

Governors End of Year Special Educational Needs and Disabilities report to Parents July 2017

Overview

As part of their statutory duties, governing bodies must publish information about and report on, the schools policy on special educational needs.

At Pickhill C of E Primary School we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. A new policy has been written this academic year to reflect the most up to date local authority guidance and practice within school. It will continue to be reviewed on an annual basis.

The school's local offer on SEND, which follows the local authority guidance, can be found on the website.

In addition, this year, resources to support parents and children with accessing useful websites for learning are now linked through the SEND area of the schools website.

Miss Rachelle Leach the Special Educational Needs Co-ordinator for the the school continues to undertake the National award for SENCO's with completion due early next school year. Miss Esme Hadley and Mr Keith Writer are the named Governors for SEND and meet on a termly basis with Miss Leach.

Number of Children with SEN

At present, this current academic year there are two pupils identified on the SEND register, having received personalised support, through individualised programmes within school this year.

Throughout each year pupils are offered personalised support through highly individualised programmes as required.

Where appropriate, with consent of parents, requests for additional external support from specialist teams within the authority can be sought to provide targeted input.

Progress of Pupils with SEND

Data and results from classroom assessment are analysed alongside more formal data collected from standardised tests used in school. Historically pupils in school, identified with SEND or requiring additional short term personalised provision make progress in line with national expectations.

Pupil targets this year have been increasingly focussed to facilitate continual progress, evidenced through individual provision maps alongside the schools target tracker tool which maps progress in line with national expectations.

Progress of Pupils undertaking short term interventions

2 pupils have been supported this year with short term interventions, with each making progress in relation to their individual targets. Some accelerated progress has been evident through these interventions.

We know this as progress is tracked against individual targets and through the Target Tracker Tool used in school. Data and results from class room assessments are also analysed alongside the more formal standardised tests we use.

Parents are also informed of any intervention programmes their child is participating in and progress is reported regularly.

Attendance

Whole school pupil attendance is: 96.37%

SEND pupil attendance is: 99.21%

There have been no exclusions of pupils from school this academic year.

Budget Allocation

The current spend on SEND this academic year has been:

Staffing costs: £2257

Resources costs: £923

Deployment of Staff and Resources

We currently have 1 experienced teaching assistant employed in school, providing individual pupil support and delivering specific intervention programmes as appropriate. Pupils requiring support will access this primarily within the classroom setting, but may also, where most appropriate for the individual, be withdrawn during class time to access group or individual support.

Training has enabled the specified teaching assistant and teaching staff to deliver the following intervention programmes:

Active Literacy Kit;
Rapid Reader;
Rapid Writer;
Read, Write Inc;
Fresh Start Literacy.

In addition this year, the school has purchased a set of Numicon maths resources for pupils. These resources have supported pupils enjoyment in maths and number work and pupil assessments identify this resources has had a positive impact on pupils understanding of mathematics.

Local authority training has been arranged for the next academic year to introduce an additional early years intervention, Musical Interaction, to support language and social development in younger pupils.

The SENCo's main task is to oversee and coordinate SEN provision throughout the school. The SENCO meets with parents, liaises with outside agencies, works with children, assesses children and completes paperwork ensuring the children receive the best support and provision possible. She has access to locality SEND meetings and updates through the Swaledale Alliance and attendance at these sessions is encouraged. The SENCO meets regularly with all staff to discuss pupil progress and the impact of intervention programmes.

School data collated on Target Tracker is used to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes.

SEN Resources

The school currently has a wide range of resources appropriate to supporting pupils with Special Educational Needs, including pencil grips, coloured overlays, phonics activities, phonics monkeys, phonics dictionaries and intervention programmes.

Where pupils are identified as needing a specific resource or piece of equipment to support them with their identified Special Education Need or Disability, the school is committed to purchasing or obtaining on loan this item.

As a school we have access to Educational Psychologist, Behavioural Support Service, Speech and Language Service, Occupational Therapist, Paediatrician, School Nurse, Specialist SEN Service (SSENS). In addition as part of the Swaledale Alliance we have access to further support and advice.

Links to Secondary Schools

Transition between key stages for all pupils including those with SEND is valued and part of the planned progression for pupils. Pupils begin undertaking activities in year 5 as part of the transition to high school. The class 2 teacher will meet specifically with the transition teacher from individual secondary schools to ensure pertinent information relating to pupils learning needs is shared.

Pupils thrive here at Pickhill C Of E School, with the small, friendly, environment of a village school suiting pupils who may otherwise struggle in a larger environment. The school acknowledges that this benefit to children may cause a potential difficulty for some pupils transitioning to larger secondary schools and part of the transition discussions identify specific areas of educational need for individuals who may require additional support in a larger class environment.

Staff Development

SENCO, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources.

The school is currently moving towards dyslexia friendly classrooms and as such the SENCO has undertaken a preliminary review of existing systems in school, with the planned dyslexia friendly classroom audit now scheduled for the next academic year.

This year all staff have been updated by Miss Leach regarding activities to promote and develop pupils working memory.

Medical Needs

There are currently 0 pupils in school with identified allergy or anaphylaxis.

There are currently 0 pupils in school diagnosed with asthma although it has been identified one pupil will occasionally bring an inhaler into school. The school is working with the parent to understand this pupils needs and works alongside current guidance relating to asthma management in schools.

The School Health Policy can be viewed on our school website.

We currently have no children in school with a registered disability or with a medical need requiring specific adjustments to be made. Our Inclusion and Accessibility Policy can be viewed on our school website.

Report Completed 17 July 2017
E Hadley, R Leach, K Writer

