

Special Educational Needs (SEN) Governor Report October 2019

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 School recognises the importance of early identification of pupils with SEN and uses a combination of teaching staff assessment in combination with bought 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 SENDCo 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 SENDCo 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 SENDCO- 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 SENDCo combined with the Insight 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.

The support given to our children last year included:

Cognition and learning

Physical

Visual impairment

Social emotional mental health

Specific learning difficulties

Speech and language

Interventions over the last year included:

Staff training CPD including Epilepsy Training and Precision Teaching training - Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining specific skills.

Home visits – head teacher

Apples and Pears and Dancing Bears –spelling and phonics support

Nurture

Visual Timetables

Fizzy and Hands on – developing motor skills

Language for thinking – building language skills

Numicon - a multi-sensory approach to teaching math

Physical resources

Parent workshops Reading and Maths

Communicate in Print – using symbols to help communication

Targeted interventions

Play Therapy

Other support included, for example, the purchase of ear defenders to help children affected by external sounds, writing slopes and weighted pencils to help develop hand writing.

External agencies were used when necessary including:

Speech

School Nurse

Sight Dyslexia assessment

Advisor Teacher Service

EHCP Hearing Tests

Dentist

Teens in Crisis

Parenting Course

Occupational Therapy

Early Help Hub- social support before social worker involvement

At the end of the academic year September 2018 to July 2019 there were 27 children on the SEND register

Of the 27 children on the SEN register 18 were My Plan, 2 were My Plan+, and 7 were EHCP

The Nurture group, which was awarded the Marjorie Boxall Quality Mark in June 2017, changed to a targeted project group in April as this was found to better meet the specific needs of the children involved. Nurture principles still play an important role at Yorkley school and they have had a very positive impact on the learning process for the many 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 Insight 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 SENDCo- 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 SENDCo 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 SENDCo.

The SEN policy is reviewed annually by the Head Teacher, SENDCo and SEN Governor and ratified by the full Governing Body. It was last reviewed in November 2018 and will be reviewed again this year. 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.

Rachel Creber retired as SENDCo at the end of the summer term and the SENDCo role has been taken over by Lesley Payne. The SENDCo 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.