our Pupil Premium children and forces children.

2 children receive 1:1 support for morning sessions- EHCP applications being made.

1 part time teacher providing additional group and targeted support

EHC plan / Statemented children receive support from a Special Needs assistant – this may involve working in a small group too, and developing independence. This work is agreed from the child's individual Statement / EHC plan.

Intervention schemes are targeted and used for more specialist support. These include precision teaching, 1st Class @ Number programmes and Fisher Family Trust.

Progress and Attainment of Pupils with SEN:

Not all children with a special educational need will make ARE by the end of their time in KS1. Every effort is made to support children in making accelerated progress so that they are closing the gap with their peers.

Where children are not making ARE, their progress is tracked against prior phases or against the year objectives within which they are working. Pen portraits are written and profiles of learning kept to evidence progress and the level at which the children are achieving:

End of Key Stage results for academic year 2015- 16 were as follows:

Reading

School: 33%

National 29.4%

Writing:

School 8.3%

National 19%

Maths:

School 50%

National 30%

Budget Allocation

Funding Received Financial Year 15-16: £92,961

High Needs Funding from Local Authority : £968.81

Total Funding Received :£ 93,929.81

Expenditure for Financial Year 2015-16:

Teaching Assistants : £75,600

SEN Resources :£1,500

CPD: £2,130

SLA: £16,108

Total Expenditure: £95,338

External Personnel and Other Agencies:

The school has built good working relationships with a number of agencies .These include the Primary Behaviour Service and their Specialist Teaching Team, Educational Psychologist, School Doctor, School Nurse, CAMHS, the Speech and Language Therapist and Specialist Advisory teachers. We use these services to ensure that any children receive the best possible support. We aim to assess children experiencing difficulties in the classroom quickly and refer them to the relevant agencies as swiftly as possible.

Inclusion

All pupils with SEN and/or disability take part in all aspects of school life including out of school activities, and all children have participated in the full range of opportunities and events arranged by the school, including trips and residential.

Training:

Staff receive training both inside and outside of school. The school's SENco delivers training each half term:

2015-16 covered:

Speech and language training to provide 3 TAs with a greater knowledge of Speech therapy

Precision Teaching update for all TAs

Training on the implementation of standardised tests

Support Staff have attended various other training programmes.

These include:

Fisher family trust

First Class@Number

ELSA training and supervision

CPLO training

Prevent Training

Teachers are supported with regular SEN Review meetings with the SENCO and as part of progress review

Junior School Liaison:

We liaise very closely with Grange Junior school. Transition is planned to enable smooth entry into the next school. Additional sessions are planned for those who may have difficulty with the change. For those who have significant needs or an EHCP transition meetings are held that include parents, class teachers from both schools and both SENCOs to put plans and strategies into place ready for the next school year. Records and relevant information is passed on to the Junior school SENCO

Disability Equality Scheme Access Plan:

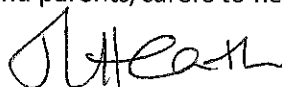
Under the Equality Act 2010, schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents and other people using the school are treated equally. The School Equality policy and objectives were agreed by governors in 2017, following consultation with staff. The school's accessibility plan has been revised and placed on the school website.

Complaints Procedure:

If parents have any concerns about their child's special educational needs they should raise this with the class teacher in the first instance. Parents may also ask to speak to the SENCO. If they are still concerned, they should ask for an appointment with the Head Teacher. Following this if they continue to be concerned about the provision the school is making for their child, they should write to the Chair of Governors, care of the school address. Parents are always welcome to discuss their children's progress with the appropriate Class Teacher, SENCO and/or Headteacher.

All the staff at Grange Infant School continue to value the contributions made by all children, professionals, and parents/carers to help develop our inclusive school community.

Jan Heath



SEN Governor