

SEND Information Report 2016 - 17

The Kinds of SEND that are provided for:

Number of pupils with SEND 2016-17

SEN support	26
My Plan +	2
Education Health and Care Plan	5
Percentage of school population	7%

This included 7 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 agreed⁵

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. Last year we introduced Peer to peer Precision Teaching across different year groups for spelling after some in-school research.

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 is currently part of a project at Balcarras school which is producing materials to help parents to support their children to be secondary ready.

Approaches to teaching children with SEND

Most children with SEND receive targeted support which is managed by the class teacher, in the context of a differentiated, inclusive curriculum. It is the class teacher's knowledge of each child's skills and abilities and their appropriate match to the curriculum, which enables each child full access to it.

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. We recently had an environmental audit for visual impairment and have implemented all the recommendations. 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.

Last year we purchased a site licence for 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.

All of our staff are trained to work with children with special educational needs. Last year the SENDCO led three staff meetings on meeting the needs of SEND pupils, two of which were in conjunction with the Teaching and Learning lead because we feel strongly that if we get it right for SEND pupils all pupils will benefit. There was a programme of development sessions for Teaching Assistants based on the Maximising the Impact of Teaching Assistants research by Rob Webster and Peter Blanchford. In addition many TAs attended more than one session of training run by Pittville School. We also had training for Key Stage 2 teachers and teaching assistants on using Clicker 7 in the classroom.

We carried out a self-evaluation on our use of Teaching Assistants, including surveys for all staff and we are continuing to train teachers in the most effective use of teaching assistants for teaching and learning this academic year.

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. Children with SEND sang in the choir at various external performances (including to Prince Charles!) as well as taking part in the Feet First Dance festival at the Town Hall. 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

In our school we have a teacher with pastoral responsibility who meets with individual children who have worries. Children can self-refer or teachers can refer.

In addition we have had various social skills interventions to ensure children can improve their abilities. Last year we used Black Sheep resources to support children with transition to secondary. We used the NSPCC Solution Focused Toolkit to help pupils explore and develop their self-awareness and self-esteem. We also used the Friendship Formula to support an individual with friendship difficulties. We ran a Circle of Friends group where peers helped a child who was struggling socially.

Our assistant head, Miss Gill, runs a Chatter Group for young carers which supports some pupils with SEND and the siblings of pupils with more complex needs.

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 currently have 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.