

## SEN Annual Report 2013-4

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. This will change for 14/15 Additional support for reading is a priority for these children.</p>
2	How many children in the school have special educational needs?	
3	How many children are being provided for at School Action, School Action Plus and School Action Plus Enhanced (SAPE)	
4	How many children have met the exit criteria and no longer need that support?	
5	What types of special education needs does the school currently need to provide?	<p>Speech and language  Dyslexia friendly classrooms  Social stories  1: 1 support as recommended by professionals  Counselling 1:1  Reading support  Direct Phonics  Blast  Small group maths and Literacy.  Nurture groups  1:1 targeted support for emotional behaviour.  Booster sessions for underachievement.  A range of speech and language activities  Jungle Journey  Additional PE for children who are identified through occupational health  Small group maths teaching weekly for identified children.</p>
6	How are pupils with SEN ensured access to the curriculum?	<p>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</p>
7	What are the targets and outcomes for children with special education needs (high level data only)	<p>4 points progress the same rate as all children – although these may be on the PIVOT scale. This is shared with parents at review meetings.</p>
8	How is their progress monitored?	<p>1/2 termly by the class teacher and SENCO.</p>

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 as a minimum termly Provision maps at school for individual children are in the form of annotated timetables. All provision plans are then monitored by the school SENCO to ensure that these are carried out and by the relevant person.
10	How are school resources deployed? <ul style="list-style-type: none"> <li>▪ How many TA's</li> <li>▪ Any external support</li> <li>▪ Equipment and any adaptations</li> </ul>	15 Teaching Assistants a consultant SENCO and a school SENCO Equipment is bought when requested by professionals Advice is bought in on an individual basis and reports acted on.
11	Are there any budget/resource issues in terms of SEN provision?	Ensuring that all identified children receive the programmes recommended for them. This is monitored by the school SENCO.
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. Tracking and teacher accountability has been included in 13/14.
13	When the SEN policy was 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 (The policy was due for review but has been held until 14/15 because of the introduction of the new code of practice.) 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 special SENCO teacher
15	Have the relevant staff members received appropriate training?	Training for members of staff in updated and also training for all staff in specialised areas. There is a minimum for one staff training per term based on SEN. All staff have been offered ASD level 1 and in September Level 2. A member of staff has been on the Picture exchange communication system. Various members of staff have undertaken modules on autism and dyspraxia.
16	Which external agencies and support agencies are the school working with and how well is this working?	QUEST service and the child physiology service. This works well now that is a buy for service, although it is expensive.

		Health professionals and the CAF team attend school on a regular basis. We work closely with Off the Record. We have contact with the Children's Society and Barnardos. 'Speech and Language therapist work closely with school and children have been referred to the CAMH service.
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. Parents are encouraged to contact school as soon as they have concerns. For some children we have a home school communication book which records all messages sent home.
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 being responsible for all the children in their classroom. Teachers knowing and following up the work children have done in their intervention groups.