



KINGS CLIFFE ENDOWED SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) ANNUAL REPORT

JULY 2016

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 Suzie Julien.

Number of pupils with SEND

We have 8 children this year that were identified as having special educational needs or disabilities:

- 1 identified with specific barriers to learning
- 1 child needing an Education Health Care Plan (EHC) who has since left.
- 3 children with existing Statements
- 4 children who have had support from specialist educational advisors.

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 progress of all pupils with SEND is monitored every term to ensure progress is being made against individual targets. In reading, writing and mathematics all children made substantial progress against their individual targets and/or bands, with one third of these children making 6+ steps progress which is outstanding.

Intervention programs for these pupils have been implemented to ensure provision is in place for them to experience an inclusive education.

Some pupils on the SEND register have lower levels of attendance and this continues to be a focus for the school. We work closely with families to offer support for this.

Budget allocation

The total income to the school's budget allocated specifically to SEND for 2015-2016 was £50,145. This money is used for support staff, specialist educational advisors such as an educational psychologist and speech and language therapist, as well as equipment.

Deployment of staff and resources

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

A significant focus of SENDCo work has been in mapping out the school's provision to support these children, supporting and meeting the needs of support staff to deliver individualised and small group teaching, tracking progress, assessing/observing individual children, administrative work, liaison 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.

Staff development

Staff have attended training for various programmes. These include:

- SEN New Code of Practice
- Effective questioning
- Inclusion and Diversity
- Supporting children's behavior
- Assessment for learning
- Communication and Professional Relationships with Children, Young People and Adults-Teamwork
- The new curriculum
- Physiotherapy, speech and language and occupational therapy - specific to the needs of individual children
- Social and emotional development
- Pediatric first aid

Equality Policy and Accessibility Plan

The Equality Policy and Accessibility Plan were reviewed in February 2016 and approved by the Resources and Personnel committee.

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).

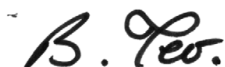
The School has identified a person responsible for Equality, Lynda Bowyer (Headteacher) and a school Equality Governor, Brenda Wright. The Equality Objectives for 2015-2018 have been refreshed and added to and are available on the school's website. In addition, an accessibility audit is conducted and 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 background than White British or that are described by their parents/carers as having a disability. No trends can be taken from the last two years data because of the small numbers involved.

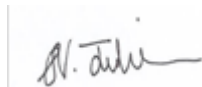
The school have a number of children with specific medical needs and have identified and provided for these children in terms of resources, staff training and individual learning plans as appropriate and will continue to be ongoing.

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 2016



Suzie Julien
SEN Governor
July 2016