

Annual Report to Parents on the provision for Special Educational Needs and Disabilities at Weeth CP School 2018-2019

Key Staff

Head teacher – Miss Charlene Sargent
 Special Educational Needs & Disabilities (SEND) Governor – Caroline Thomas
 Special Educational Needs & Disabilities Coordinator (SENDCo) - Mrs Vicky Hocking

Code of Practice

The school is working with the revised SEND Code of Practice published by the Department for Education and the Department for Health, which came into force on 1st April 2015. This is a statutory code that is issued by law; it explains the duties of schools and colleges to provide appropriate provision for children and young people with special educational needs and disabilities.

Policies

The school's SEND Information Report, SEND policy, Accessibility policy and Equal Opportunities policy make explicit reference to provision for our pupils with special educational needs and disabilities (SEND) at Weeth. These policies can be found on the school's website and the school office.

Number of pupils identified as having SEND 2018-2019

Year	SEN Support	SEN Support Plus	EHC Plan	Total
FS2	1	1	0	1
1	0	4	0	4
2	0	5	2	7
3	2	3	4	9
4	1	5	2	8
5	0	6	2	8
6	0	7	1	8
Totals	4	31	11	46

Progress of Pupils with SEND Summer 2019

	Reading	Writing	Maths
KS1			
Year 2 SEN (7 pupils)	6.8	7	6.8
KS2			
Year 3 SEN (9 pupils)	4.9	4.7	5.1
Year 4 SEN Support (8 pupils)	6	6.3	6.1
Year 5 SEN Support	4	3.7	3.1

(8 pupils)			
Year 6 SEN Support (8 pupils)	5.8	5.3	5.1

Where 6.0 is the expected progress for mainstream pupils with no SEND

Interventions offered during the year

- In class support
- 1:1 reading
- Nessy
- Auditory Memory Skills
- Speech & Language therapy
- Project X Code
- 1:1 tuition
- Maths intervention groups
- RM Maths
- RWI intervention groups
- Draw and Talk
- Personalised timetables
- Learning mentor time
- Socially Speaking
- Time to Talk
- Trauma Informed Schools
- Draw and Talk
- Play and Talk
- Breakfast Buddies
- STEP Physical Literacy Programme

Pupil progress and interventions are reviewed every six weeks. Where a pupil is not making sufficient progress, their provision will be changed accordingly. If a pupil has made significant progress, they may well no longer require an additional intervention.

Attendance and Exclusions

94.45% Attendance SEND (2018-2019)

No fixed term exclusions

No permanent exclusions

Budget Allocation

The SEN budget was used to purchase software for measuring small steps of progress for pupils with SEND, sensory items and specialist equipment for equipping the Lowen Room.

Deployment of Staff

SEND pupils are supported in class by their teachers who have an understanding of their needs. Work is differentiated to meet their level of attainment and their preferred learning styles.

The school also employs TAs to work with specific pupils who have a EHCP and to support those other pupils with SEND. A learning mentor has also been employed for 18 hours a week.

The SENDCo has been employed for 3 days a week.

External Agencies

In ensuring that we meet the very individual needs of our pupils, it is often necessary to work collaboratively with external agencies. In 2018/2019 this included:

Educational Psychologist
Family Support Worker
Speech and Language Therapist
Advisory teacher for autistic spectrum condition
School nurse and school nursing team
Primary Mental Health Worker and CAMHs team
Family Support Service
Early Support Service
Dreadnought
Play Therapist

Transition

As soon as school places are announced, the SENDCo and Foundation class teacher liaise with early years placements to plan for the careful transition of pupils with SEND into Weeth CP School.

To ensure a smooth transition from primary school on to secondary school, the SENDCo meets with the SENDCo from the receiving schools in order to ensure that key information is transferred. Additional visits are arranged for pupils with SEND who may find the transition challenging. A transition programme is delivered by the learning mentor.

Transition between classes in school is supported by six weekly morning-long 'move-up' sessions in new classes with new staff during the second half of the summer term. This prolonged arrangement allows for all issues and concerns to be dealt with effectively.

Professional Development

The SENDCo has completed the National Special Educational Needs Award.

All staff receive Child Protection and Safeguarding training. Training sessions have also been attended by staff in relation to Attachment Disorder, Emotion Coaching, Dyslexia and working memory, De-escalation strategies and Speech and Language,

Disability Duty

The school's Disability Scheme policy promotes equality of opportunity for disabled pupils. For pupils with a disability or a medical need in school, a health care plan will be written at the start of each academic year. Pictures of vulnerable pupils are posted (with parental permission) in the staff room. All teachers hold information about pupils' medical needs in SEND folders which are kept in locked cupboards in their classrooms. A copy is also kept in the school office.

Parent/carer involvement in the provision for pupils with SEND and/or medical needs

Parents are always welcome to make an appointment with the class teacher, SENDCo or Head teacher to discuss their child's provision. Parents are invited to attend and contribute to various meetings through the year such as Parents' Evenings, outside agency meetings, structured conversations, Team around the Child meetings, Annual Review meetings and SEN Support Reviews.

Parents are invited to attend half-termly informal sessions in order to share concerns and ideas. Information from outside agencies and available support is shared.

Information about the complaints procedure and how to access the procedure is available from the school office.