

## SEN Annual Report 2012-13

1	How does the school identify children with special educational needs?	<p>The class teacher identifies children if she has any concerns regarding their progress and/or they feel that they need additional and different provision from the rest of the class. (SEN Policy).</p> <p>Any child with a Reading age which is 2 years or more below their chronological age are placed on the SEN register. Additional support for reading is a priority for these children.</p>
2	How many children in the school have special educational needs?	44 children
3	How many children are being provided for at School Action, School Action Plus and School Action Plus Enhanced (SAPE)	44 children
4	How many children have met the exit criteria and no longer need that support?	8
5	What types of special education needs does the school currently need to provide?	<p>Speech and language</p> <p>Dyslexia friendly classrooms</p> <p>Social stories</p> <p>One to one support as recommended by professionals</p> <p>Counselling 1:1</p> <p>Reading support</p> <p>Direct Phonics</p> <p>Blast</p> <p>Small group Maths and Literacy.</p> <p>Nurture groups</p> <p>One to one targeted support for emotional behaviour.</p>
6	How are pupils with SEN ensured access to the curriculum?	Access for all children is a requirement in school. Planning maybe adapted to ensure inclusion. All children at school are entitled to a full broad and balanced curriculum
7	What are the targets and outcomes for children with special education needs (high level data only)	4 points progress the same rate as all children
8	How is their progress monitored?	Half termly by the class teacher and SENCO
9	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	All plans are in place and parents have copies of the most up to date. These are reviewed each term
10	<p>How are school resources deployed?</p> <ul style="list-style-type: none"> <li>▪ How many TA's</li> <li>▪ Any external support</li> <li>▪ Equipment and any adaptations</li> </ul>	<p>15 Teaching Assistants</p> <p>Equipment is bought when requested by professionals</p> <p>Advice is bought in on an individual basis</p>
11	Are there any budget/resource issues in terms of	Ensuring that all identified children

	SEN provision?	receive the programmes recommended for them .
12	Describe the progress on any parts of the School Improvement Plan relating to SEN	Clear evidence of progress being made for all children. Interventions for children with early identification of needs.
13	When was the SEN policy last reviewed and when will it be reviewed next? <ul style="list-style-type: none"> <li>▪ Who is involved in reviewing the policy?</li> <li>▪ Does the policy reflect and meet needs of pupils</li> <li>▪ What does it say about supporting pupils in their transfer to and from other schools?</li> </ul>	The SEN Policy was updated June 13 and will go to full governors in September for ratification All staff have a consultation period. The policy outlines our graduated approach and discusses the need for care plans and/or individual plans. The policy also discusses our transition with other schools.
14	Has the SENCO undertaken the necessary training?	We currently have a member of staff who has completed the SENCO award and a part time SENCO teacher
15	Have the relevant staff members received appropriate training?	SENCOs regularly receive training updates and also training for all staff in specialised areas. There is a minimum for one staff training per term based on SEN.
16	Which external agencies and support agencies are the school working with and how well is this working?	QEST service and the child physiology service . This works well now that is a buy for service, although it is expensive.
17	What communication strategies are in place for parents/carers of children with SEN?	Children, who are on School Action Plus, have a review meeting each term, which parents and other agencies are invited to attend. SA children have an extended parents evening. Children who have a statement have their termly meetings and an annual review when other agencies are invited. Many families have meetings under the Common assessment framework, these meetings are every 6 weeks.
18	What is going well?	The meetings with the majority of families as their views are considered in setting targets . The new achievement scheme is also successful as children who make progress along their 4 points journey are rewarded. This gives all children including children on SEN register the opportunity to be rewarded for their achievement.
19	What is going less well and needs to be improved?	Staff awareness of the need to keep the chronology in SEN files up to date with information parents pass on to them.