

Heron Way Primary School - Horsham

Annual Report to Governors and Parents on the Implementation of the Special Educational Needs (SEN) Policy and Disability Equality Scheme-Spring 2017

What Are Special Needs?

The 1996 Education Act (Section 312(2)) says that a child has a special educational need if she or he has significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to take advantage of normal school facilities.

It has been estimated that, nationally, some 20% of all children will have special educational needs at some time in their school life. Special educational needs can be catered for in many different ways. Depending on the individual child's needs, this can mean differentiation within the child's normal classroom work, it can mean extra help for the child taught in a mainstream class, or it can involve teaching the child separately in a special department attached to a mainstream school. About 1% of all children need more help than mainstream schools can normally provide.

Policies:

The SEN and Inclusion policy was reviewed in Spring 2016

The format follows a model policy from the locality SENCo group.

Staff:

Special Educational Needs and Inclusion Co-ordinator Mrs L Teo (2.5 days a week)

Pupil Premium Co-ordinator- Mrs C Imrie - (2 days per week)

SEN Learning Support Assistant and Learning Mentor-

Mrs D Breivik (Monday-Thursday- 9.00-3.00 and Friday 9:00-1:00)

Learning Mentor - Mrs .L. Kent

Special Educational Needs (SEN) Governor: Mr R Chaplin

Number of pupils with SEN:

Level of Support	Number of Pupils	Percentage of School
EHCP	4	1%
SEN Support (including EHCP)	31	8%
Monitoring	56	14 %
Total (SEN + Monitoring)	86	22%

N.B - Monitored Pupils = monitoring children who give cause for concern that they may not progress at expected level.

Categories of SEN	Number of children at SEN Support with this as their main area of need.
Cognition and Learning	15
Communication and Interaction	8
Sensory and Physical Needs	2
Social, emotional and mental health difficulties	6

Year Group	Number on SEN	Number on	Total
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	Register	Monitoring Register	
R	1	7	8
1	4	7	11
2	5	7	12
3	7	4	11
4	4	11	15
5	5	12	17
6	5	7	12

Pupil Premium

Children receiving Free School Meals are also closely monitored. We currently have 20 children in this group. Details of provision and progress can be found on the school web site.

Provision:

We focus on early identification and intervention, and are confident that all children are identified and appropriately placed on the register.

We take a two-pronged approach to provision: firstly, we provide support in the classroom to help children access the mainstream curriculum; and secondly, we provide strategic intervention work to help children close the gaps in their learning.

Following termly assessment meetings between the SENCo and class teachers, children's needs are identified and suitable provision is made as deemed appropriate for each child and will include in class support from a TA, withdrawal in a small group or 1:1, with either a TA or another Teacher as well as more specific provision listed below.

Provision for Cognition and Learning

Better Reading Support Partners

Bespoke KS1 phonics intervention schemes - Song of sounds based.

Extra KS2 Phonics Groups

Narrative therapy Groups

Precision Teaching - Speed Read, Speed Spell, Toe by Toe, Stile, Exceleread/Excelerwrite.

First class at number

Number Sense

Numicon

Provision for Communication and Interaction Needs:

Narrative Therapy Groups

Language Groups

1:1 Speech Sounds Sessions

Lego Therapy

Provision for Physical and Sensory Needs:

Jump Ahead Programme

Get Physical Programme

Bespoke Physio and Occupational therapy plans.

Provision for Social, Emotional and Mental health Needs:

Socially Speaking Groups

Narrative Therapy

Private Play Therapy

Learning Mentoring

Kids Create

Lego Therapy.

SEN Register and Provision Mapping

The SEN Register is written alongside a provision map. These are both updated termly. The Provision Map details all levels of support including group work with TAs and any in class support for individuals. We are able to easily track the provision for any child as they move through the school.

We have also implemented pupil progress meetings between the Senior Leadership Team and the class teacher so they can closely monitor the progress of the children on the SEN register and other vulnerable groups.

ILPs are written for all children on the SEN register and developed where appropriate. These are written in close consultation with the parents on a termly basis. Teachers and TAs also review these ILPs alongside the SENCo on a termly basis.

External Agencies:

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's needs.

The following agencies were involved with children at this school 2016-2017:

Social and Communication Team

Educational Psychology Team - West Sussex Team and Xavier Eloquin

Speech and Language Therapist (SALT) - NHS and Debbie Smart (Private)

Pupil Entitlement Team

Learning and Inclusion Advisory Team.

Fairer access team

Your Space Therapy

Alternative Provision College

Family Support Network

Social Services

Virtual School for children looked after

School Nurse Team

CAMHs

Progress of Pupils with SEN

Class teachers and the SENCo monitor progress.

Assessment systems and Pupil Progress meetings allow teachers to track the progress of individuals, groups and cohorts. The SENCo uses this data to support the identification of children with additional needs to ensure that appropriate intervention and provision is made.

The impact of these interventions is tracked internally each term and Raiseonline Data allows us to measure the impact over time.

The SENCo works very closely with the class teacher teaching assistants and Learning Mentors to ensure that we are successful in providing quality learning experiences for all our pupils including those children who have SEN or other vulnerable groups in our school.

Attendance and Exclusion

There has been 1 exclusion this academic year. Attendance and absences are monitored daily by designated member of the school's office staff. Close links are maintained with the Pupil entitlement Team who supports the school in dealing with any attendance issues including any persistent lateness.

Staff Development 2015 - Present:

Courses attended by staff relevant to SEN:

All Staff	All Teaching Staff	All TAs	Individual Staff
Numicon Training De-escalation Training	New SEND Code of Practice. HELP Locality training. Lego Therapy Clicker 6 Success at Arithmetic Dyslexia Friendly Classrooms	Nessy Training	SEN Conference (1) Team Teach (5 members of staff) Supporting EAL learners. (1) 1 st Class at Number (3) Better Reading Support Partners (3) Social Stories and Comic Strip Conversations (1) Attachment Theory and Strategies for School, Classroom and Pupils. (1) Selective Mutism (1) Learning Mentors (1) Calmer Children (2) Dyscalculia - For learners who struggle (4) Additional Strategies for supporting learners with social skills (1)

Numbers of children with disabilities and medical needs within school:

4 children with a Statement of SEN and /or EHCPs

40 children with Health Care Plans

The involvement of relevant Outside Agency provides support for children within school including the provision of appropriate equipment.

Resources from the Local Authority are used to provide additional adult support.

Inclusion for Disabled Pupils:

All pupils have access and opportunities to participate in visits/clubs and school activities through reasonable adjustments.

Parents/Carers involvement in the provision for pupils with SEN, disabilities and/or medical needs:

Parents/carers are involved in reviewing/developing provision for children with additional needs.

ILPs are reviewed with parents and class teachers termly.

Health Care Plans (HCPs) are written with the involvement of parent/carers and other agencies as necessary.

Parents/carers are invited to attend and contribute to all review meetings.