

Special Educational Needs (SEN) Governor Report September 2016

SEN Governor Alan Castle

All governing bodies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. The school website gives the provision map outlining the SEN school offer and this information is updated annually.

All pupils at Yorkley School are equally valued and have equal access to a broad and balanced curriculum taking into account the needs and abilities of individual pupils. Yorkley School has effective management systems and procedures for SEN, which take into account the latest Code of Practice (2014) and are detailed in the SEN Policy.

Yorkley School has good communication between teachers, children with SEN, parents/carers of SEN children, intervention group leaders and external agencies. Parent/carer's knowledge and expertise in relation to their own child plays an important role.

Yorkley School is committed to developing the knowledge and skills of all staff to ensure that all support for pupils with SEN is of the highest quality. SEN crosses all curriculum areas and all aspects of teaching and learning. Children with Special Education Needs are identified by teaching staff assessment in combination with bought in specialist assessment.

According to the 2014 Code of Practice SEN is defined as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others at the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A child may have SEN if their progress is significantly slower than that of their peers or fails to match their previous rate of progress. There can be many reasons for learners falling behind. These may include absences, attending different schools, health issues language difficulties, or worries that distract them from learning. The school recognises that children who experience these barriers to learning are vulnerable but this does not mean that all vulnerable pupils have SEN. Information will be gathered from a broad range of sources including seeking the views of parents and the pupil as well as from teachers and assessments. Only pupils with a learning difficulty that requires special educational provision will be identified as having SEN.

Yorkley Schools recognises the importance of early identification of pupils with SEN and uses a combination of teaching staff assessment in combination with sought in specialist involvement for children with more complex needs.

The interventions used are those proven to make a difference for most pupils. At Yorkley School the class teacher initially creates a concern record within the class (discussion had with parents). The SENCo is consulted if additional advice is required. A 'My Plan' is then created (with input from parents) and at this point the child is placed on the school's SEN register. Once several additional outside agencies are required, the SENCo and the class teacher may decide to implement a 'My Plan +'. This will be altered on the SEN register and parents again will have input. The next step from this will be an Education Health Care Plan (previously referred to as "A Statement") A baseline assessment takes place at the beginning of an intervention to provide a reference point for progress monitoring and to set a target outcome. Regular reviews take place to ensure that the intervention is having the intended effect. Reviews will involve pupils, parents/carers as well as class teachers and a record kept of agreed actions. Communication between the school and parents/carers plays an important role in ensuring that children with SEN receive the full support available and meet their full potential. In a few cases the school does not receive the necessary support from the parents/carers and this does hinder the progress of the child.

The review process measures the impact of the support provided and considers whether changes to that support need to be made. All those involved – pupil, parents/carers, teacher and SENCO- contribute to the review. This stage then informs the next cycle, if required. Meetings with Teachers and Teaching Assistants are regularly held in addition to the continuous observation made during class time.

The early identification of children with SEN by class teachers and the SENCo combined with the pupil tracking system ensure that intervention specific to the needs of the child can be introduced at an early stage. Parents/carers are involved in children with SEN. Parents are informed of any relevant free training courses available to them, if they want to attend.

External agencies including EPS (Educational Psychology), Advisory Teaching Support, Visual Impairment, Play Therapy, Occupational Therapy, Speech Therapy, CYPS (Children and Young People Service), Teens in Crisis (over 9 years), CAMHS (Child and Adolescent Mental Health Services) are used when required. Interventions over the last year have included:

- Referrals to opticians
- Outside agency involvement
- Staff training CPD
- Home visits
- Apples and Pears
- Dancing Bears
- Nurture
- Visual timetables
- Fizzy and Hands On
- Language for Thinking
- Numicon

- Physical resources
- Parent workshops R+M
- Communicate in Print
- Targeted- interventions
- Play Therapy
- Counselling
- Drama Therapy

Referrals for external agencies and support up to September 2016 include:

- Speech x 11
- School Nurse x 4
- Sight x 4
- Dyslexia assessment x 1
- Advisor Teacher service x2
- Play Therapy x 4
- EHCP x 2
- Hearing Tests x 2
- Dentist x 1
- GIPRA x 1
- Teens in Crisis x 1
- Parenting Course x 1

In addition the school funds Peter Tomley as sports co-ordinator and he supports pupils with an intervention programme “Fizzy” that has a positive impact on improving fine and gross motor skills

At the end of June there were 25 children on the SEN register, which is 20% of the school intake. The national average for all primary schools in January 2016 is 13.4%

www.gov.uk/government/statistics/special-educational-needs-in-england-january-2016

This can be broken down into:

- 3 EHCP
- 1 my plan+
- 21 my plan

This has increased at the start of September 2016 to 32, which is 24.6% of the 130 children on role at the start of September. This number is likely to change over the course of the year, as new children are identified or join the school, or no longer need additional interventions. Six children were removed from the SEN register during the past academic year.

A nurture plan is in place in Yorkley School for 7 pupils - not all on the SEN register- and this has had a very positive impact on the learning process for these pupils.

Pupils with SEN are ensured access to the curriculum by all staff carefully differentiating according to levels of ability with particular attention paid to the specific requirements of pupils with SEN.

Targets are set for each child on the SEN register according to their needs and the agencies involved. These targets have completion dates and are reviewed and updated regularly

The performance of all pupils is followed on the SPTO tracking system and this is continually updated by the class teacher. There is a half termly review of all children on the SEN register. Moderation meetings are regularly held to check teacher assessments. The system used to track progress gives a clear picture of the level of attainment of each pupil and enables the school to decide what additional support is needed for each child. Communication between teachers, parents/carers of SEN children, plays an important part in the support provided by Yorkley School to parents with SEN. Parents are made aware of any relevant free training courses available to them, if they wish to attend. The review process measures the impact of the support provided and considers whether changes to that support need to be made. All those involved – pupil, parents/carers, teacher and SENCo- contribute to the review. This stage then informs the next cycle, if required. Meetings with Teachers and Teaching Assistants are regularly held in addition to the continuous observation made during class time. The SENCo has a provision map/intervention tracker, which looks at the SEN needs of all children in the school and also the needs of those children falling below their ARE.

The school website, which includes the SEN information report, the SEN Policy and the SEN Annual Governors Report, explains the support available to families with SEN children. Individual education plans and pastoral plans are held in a secure location within the school by the SENCo.

£3000 is allocated for the SENCo time in the SDP. Additional TA support has been employed for the three EHCP children

In the Overview of Key Priorities of School Development Plan 2016-2017

Development Area: Priority 4 Outcomes for pupils –Whole school action, there is specific reference to ensuring early interventions and intervention of pupils requiring additional support with learning. The SENCo has to support but also challenge staff. This action will be on-going throughout the year and monitored and evaluated by a combination of pupil progress data, analysis of groups and SENCo and SEN Governor reports. The proposed outcomes in the SDP are:

Barriers are identified early on and intervention is planned and implemented in a timely manner;

All pupils make at least typical progress in their learning and gaps are minimal between groups of children.

Support plans improve and accelerate pupil progress for SEN pupils.

The SEN policy is reviewed annually by the Head Teacher, SENCo and SEN Governor and ratified by the full Governing Body. It was last reviewed in November 2015 and will be reviewed again in November 2016 It is a clear working document that meets the requirements of the Code of Practice and reflects the needs of the pupils of Yorkley School and also the transfer of pupils on the SEN register to and from other schools.

The SENCo – Rachel Creber- will complete her training for the NASENCo qualification in October 2016.

The SENCo supports the class teacher in planning for children with SEN. The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues as the need arises. Whole school training was carried out in September 2016 to meet the needs of children joining the school with limited speech capability. Individual teachers and support staff attend training over the year.