

## **Special Educational Needs (SEND) Governor Report September 2015**

### **SEND 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 SEND. The school website gives the provision map outlining the SEND 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 SEND, which take into account the latest Code of Practice (2014) and are detailed in the SEND Policy.

Yorkley School has good communication between teachers, children with SEND, parents/carers of SEND 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 SEND is of the highest quality

Yorkley School uses a tracking program to monitor and review progress of all pupils and used this information to plan the development of all pupils with SEND.

SEND 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 SEND is defined as:

A child or young person has SEND 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 SEND 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 SEND. 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 SEND.

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

At the start of the new term Yorkley School had 26 pupils on the SEND register. This represents 21.6% of the total number of pupils and is higher than the national average of 15.4% (2015) Of these pupils 20 are on My Plan, 4 on My Plan + and 2, 1.7%.on EHCP. The terms My Plan, My Plan+ and EHCP refer to the level of intervention required.

The number of children on the SEND register will vary throughout the year as children are sought onto or removed from the register.

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 SEND register. Once several additional outside agencies are required, the SENCO and the class teacher will create a 'My Plan Plus. This will be altered on the SEND 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.

The specific intervention required by the 26 pupils on the SEND register can be broken down into

Cognition and Learning 24

Physical and sensory (motive skills) 3

Visual impairment 1

Communication and interaction 5

Social, emotional and mental health 2

Additional support or intervention is tailored to meet the pupil's needs and targets the area of difficulty. Support can be provided in class or in a separate area within the school. This may be as part of a small group of pupils with similar intervention needs or on a 1; 1 basis. These interventions may be run by a teacher or teaching assistant. The effectiveness of the support is monitored closely and shared with the pupil, parents/carers via parent consultation and informal meetings. Some pupils will need access to technology e.g. ICT equipment

Internal Intervention at Yorkley School includes the following:

Mathematics, reading, speech and language, Fizzy Programme, phonics and nurture.

Some pupils receive speech and language intervention, physiotherapy, play therapy and occupational therapy outside the school. All children on the SEND register have individual targets identified in their My Plan, My Plan+ or EHCP. General progress is monitored via the SPTO (School Pupil Tracker Online) program. This quickly identifies pupils that are not making the required age related progress.

Pupil progress is monitored at school level by teacher assessment and the use of the tracker program. There are half termly reviews of My Plan, My Plan and EHCP by the SENCO and other professional bodies.

A nurture plan is in place in Yorkley School for 23 pupils - not all on the SEND register- and this has had a very positive impact on the learning process for these pupils.

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), are used when required. There is higher intervention in KS1.

Pupils with SEND 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 SEND.

The SEND policy is reviewed annually by the head teacher, the SENCO, the SEND Governor and ratified by the full Governing Body. It meets the requirements of the Code of Practice and reflects the needs of the pupils at Yorkley School and also the transfer of pupils on the SEND register to and from other schools.

Staff training plays an important role in SEND provision within the school. The SENCO will be starting the National SENCO Training Award course in January 2016. All staff have received the training needed to identify and support children with SEND including child protection training. Teachers who have pupils with specific medical needs have received the relevant awareness training. .

The performance of all pupils is tracked and there is a half termly review of all children on the SEND register. Communication between teachers, parents/carers of SEND children, group leaders plays an important part in the support provided by Yorkley School to parents with SEND. 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.