

Salmestone Primary School

**Annual Report to Parents on the Implementation of
the**

Special Educational Needs (SEN) Policy and

Disability Equality Scheme

2018-19

Schools have a duty to report annually to all parents on the provision for Special Educational Needs (SEN) and implementation of their disability equality scheme.

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age

The Special Educational Needs Code of Practice (2015) lies at the heart of the school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children.

The Code recognises that children learn in different ways and can have different kinds of SEN. Children with identified special needs receive intervention and are placed on the SEN register at SEN support. Where necessary, support and advice is sought from outside agencies to meet the needs of these children. If further support is required the school may request a statutory assessment of special needs, which may result in an Education, Health and Care Plan being issued to the child. Where pupils previously had a statement of educational needs these have all now been transferred to Education, Health and Care plans (EHCP).

Policies

The SEN policy was rewritten to ensure compliance with the new code of practice in September 2014. This document then went through a consultation period with staff and parents of pupils with SEN. The final policy was ratified by the governors and is published on the school website.

Termly Pupil Progress meetings are held by the Senior Leadership Team with teachers from each year group. In these meetings progress of children with SEN is discussed and the provision that is in place for them is analysed. These meetings are also an opportunity for staff to raise concerns and identify any children that may fit the criteria for SEN.

SENCO

Mrs. Helen Cooper

	July 2019
SEN support	45
Education, Health and Care plan	5

Involvement of pupils in their SEN review

All pupils contribute to their reviews by discussing their targets as appropriate with their class teachers.

Parents are invited to discuss the progress of their children with the SENCO and class teacher at regular parent evening appointments.

Attainment of pupils with SEN

By the end of the year in 2018-19, 30% of year 6 pupils on the SEN register were working at age expected levels in reading, writing and maths, with 10% being at greater depth in reading and writing. 100% of children in Yr 6 with an EHCP achieved age related expectation in reading, writing and maths.

Attendance

During the academic year 2018-19 the whole school attendance figure was **95.2%**

SEN support attendance figure was **93.3%**

EHCP attendance figure was **95.8%**

Exclusions

During the academic year 2018-19 the following fixed term exclusion were made:

	Number of pupils excluded	Number of sessions excluded
SEN support	1	17
Statement/EHCP	0	0

Budget allocation

2018-19 SEN Funding [£260,315.43](#)

Deployment of staff and resources

Mrs Cooper is employed as the SENCO

Number of higher level teaching assistants and teaching assistants	Number of higher level teaching assistants or teaching assistants designated to pupils with high needs funding
15 Inc 3 part time TAs	4

Staff Training

During the academic year 2018-19, staff have focused on SEN support within Quality First Teaching, recognising the type of SEN and tailoring individual provision. Staff have also received training from Speech and Language and from the Educational Psychologist for Precision Teaching.

External Agencies

Throughout the school year the following agencies have supported SEN pupils within the school:

Place 2 be

Educational Psychology

Specialist Teaching Service – Cognition and Learning

Specialist Teaching Service – Behaviour

Specialist Teaching Services- communication and Interaction

Speech and Language Therapists

Foreland Inclusion Support Service

St Anthony's outreach

Barnardos – BeFree

Project Salus Mentoring

Child and Adolescent Mental Health

School Nursing

Occupational Therapy

Paediatrician

Early help

Enterprise learning alliance

Liaison with Feeder School Partners

Strong links exist with our local secondary schools. Meetings take place between SENCOs to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to secondary schools. Separate transition and induction visits were set up for pupils with SEN where required.

Staff Development

This year staff have attended continued professional development in SEN.

Disability Duty - Accessibility and Future Plans

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils, which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

- Disabled toilet,
 - visual timetables in class,
 - visual supports in classrooms
 - coloured overlays,
 - coloured exercise books
 - inclusive ethos of school
 - Makaton
- Pastoral support plans are in place for pupils with social, emotional or mental health difficulties
 - There are individual learning plans for pupils with severe and complex needs.
- Sensory circuits interventions are delivered across the school for pupils with sensory processing difficulties.
 - Clever hands and fizzy interventions are provided for pupils with fine and gross motor skill difficulties
 - Speech and language interventions are delivered to pupils with communication difficulties.
 - Accelleread/ accellewrite, precision teaching and phonics interventions are provided for pupils with literacy difficulties

Report written by: Helen Cooper

Date of report: Sep 2019