



**Report to the Governing Body on SEND policy & Provision  
Spring Term 2019 for academic year 2017-2018**

SENCo: Mrs Maxine Mewett  
SEND Governor: Mr Greg Hissey

**1. SEND Register Update**

Summer Term 2018 (June)

KEY STAGE	SEND Support (of which number top up funded) On SEND Register	EHCP (of which number top up funded)	Total
EYFS			
ONE			
TWO			

Total number of children with involvement from SENCo as of June 2018, was 60. Of this number, 27 were on our school SEND Register for a specific reason. Children are placed on the SEND register if their special education needs and/or disability meet the criteria as set out in the school's 'Pupil Support Identification Criteria' document. More information about this can be found in that document as well as the school's 'SEND Information report for parents 2017-2018.'

- Number of pupils currently (as July 2018) awaiting a statutory assessment from County (EHCP): ■■■

**2. Effectiveness and impact of additional SEND provision on pupil's outcomes:**

- ❖ This was reported to Governors in the end of year 2017-2018 'Assessment Snapshot' document.

**3. Attendance, exclusions and behaviour of SEND pupils**

2017-2018 academic year:

- Average attendance of children with SEND: 95.09%
- Number of sessions of fixed-term exclusions: 0
- Percentage of permanent exclusions: 0%

**4. The effectiveness and impact of multi-agency interventions and support.**

Possible referrals can include: The Integrated Therapy Service (Occupational Therapy/Speech & Language Therapy/Physiotherapy), our school Educational Psychologist, CaMHs (Child and Adolescent Mental Health service), the Physical Impairment Medical Service Team (PIMST), SENATAS (SEN Assistive Technology Advisory Service), The Autism and Communication Service, The Social, Emotional and Mental Health Service (SEMHS), our school Parent and Family Support Advisor (PFSA), Hearing Support Services, Paediatric Services via the GP service and the school's Learning Support Advisory Teacher.

All referrals are usually made after strategies and interventions have been tried in school, but little or no progress has been made; an exception would be a new intake pupil whom we feel is in need of urgent expert advice. Once a visit has been made either to the service or at school from the service, a report is written by the service and recommendations made as to how the child can be supported in school and at home. These recommendations are always shared with relevant staff and parents as well as pupils, if appropriate, and targets and strategies are entered in the pupil's provision (Wave 3 plan) which we write and review three times a year, to detail provision for each child with SEND and set and review appropriate targets. Impact is measured by access to appropriate learning, engagement in learning, academic and social progress, an improved level of attendance in school, a reduction in temporary and fixed exclusions.

The impact of this work is staff and pupils being appropriately supported and encouraged to do their very best.

## **5. The effectiveness of partnership working with SEND pupils' parents/carers**

Percentage of parental complaints relating to SEND: 0%

Percentage of parents attending their child's termly/annual review meetings: 100%

Feedback from Parent Voice October 2018:

- 95% of parents believe that teaching is good/5% do not know
- 89% of parents felt their child is making good progress/5% felt their child's progress is okay/4% do not feel their child is making good progress
- 98% of parents said the school seeks their views and takes account of their suggestions and concerns/2% did not know.
- 99% of parents said they feel comfortable about approaching the school with questions or a problem or a complaint/1% did not feel that that was the case

## **6. Impact of staff/SENCo SEND INSET on improving pupils' outcomes**

A record of training for all staff is held in the school office. Training courses are arranged, as needed, to meet the needs of individuals or groups of children, but also for continued professional development for individual staff.

All staff, this year, have had specific medical training for individual pupils as appropriate.

Three teaching assistants attend supervision sessions with the SENCo in their EWaN (Emotional Wellbeing and Nurture) role which enables them to plan and deliver programmes of support for pupils who are in need of support with their emotional literacy. They are trained to provide support for children to develop areas such as social skills, friendship skills, resilience and self-esteem. The team meet regularly to consider referrals from other staff for suitable candidates for the intervention, monitor progress made and to support staff delivering the sessions.

One teaching assistant has also attended speech sound development training to help her plan and deliver interventions to help progress individual children's speech, language and communication skills. One teacher has attended Emotion Coaching Training and is now training the rest of the staff in this approach.

We continue to access outside agency/specialist advice for our children with high and/or complex needs and bespoke training is given to staff working with these children as appropriate.

The SENCo has continued to attend the TLC SENCo support group meetings as regularly as possible. These provide a forum for support to SENCos working in their respective schools who are implementing new changes and allow for the sharing of good practice and workload. The SENCo has attended one course this year, Somerset Total Communication.

As a result of this training, staff feel better prepared to support the academic and emotional wellbeing of all the pupils in school, but most of all the many identified SEND pupils with SEMH concerns.

## **7. Income and expenditure on SEND**

For children judged to be at SEN support level of need (on the SEND register) we receive money, directly to school, according to a formula. There is only a need to make a funding application for children whom we feel need financial support over £10,000. As a school, we are, therefore, expected to find the first £10,000 to meet the needs of any child. From January 2018 the requirement has been that we apply for an EHCP (Education, Health Care Plan) for every child for whom we judge is in need for provision costing in excess of £10,000. If the application is successful we will then be allocated an amount of additional funding based on the band allocated to them and this is dependent on their level of need. Bands are numbered 1-7 and the amount allocated per band is fixed and divided equally between the number of children on that band.

Within school, annual spending covers teaching assistants, SENCo post, training, sundries and resources identified as needed by school based staff or professionals from other agencies. This is reported to the governors regularly along with other budget information.

## **8. Impact of any SEND developments, projects or initiatives**

The on-going transition from the statement system to the EHCP (Education, Health Care Plan) system has had a great impact at County level as they have been rewriting children's information in the new format, as well as dealing with new referrals for the EHCP process.

The change from High Needs Top Up Funding to EHCP request and banding arrangements has impacted greatly on SENCo workload, as has preparing for moderation sessions.

## **9. SEND Governor comments on the strengths and development needs in SEND policy and provision existing within the school.**

This year my aim has been to clearly focus on the SEND provision of our pupils in line with the core standards. Through learning walks conducted with the SENCO, I have been able to observe selected SEND pupils to monitor their provision, attainment and progress throughout the school year. I have also closely monitored the attendance of all SEND pupils, in line with the objectives from the school development plan.

We continue to have a strong focus on ensuring that we have the correct provision in place for our pupils. We also remain committed to striving for improved academic achievements for our SEND pupils, in line with national figures. Through school improvement systems, the SENCO consistently looks to identify any areas of specific focus, ensuring we not only reach, but surpass the required expectation. The SENCO is meticulous in her approach and continues to bring the whole team together to ensure we have a clear understanding of our SEND pupils' needs. She also ensures any actions are targeted, monitored and reviewed and appropriate next steps agreed. This ensures that we continue to be a fully inclusive educational environment for all of our pupils.

I continue to record my findings and update the current Governors' SEND file, which is held in the school office. I also ensure that the Governing Body is fully aware of the school's continued commitment to the SEND provision for our children, whilst sharing the success that our SENCO continuously achieves. My continued involvement in the Governors' SEND Report will remain, as this is crucial to my full understanding of the school's SEND provision.

**This report in full was shared with the full Governing Body during the Summer Term 2019 and an edited version (to protect individual pupil's right to confidentiality) placed on the school's website. This document should be read alongside the SEND Policy and all the documents referenced in that policy.**