

SEN Annual Report to Governors December 2019

1	How does the school identify children with special educational needs?	<p>Sometimes a child moves into the school with a special educational need already identified. Sometimes a teacher will flag up a lack of progress or attainment in one of the following areas: communication & interaction, cognition & learning, SEMH (social, emotional & mental health), physical & sensory. Sometimes a parent may bring a need to our attention.</p> <p>Forms of assessment include: curriculum-based assessment (to ascertain which stage the child is at in the four rules of learning (accuracy, fluency, maintenance, generalisation), criterion-referenced assessments, norm-referenced assessment and illuminative observation.</p> <p>We use the Devon Graduated response document to look further into needs.</p> <p>https://devoncc.sharepoint.com/:w:/r/sites/PublicDocs/Education/_layouts/15/Doc.aspx?sourcedoc=%7B0e68f760-ccd4-4392-b9a2-8336e789d53e%7D&action=default</p>
2	How many children in the school have special educational needs?	This varies at any given time, depending on a variety of criteria, for instance the numbers of children entering and leaving the school, who is receiving intervention and who no longer needs it, who is academically below ARE and who has now attained it.
3	How many children are being provided for at SEN Support?	This number changes daily according to needs and interventions changing, children arriving and leaving, etc but is usually between 110 and 160.
4	How many children have met the exit criteria and no longer need that support?	Children are regularly assessed and levels are entered onto Pupil Tracker (spto) at the end of every half term. This is currently changing over to SIMS Assessment Manager. At the end of each academic year, children meeting the age related expectations are removed from the SEN list unless they are only reaching ARE with help such as interventions or 1:1 TA. How many is currently unable to be ascertained due to the closure of spto and will be updated when we have a full input of data on SIMS.
5	What types of special education needs does the school currently need to provide?	We currently have children with needs related to: ASC including Asperger's, PDA and classic Autism; ADHD and ADD which are linked to other executive functioning issues such as Auditory Processing Disorder and poor working memory; Dyslexia; Dyspraxia, poor mental health such as OCD, anxiety, poor attachment; also severe or long term medical needs such asthma, allergies, heart problems, rare conditions, etc which can sometimes affect education.
6	How are pupils with SEN, ensured access to the curriculum?	Please see the Provision Map for IEPs and we also have weekly tracker sheets to ensure all aspects of their EHCPs are being met. Access to paced, differentiated curriculum in class, and adapted where appropriate for physical and emotional need. Teachers have the Devon Graduated Response to identify needs and next steps of how to help the child in terms of assess – plan – do – review.
7	What are the targets and outcomes for children with special education needs (high level data only)	These were available on spto and referenced against Age Related Expectations. We have a new system on SIMS being updated currently.
8	How is their progress monitored?	Regular termly updates on SIMS in reading, writing and Maths. Also termly monitoring meetings between staff and (where appropriate) Team Around the Child/TAF meetings with parents, teachers and outside agencies. Also annual reviews for children with EHCPs.
9	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	Teachers use the forms they think will benefit the monitoring of their children. IEPs are initiated, monitored and modified where necessary. We also have weekly tracker sheets and co-regulation plans.

10	<p>How are school resources deployed?</p> <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	<ul style="list-style-type: none"> - 33 at last count (most part-time) - External support from a raft of agencies - Equipment as recommended by outside agencies such as Vranth House (wobble cushion, pencil grips, writing slope) - Taxis to Mill Water special school for children needing this provision - Sensory items e.g. tents, weighted blankets, fiddle toys, timers, putty, bodysocks - Many other costs specific to individual children's needs
11	<p>Are there any budget/resource issues in terms of SEN provision?</p>	<p>Please see business manager for resource allocation. We are always striving to maximise diminishing resources to meet SEND needs.</p>
12	<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p>See 5 points of School Improvement Plan.</p>
13	<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils 	<p>December 2019, will be reviewed Dec 2020</p> <p>SENCO and SEN governor</p> <p>We use the Devon SEN policy, adapted for WRPS.</p>
14	<p>Has the SENCO undertaken the necessary training?</p>	<p>SENDCo has been in post longer than is needed for this requirement. She delivers training in SEND topics and is Chair of the SENDCo committee in the local learning community and beyond.</p>
15	<p>Have the relevant staff members received appropriate training?</p>	<p>As far as resources allow. SENCO can train in a small section of each staff meeting on a different SEN topic to keep teachers' knowledge up to date. Teachers are also trained in Twilight sessions. Staff can also attend weekly Friday Information Sessions.</p>
16	<p>Which external agencies and support agencies are the school working with and how well is this working?</p>	<p>External agencies have been drastically cut by County but those available are used as much as possible. Triage thresholds have risen so it is important that teachers are able to do as much quality Wave 1 teaching and Wave 2 & 3 intervention before inviting them in. There is increasing demand to purchase advice balanced with decreasing availability of outside agencies to work with e.g. amalgamation of agencies to form Communication & Interaction team, Educational Psychology service has been 8 members down 2 years ago and now is again, the Behaviour team has lost staff who have not been replaced.</p>
17	<p>What communication strategies are in place for parents/carers of children with SEN?</p>	<p>Parents' evenings twice a year, annual written reports to parents, some home/school link books, Tapestry/Dojo, meeting teachers at beginning and end of day. Regular TAF meetings. Parents can call in to see SENDCO or email her.</p>
18	<p>What is going well?</p>	<p>Pro-active information sessions on Fridays help teachers and parents understand different issues and put strategies in place to avoid the issues becoming problems which affect learning.</p>
19	<p>What needs to be improved?</p>	<p>Parent and teaching assistant knowledge and skills can be further developed by attending Friday sessions (other schools also send teachers; GPs, social workers and other individuals also attend); our teachers benefit from this knowledge either on Fridays or bespoke staff meetings or twilights. Teachers to implement effectively recommendations in outside agency reports and EHCPs. Time is needed for teachers to communicate with SENDCO and TAs, also time for teachers to attend TAF meetings/training.</p>