

Report to governors on special educational needs and disabilities (SEND) academic year 2015/2016

SENDCo: Mrs Barbara Yeo (BY)

SEND Governor: Mrs Sarah Dresner (SD)

1. Update on the school's move to the new SEND system

- The transition to the New SEND Code of Practice was completed and embedded into the school's system as of February 2014.
- Please reference the New SEND Code Audit sheet in the Governors' Secure Area for details.
- In this school existing Statements will continue to be legal documents until the child moves into Year 7, therefore the first of our existing children requiring to be transferred over to EHC's will be in 3 years time (not withstanding new joiners into Year 5 and Year 6 who may have statements).

2. Identifying pupils with SEND

- Pupils with SEND are identified as detailed in the SEND Audit sheet available on the Governors Secure Site. Further information is also available by following the Local Offer link (also on the website).

3. Progress made by pupils with SEND

SEN provisions which include school led interventions have been used to make some excellent progress throughout the school. In foundation the provision provided by the school has enabled the child with SEN to access new learning, develop specialist language and communication skills and ensure that he/she is beginning to understand the routine of school. There has also been wonderful progress with sensory and physical functions.

In year 1 the phonic intervention has helped many of the lower achieving children including those with SEN improve with their phonic awareness and prepare them for the phonic screening. Of those tested only one child failed to pass the National threshold for their age and a child with high needs that was dis-applied. There has been provision developed for behaviour management; this has led to time spent on looking at behaviour interventions and external support to help those children that find the rigours of school demanding and consequently are not able to access their learning appropriately. This is an ongoing provision which because of its very nature can show peaks and troughs of improvement.

Within year two, provisions have been ongoing to support children's reading and writing and the KS1 SATs results show that this has been successful. In particular it has been pleasing that of the two SEN children within this class both have made great progress against their specialised targets. During these children's annual reviews it was wonderful to see all of the extra support that has been given reaping rewards.

Although there is a child with SEN within year 4 most of the provision is given by quality first teaching and support by the teaching assistant. As part of the SENDco qualification a development of strategies for spelling is ongoing within KS2 and will be reviewed in the autumn term for its impact.

SEND data available separately.

4. SEND funding

Special Needs Funding and Expenditure September 2014 - August 2015

Funding:	£	£
Notional SEN Budget	Sep-14	13132
	Mar-15	18561
High Needs Top up		18720
Total		<hr/> 50413
Expenditure:		
Special Needs Staff	39890	
Midday Supervisors	7160	
Staff Training	1100	
Resources	1470	
External Consultancy	4780	
Total Expenditure	54400	54400
Shortfall met from school budget		<hr/> <hr/> -£3987

The Notional SEN Funding is received in the school's annual budget allocation, which is calculated on the school's special needs register via the Spring Pupil Census taken every January. Our funding spans two financial years 14/15 & 15/16 and I have averaged the funding by calculating 7mths/5mths from each financial year to show the funding for the academic year 14/15. The high needs funding was applied for and successfully granted for our three statement pupils and one pupil with an Education Health Plan. The main expenditure is clearly staffing.

The responsibility of monitoring the financial spend belongs jointly by the Head Teacher, SENDco and School Bursar. The responsibility of the curriculum/pastoral provision belongs jointly by the Head Teacher and SENDco.

Out of the four High Needs children on the SEN register three qualify for Pupil Premium. This has helped support these children with the following:

- Group Support and Intervention
- 1:1
- Staff Training – Positive Lunch times
- Talking Progress programme – Speech Therapy
- Resources - Symphony (Tracking system to help identify special needs.) Happy Puzzles.
- Uniform – financial assistance for families

- Enrichment Activities – financial assistance for families
- Family Support Advisor
- Activity Days – Puzzle Challenge Day & Snail Tails Day

This section should tell governors:

- How the school's SEND funding is allocated and spent
- Who is responsible for this
- Where pupils with SEND are also eligible for the pupil premium, how the pupil premium is being used to support these pupils.

5. Staff development

- BY, LB, CY and SG received specialised Downs Syndrome training and all other staff have received general training from county.
- BY – delivered staff meeting based SEND training to all teaching staff.
- SENDCo has now got adequate timetables PPA time for SEND duties - this is reflected in the considerable work and development that of SEND practice in the school.
- BA, SG, BC and MJ received speech and language training to work on a 1:1 basis or with small groups
- All TAs received training on the New SEND Code of Practice
- SDP focus on SEND and progress of SEND children recommended for 2015/16 including allocation of resources for further staff development.

6. Work with external agencies

The school has worked with numerous external practitioners and agencies to ensure children with SEND have the support required. The external agencies used over 2014/15 are listed below:

Nuro Psych

Ed Psych – current provision being assessed and LB has sourced an alternative provider to give support to assess children who are causing concern

Physiotherapists

School Nurse

Paediatric Consultants

Speech and Language Therapists – County provision was deemed to be ineffective by LB and BY

Behavioural Consultant

Family Liaison Officers

Parental Support Adviser

Police

Occupational Therapist

