

SEND report Summer 2020

SEND Leader	Mrs Tina Hallisey
Number of SEND pupils	41 pupils (including 5 x EHCP)
SEND percentage across the school	21%

Number of SEND pupils in Year groups

YR	6
Y1	4
Y2	5
Y3	7
Y4	10
Y5	4
Y6	5

Type of need (pupils may have more than one need)

Specific Learning Difficulty	22
Speech, Language and Communication	16
Moderate learning Difficulty	6
Social, Emotional and Mental Health	4
Severe Learning Difficulty	0
Other Difficulty/Disability	2
EHCP	5

Range of provision

- Communication, Speech and Language therapy
- Mindfulness (emotional and mental health) whole school provision
- Yoga (emotional and mental health)
- Pilates (emotional and mental health)
- Educational Psychologist
- SENSS assessment
- 1-1/1-2 specialist teaching assistant for EHCP pupils and for pupils with significant learning needs
- English (1-1 or small group learning)
- Mathematics (1-1 or small group learning)
- Teacher and teaching assistant support in class
- Additional PE/OT sessions

- Learn to Move activities for fine motor skills
- ICT touch typing
- Outreach for EHCP pupils
- Referrals for parenting courses for children displaying behaviour/social emotional difficulties

Arrangements for assessing and reviewing the progress of SEND pupils

- Provision maps: termly provision maps in place with targets to be achieved (these are evaluated and reviewed at least termly)
- External specialist assessments
- Meetings with external specialists to form action plans and targets for pupils
- Meetings with parents and pupils (as appropriate)
- YR (on entry) and other pupils are assessed for possible Communication, Speech and Language difficulties
- Pupils with Communication, Speech and Language difficulties are assessed termly and new targets/plans are formed; plans are implemented by the class team
- English support is evaluated at least termly with new targets proposed
- Mathematics is assessed at least termly in line with whole school expectation
- Dyslexia screening programme – Lucid. Individual pupils are screened
- Emotional and Social needs are assessed by the class team and additional by the ELSA trained teaching assistants

Approach to teaching SEND pupils

- Quality first teaching is expected (children taught with a personalised curriculum tailored to their individual need in class)
- Teaching assistants have planned time to support learning in the classroom (task broken down, practical resources used, pre-teaching, additional teaching to clarify and allow for additional time to consolidate)
- Individual programmes (Communication, Speech and Language/English/mathematics/Social & Emotional) followed through by teaching team or extended teaching team

Training for staff

- SENCo is very experienced
- Information on using specialist equipment training
- Communication, Speech and Language training
- Maths – using manipulatives to support learning/problem solving

- ELSA (Emotional Literacy Support Assistant) training on-going
- Learn to Move
- Communication, Speech and Language

Consulting with SEND pupils

- There are 1-1 discussions with the class teacher, teaching assistant and SENCo to talk through the quality and effectiveness of provision, challenges and further support required
- Questionnaires are completed as part of the EHCP process
- Questionnaires completed from time to time by SEND parents
- Staff talk through targets and what is required to be achieved next
- All About Me forms completed as part of annual review process

Involvement of Governing Body

The SEND link governors meets with the SENCo to:

- Discuss progress against action plan criteria
- Gain an overview of the challenges and successes
- Ask questions regarding the progress and attainment of SEND pupils across the school
- Discuss the effectiveness of learning and the support in place to assist SEND pupils reaching their potential
- Understand national test outcomes for SEND and compare this with non-SEND
- Discuss training required
- Assist with the preparation of the annual SEND report to governors

Involvement of other bodies including health and Social Services to support SEND pupils and their families

- Children's Social care
- Communication, Speech and Language
- School Nurse
- Mindfulness instructor
- Doctors
- Occupational Therapist
- Outreach

Support for transition of SEND pupils to other schools

- The SENCo and/or Headteacher meet with the SENCo from local secondary schools
- SEND pupils are encouraged to attend additional transition days at local secondary schools
- Information shared with other schools if SEND children are transferring in/out of the school at other points in the school year
- EHCP reviews includes transition discussion with parents