



# KINGS CLIFFE ENDOWED SCHOOL

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) ANNUAL REPORT

### JULY 2017

Kings Cliffe Endowed Primary School has a duty to report annually to all parents on the provision for children with Special Educational Needs or Disabilities (SEND) and implementation of our Equality Policy and Accessibility Plan.

Children with SEND have very specific needs which requires individual provision

The Special Educational Needs Code of Practice lies at the heart of the school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. If further support is required the child may be in possession of an Educational Health Care Plan or Statement.

#### **Policies**

The Special Educational Needs (SEND) Policy was reviewed and amended in November 2015 in line with the new SEND Code of Practice (2014). This is available to any parent on request and is published on the school website.

The Special Educational Needs Coordinator (SENDCo) is Barbara Yeo and the SEND Governor is Nick Buckle.

#### **Number of pupils with SEND**

We have 9 children this year that were identified as having special educational needs or disabilities:

2 children who have specific learning needs.

3 children who are in the process of being transferred from Statements of Special Educational Needs to Educational Health Care Plans.

4 children who have had support from specialist educational advisors and/or are working outside of their age related bands with interventions or support to allow them to make progress.

Parents, children and teachers are all involved in the Individual Education Plans (IEPs) which are developed for each of these children if it is felt necessary.

#### **Progress of pupils with SEND**

The steps progress of pupils with SEND is monitored every term to ensure progress is being made against individual targets. In reading, writing and mathematics 100% of children made progress and one third of the children have made consistent progress within their Pivot scales- throughout the year- that show their individual specific targets. From year 1 and above ¼ of all SEND children are working at or above age expected. All children have made progress in core subjects. 77% are working within the expected age band. Over half of the children have made 6+ steps progress this year which is fantastic progress.

Intervention programs for all these pupils have been implemented to ensure provision is in place for them to experience an inclusive education and to ensure that maximum progress is

made.

Support is being given to parents and to staff to ensure that attendance of SEND children is as high as possible.

### **Budget allocation**

The total income to the school's budget allocated specifically to SEN for 2016-2017 was £58,715. This money is used for teaching assistant support both in the class and at non-teaching times, specialist educational advisors such as an educational psychologist, speech and language therapist, SEND ICT programs and apps as well as equipment such as specialist books.

### **Deployment of staff and resources**

Eight Support Assistants (LSAs) support alongside the class teachers by delivering specialized programs, general classroom support and 1:1 support for high needs children. This year support staff have been involved in a range of intervention programs, such as: Early Literacy Support, Early mathematics boosters, Phonics Booster, Speaking and Listening, Dyslexia programs and Occupational Therapy programs.

A significant focus of SENDCo's work this year has been to consolidate and gather information for the Statement children in order to a successfully transfer them to Educational Health Care Plans; outcomes are still awaited. The SENDCo also maps out this year's school's provision to support these children; supporting and meeting the needs of support staff in order for them to deliver individualised and small group teaching, tracking progress, assessing/observing individual children, and administrative work as well as liaising with parents, other agencies and specialists.

### **External agencies**

This year the school has liaised with and had meetings with a number of external advisers including educational psychologists, speech and language consultants, physiotherapists, occupational therapists, educational advisors and consultants.

### **Secondary school liaison**

We continue to maintain links (meetings/visits/telephone calls) with our local primary and secondary schools and have undergone training with other special needs staff in our partnership to ensure information and skills are shared amongst schools. Special attention is also made for younger SEND children transferring to or from other schools. Transition to year 6 has also been a focus and information is gathered to ensure that all children are correctly catered for when they move on.

### **Staff development**

Staff have attended training for various programs. These include:

- Target Tracker implementation
- Supporting children's behavior
- Happier Playtimes
- Assessment for learning
- Communication and Professional Relationships with Children, Young People and Adults-Teamwork
- Well being
- Physiotherapy, speech and language and occupational therapy - specific to the needs of individual children
- Social and emotional development and anger management

- Forrest school
- Pediatric first aid
- Clicker 7 training
- Epep training.
- Drawing and Talking
- DSP updates

### **Equality Policy and Accessibility Plan**

The Equality Policy was reviewed June 2017 and the Accessibility Plan was reviewed in July 2017.

Under the Equality Act 2010 we are required to take proactive steps to ensure that disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. We have incorporated our duties under the Equality Act 2010, and specifically on disability issues, into two main documents: our Equality Policy & Objectives, and our Accessibility Plan (our access to the physical environment, to learning, and to information for pupils and others in our school community with impairment or other needs that may put them at a disadvantage from others).

The School has identified a person responsible for Equality, Lynda Bowyer (Headteacher) and a school Equality Governor, Brenda Wright. The Equality Objectives for 2015-2018 have been refreshed and added to and are available on the school's website. In addition, an accessibility audit is conducted and includes the views and information sought or considered from staff and outside agency services that work with our children with protected characteristics and individual specific needs.

The school has very small numbers of children of other cultural or racial backgrounds than White British or that are described by their parents/carers as having a disability. Children. Due to the small numbers involved trends are difficult to establish, children with specific needs (due to diversity, medical or learning needs) are provided with interventions on a needs basis to ensure maximum support to close any gaps.

The school have a number of children with specific medical needs and have identified and provided for these children in terms of resources, staff training and individual learning plans as appropriate and will continue to be ongoing.

The school also has a number of children with specific impairments for which reasonable adjustments, resources, and staff training have been provided to ensure they are not disadvantaged in their access to the school, to learning or to information.

The facilities provided to assist access to the school by disabled pupils is documented in the school's objectives and accessibility plan document.

Barbara Yeo  
SEND Co  
July 2017

Nick Buckle  
SEN Governor  
July 2017