

SEND Information Report 2017 - 18

The Kinds of SEND that are provided for:

Number of pupils with SEND 2017-18

SEN support	26
My Plan +	2
Education Health and Care Plan	4
Percentage of school population	7%

This included 6 children with a Physical Disability or Sensory Impairment. We have children identified with Cognition and Learning, Communication and Interaction and Social, Emotional and Mental Health needs, but a breakdown of numbers would mean individual children might be identified.

How we identify children with SEND including assessing their needs.

We monitor the progress of all children constantly. The class teachers carefully plan to ensure that the needs of all children are met within their classroom. Often this will include some additional or different support for individuals or small groups. If, after these measures, there is evidence that a child is not making the expected progress then the class teacher and SENDCo will work together, using observations and assessments, to identify the best way to help the child to make progress. Parents' input is invaluable in helping us to meet the needs of their children.

We use a range of assessments to help identify the best support. Over the last year these have included:

- British Picture Vocabulary Test
- Dyslexia Profile
- Phonological Assessment Battery
- Sandwell Early Numeracy Test
- York Assessment of Reading Comprehension
- Strengths and Difficulties Questionnaire
- Renfrew Action Picture Test

Arrangements for consulting with parents and young people and involving them in their child's education.

All children with SEND are involved in reviewing and setting their outcomes and all parents are consulted each time the plan is reviewed. Parents are given specific ideas given for what they can do to help at home.

All children with an EHCP were involved in their annual review last year at a level appropriate to their understanding.

Arrangements for reviewing children's progress towards outcomes

When we devise outcomes for pupils we ensure they are:

- Specific
- Measurable
- Achievable
- Realistic
- Timed

We have clear pre and post assessments to measure the progress of children taking part in interventions and we have a clear review cycle as a school which ensures consistency. The outcomes on the Open Doors Plan or My Plan will be reviewed by the SENDCO and then discussed with the class teacher. The teacher will talk to the child and new outcomes will be agreed.

Evaluating the effectiveness of provision made for children and young people with SEN

Children's progress is monitored and tracked through a costed provision map and the SENDCO uses this to evaluate the effectiveness of what we are doing. Interventions that are not working for a particular child are replaced with a different approach.

We use the Education Endowment Fund Toolkit to inform us of current research evidence about the effectiveness of different teaching approaches and interventions. We use peer to peer Precision Teaching across different year groups for spelling after in-school research into its effectiveness

Arrangements for supporting children and young people between phases of education

We have close links with all the local secondary schools and ensure a supported transition from our care. As well as passing on documentation our class teachers have detailed conversations with staff at the secondary school in good time and in addition the SENDCO works closely with the SEND department at the receiving school. Last year we organised individual programmes of support for different children, including extra visits both with family members and with our staff.

Our SENDCO has been part of a project at Balcarras school to support pupil well-being at transition. This included researching, writing and taking part in a Parents' Information Evening about sleep, resilience and decision making.

Approaches to teaching children with SEND

Most children with SEND receive targeted support which is managed by the class teacher, in the context of an inclusive curriculum. It is the class teacher's knowledge of each child's skills and abilities, the appropriate match to the curriculum and carefully planned scaffolding which enables each child full access to it. Within the class individuals or groups may have extra or different tasks which may change on a daily basis to ensure they are making good progress

Some children may require some targeted support individually or in a small group. This will be detailed on an Open Doors Plan, My Plan, My Plan+ or EHCP. The SENDCO is responsible for coordinating all the support through the school to make sure that all children get a consistent, high quality response to meeting their needs in school. In the last year the interventions we used included: Read Write Inc. Phonics Catch-up, Dancing Bears, Toe-by-Toe, Numicon Catch-up, Precision Teaching, 5 minute number box, Yes We Can Read, Write from the Start and Jimbo Fun.

Adaptations that are made to the curriculum and the learning environment

Our school is fully accessible and we have worked closely with occupational therapy on specific hygiene and seating needs for pupils. A new hygiene suite has just been fitted which will meet the needs of any pupils with physical disabilities. Our classrooms and the wider school are adapted to be accessible to children with a visual or hearing impairment. Teachers provide adapted equipment and materials for specific children which last year included: coloured overlays and reading rulers; enlarged text worksheets; a wide variety of pencil grips; ergonomic pens; adapted rulers and a range of adapted scissors; Clicker 7 software which allows all classes access to state

of the art accessible IT to ensure children with learning or physical disabilities can independently record their work more easily.

The expertise and training of staff to support children and young people with SEN

The SENDCO holds the National Award for SEN Coordination, regularly attends local authority network meetings in order to keep up to date with local and national updates in SEND and uses current research to inform our school decisions about the most effective practice. In the last year she trained as a SEND reviewer with the London Leadership Strategy as part of a DFE funded project. In addition she was assessed by the Local Authority Inclusion Team and became a GlosEd lead teacher for inclusion.

All of our staff are trained to work with children with special educational needs. The SENDCO is part of our Senior Leadership Team and so the importance of good SEND practice is part of all developments in school. We feel strongly that if we get it right for SEND pupils all pupils will benefit. We have an ongoing programme of training for our Teaching Assistants. Over the past year this included a Team Building Day and attendance for all TAs at the inaugural TA Conference in Gloucestershire. To recognise the level of professionalism of our TAs we took the decision to rename them Teaching Partners to reflect their position working in partnership with teachers every day to ensure effective Teaching and Learning.

How children with SEND are able to engage in activities in the setting available to all.

It is really important to us that all children are able to access all curriculum activities and extra-curricular activities. Pupils with SEND are encouraged to join clubs and special arrangements are made to include them where necessary. All children with SEND were able to access all trips including our residential trip to the Isle of Wight.

The support offered to improve social and emotional development

Teachers and Teaching Partners support children with their worries and concerns within the classroom. Children who need more support will have a bespoke programme designed for them. The SENDCO works closely with the Local Authority Early Help Team to provide support for families and pupils who need to access external agencies.

We use various resources such as The Friendship Formula, Talkabout, Time to Talk and Circle of Friends to develop children's social skills. The SENDCO and the PSHE lead have both completed Mental Health First Aid Training.

We have a Chatter Group for young carers which supports pupils who have a caring role for a parent or a sibling at home.

How the setting involves external agencies

We work closely with the advisory teaching service and value their input. Last year advisory teachers visited pupils who were already known to them in school and also took three new referrals from us. The Physical Disability team, Visual Impairment team and Hearing Impairment team are invaluable, especially when children have a new diagnosis.

We use the traded service of Gloucestershire Educational Psychology Service and have a designated Educational Psychologist who was able to carry out Joint Consultations on 2 children.

We work closely with the NHS Speech and Language Therapy Service, but last year had no children being seen in school. Over the last year we have funded an Independent Speech and Language Therapist using top-up funding for an EHCP to support a child with speech, language and communication needs.

We have also worked closely with the occupational therapy service to support seating and hygiene needs for pupils.