

## St Mary's CE Aided Primary School Horsham

### Annual Report to Governors and Parents on the Implementation of the Special Educational Needs (SEN) Policy and Disability Equality Scheme-Autumn 2016

#### What Are Special Needs?

The 1996 Education Act (Section 312(2)) says that a child has a special educational need if she or he has significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to take advantage of normal school facilities.

It has been estimated that, nationally, some 20% of all children will have special educational needs at some time in their school life. Special educational needs can be catered for in many different ways. Depending on the individual child's needs, this can mean differentiation within the child's normal classroom work, it can mean extra help for the child taught in a mainstream class, or it can involve teaching the child separately in a special department attached to a mainstream school. About 1% of all children need more help than mainstream schools can normally provide.

#### Local Offer

As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities aged 0-25 years.

This is called the Local Offer.

The intention of the Local Offer is to improve choice and transparency for families.

The Local Offer must include information about the provision the local authority expects to be available for children and young people with special educational needs regardless of whether or not they have Education, Health and Care Plans. Please see the school web site for our Local Offer.

#### Policies:

All policies include explicit references to disability equality and SEN/Inclusion

The SEN and Inclusion policy was reviewed by staff and Governors in February 2016.

The format follows a model policy from the Local Authority.

#### Staff:

Special Educational Needs and Inclusion Co-ordinator Mrs S Dutson

SEN Teacher- Mrs T Cresswell- 3 part days per week

Learning Support Assistants- Mrs L Bateman - full time- 8.45-3.15

Mrs E New - part time 3.5 days 9.15-3-15

Mrs S Courteney-Smith - part-time 2.0 days

Mrs C Delahunt- full time

Mrs G Chandler part-time mornings only

Mrs S Lowe- part-time mornings only

Mrs C Isherwood part-time 3 days

Learning Mentor- Mrs L Carter- part time 1 X half day + extra hours if needed

Special Educational Needs (SEN) Governors: Mrs S Horne and Mrs J Holden

## **Number of pupils with SEN:**

**38 children in school on SEN register = 18% of school total  
plus 16 on Record of Concern (7.8%) = 25.8% of school total**

## **Numbers of Children in each category of School Support**

**C&I** Communication and Interaction - 14

**C&L** Cognition and Learning (MLD moderate learning difficulties) - 18

**S&P** Sensory and/or Physical Needs - 2

**SEMHD** Social, Emotional and Mental Health Difficulties - 4

**ROC**- monitoring children who give (educational) cause for concern that they may not progress at expected level. - 16

**Vulnerable Children** 14 children on register- confidential to Head only

This records any children who may, for any reason, be considered vulnerable of not achieving expected progress at a particular time eg bereavement, redundancy, divorce, unexpected long term illness etc

## **Pupil Premium**

Children receiving Free School Meals are also closely monitored. We currently have 7 children in this group. Details of this provision can be found on the school web site.

The progress of all children receiving pupil premium is carefully tracked.

## **Provision:**

We focus on early identification and intervention, and are confident that all children are identified and appropriately placed on the register.

We take a two-pronged approach to provision: firstly, we provide support in the classroom to help children access the mainstream curriculum; and secondly, we provide strategic intervention work to help children close the gaps in their learning.

Following termly assessment meetings between the INCo and class teachers, children's needs are identified and suitable provision is made as deemed appropriate for each child and will include in class support from a TA or LSA, withdrawal in a small group or 1:1, with either an LSA or the SEN Teacher as well as more specific provision listed below.

## **Provision for literacy includes:**

Early Literacy Support- 2X 6 children

Additional Literacy Support 5 children

Further Literacy Support 6 children

Phonological Awareness Training 4 children

Languageland/ Narrative Therapy 17 children- 4 groups

Jump Ahead 6 children

Toe by Toe 5 children

Fresh Start 8 children

Nessie Phonics 4 children

In class support groups in every class.

**Provision for numeracy includes:**

Springboard Maths 3X6 children  
Wave 3 Numeracy 2X 5 children 2X1:1  
The Power of 2 1:1 teaching 4 children  
In class support in every class

**SEN Register and Provision Mapping**

The SEN Register is accompanied by a Provision Map. These are both updated termly. The Provision Map details all levels of support including group work with TAs and LSAs and any in class support for individuals or groups, whether they are on the SEN register or not. We are able to easily track the provision for any child as they move through the school.

We have also implemented a progress tracker for the adult supporting the group: they work with class teacher to look at Teacher Assessment each term to measure impact of provision. This action also impacts on support staff CPD as it means our TAs and LSAs are experiencing working with and analysing data.

Each child on School Support has their own individual timetable as well showing the exact provision that they are receiving.

ILPs are written for all children with an EHCP or Statement and developed where appropriate. These are written in close consultation with the parents.

ILPs or Group ILPs are written for other children as deemed appropriate by the SENCO or SEN Teacher.

**External Agencies:**

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's needs.

The following agencies are involved with children at this school 2

Social and Communication Team  
Educational Psychologist  
Speech and Language Therapist (SALT)  
Educational Welfare Officer (EWO)  
Learning and Inclusion Advisory Team.

**Progress of Pupils with SEN**

Class teachers and the Inclusion Co-ordinator monitor progress.

Assessment systems allow teachers to track the progress of individuals, groups and cohorts. The Inclusion Co-ordinator uses this data to support the identification of children with additional needs and very able children and ensure that appropriate intervention and provision is made.

The impact of these interventions is tracked internally each term and Raiseonline Data allows us to measure the impact over time. RAISE online data shows progress scores for pupils improving

Across All NC Core Subjects we outperform against National SEN scores

School data for end KS2 2016 shows that all children in the SEN/LA band made at least expected progress from KS1. This was difficult to measure this year due to the new testing format and no levels.

The Inclusion coordinator works very closely with the SEN Teacher, Learning Support Assistants and Learning Mentor to ensure that we are successful in providing quality learning experiences for all our pupils including those children who have SEN or other vulnerable groups in our school. Individual children make good progress.

### **Attendance and Exclusion**

There have been no exclusions this academic year. Attendance and absences are monitored daily by designated member of the school's office staff. Close links are maintained with the Educational Welfare Officer (EWO) who supports the school in dealing with any attendance issues including any persistent lateness.

**Budget Allocation:** April 2016-17 £63,650 - this represents 8.15% of the total school budget  
Deployment of Staff: 97% SEN budget and 7.9% of total school budget.  
Funding is received from the LA to provide additional resources for children with EHCPs or Statements.

Any additional funding must be provided from the school's budget. Staffing provision for SEN is over and above required amount and is fully funded from School Budget share- this reflects the importance we place on our SEN Provision.

### **Disability Duty - Accessibility Policy**

The Disability Duty and Accessibility Policy was reviewed and updated September 2014 and is due for renewal in Autumn 2016.

### **Numbers of children with disabilities and medical needs within school:**

1 child with a Statement of SEN  
4 children with EHC Plans  
Of these 3 have high medical needs and  
1 child is disabled and uses a wheelchair  
1 child has profound and life threatening conditions.

The involvement of relevant Outside Agency provides support for children within school including the provision of appropriate equipment eg: CCTV, large print books and equipment, modified large print tests, disability resources and equipment.

### **Inclusion for Disabled Pupils:**

All pupils have access and opportunities to participate in visits/clubs and school activities through reasonable adjustments.

### **Parents/Carers involvement in the provision for pupils with SEN, disabilities and/or medical needs:**

Parents/carers are involved in reviewing/developing provision for children with additional needs. ILPs are reviewed with parents and class teachers at least twice each academic year. Education and Health Care Plans (EHCPs) are written with the involvement of parent/carers and other agencies as necessary. They also share decisions of how medication is administered. Parents/carers are invited to attend and contribute to all review meetings.

**Please see also the school Local Offer.**

### **Complaints**

In the first instance it is advisable to speak to the Headteacher or Chair of Governors

Information about the complaints procedure and how to access this procedure is available from the school office and on the school's website.