

## STANDENS BARN PRIMARY SCHOOL

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

Report for Sept 2019:

#### Overview of the school

##### Key Staff

Special Educational Needs Co-ordinator (SENCo):	Mrs A James
Special Educational Needs (SEN) Governor:	Mrs Sheila Bryan

##### Policy

At Standens Barn Primary School, we endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. We focus on individual progress as the main indicator of success and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. Accurate assessments, carefully planned programmes, differentiated work and individual learning opportunities are provided for children as part of our provision for those with a Special Educational Need or Disability.

The SEN policy was reviewed by staff and Governors in November 2017 (3 year review policy). The format follows a model policy from the Local Authority and takes into account the changes issued by the Department for Education in the SEN Code of Practice 2014.

	2018/2019
SEN Support	48
EHC Plan	3
% of school	12%

##### Budget Allocation

For last year 2018/2019, the notional budget was £122,092. This was spent on ensuring a non-class based SENCo, teaching assistant support in all classes, 1:1 teaching assistant support for specific children, SEN resources and equipment, training and the commissioning of outside agency support.

##### Nature of support 2018/2019

The overall budget for SEN support in class is far greater than the contribution from the Local Authority and comes from the main school budget. This ensures that small group work is used regularly and systematically to help those children who are working below their expected level. The key staff is already in school and are deployed where and when necessary. The children are

therefore getting the support swiftly rather than having to wait for appropriate staff to be employed.

For 2018/2019, examples of intervention and support included additional 1:1 reading sessions, additional small group or 1:1 phonic support or small group maths work. Support was also given to children with sensory difficulties and social difficulties prior to school and at lunchtime, in order to teach them how to regulate their behaviours in an appropriate way. 1:1 mentoring was also offered to children to promote self-esteem, confidence and mental well-being. 1:1 or small group work was also given to those children who require specific speech and language support alongside a variety of recommended programmes of work and interventions for particular individuals with a range of needs including physical difficulties and Autistic Spectrum Disorder. Additionally, some children had a specified Teaching Assistant to support them according to their needs. We also sought commissioned occupational therapy to those children with physical, sensory, organisational and motor difficulties. Alongside this, we also commission the services of a play therapist and other external agencies such as JOGO Behavioural Support and Target Autism.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offered to all pupils in the school and that they have a special educational need as defined by the SEN Code of Practice 2014.

It may be decided that a very small number, but not all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. In particular, this may be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

## Progress of SEN children

Following termly reviews and ongoing monitoring of progress between the SENCo and class teachers, children’s needs are identified and suitable provision is implemented. Where applicable children with Education, Health Care Plans are encouraged to attend their Annual Reviews and contribute both verbally and in writing.

Currently SEND children are working at:

By the end of Year 6:

In 2019, following changes to the curriculum and new higher expectations in relation to attainment, 7 out of 9 SEN children reached the expected standard for reading (78%), in writing 4 out of 9 SEN children reached the expected standard (44%) and 6 out of 9 SEN children met the expected standard in maths (67%). In relation to progress, 100% achieved expected or better/63% achieved good or better progress in writing (5 out of 9 children), 63% achieved expected or better/38% achieved good or better progress in reading (3 out of 9 children) and 88% achieved expected or better 38% achieved good or better progress in maths (3 out of 9 children).

In 2018, 6 out of 14 SEN children reached the expected standard for reading (43%), in writing 4 out of 14 SEN children reached the expected standard (29%) and 4 out of 14 SEN children met the expected standard in maths (29%). In relation to progress, 75% achieved good or better progress in writing (9 out of 14 children), 100% achieved good or better progress in reading and 83% achieved good or better progress in maths (12 out of 14 children).

In 2017, following changes to the curriculum and new higher expectations in relation to attainment, 3 out of 7 SEN children reached the expected standard for reading (47%), in writing 2 out of 7 SEN children reached the expected standard (29%) and 6 out of 7 SEN children met the expected standard in maths (86%). In relation to reading progress for those requiring SEN support it was -0.15- despite the negative score, progress was significantly positive (+10%). Writing progress was -2.56- overall the children made slower progress in writing than in the other subject areas. Maths progress was +1.18- progress was exceptionally high in this subject area (36% gain).

## 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 are currently involved:

Educational Psychology Service  
NHS Occupational Therapy Service  
Thrive Occupational Therapy Services  
Target Autism  
JOGO Behavioural Support  
Visual Impairment Team  
Hearing Impairment Team  
Diabetes nursing team  
Pacesetters  
Inspire Teaching School  
NHS & Independent Speech and Language Therapist Services (SALT)  
The Qube, Kingsthorpe Grove outreach support  
Community Paediatrician & School Nursing Team  
Children, Adolescent Mental Health Service  
Children's Social Services  
Virtual school  
SEMH Panel  
0-19 Early Help Prevention Team  
IASS

## Secondary School Liaison and transition.

To ensure smooth transition for Y6 pupils, additional meetings were arranged between Secondary School staff, our SENCO, the Learning Mentor and the class teachers based in Year 6. Appropriate advice and information was given to parents to help them with their child's transition. Children with Education Health Care Plans or those with additional needs were offered alternative transfer arrangements during the summer term and were given extra times and tours of the school to enable the children to experience the 'whole school' day and meet key members of staff.

Within school, children with Education Health Care Plans or those with additional needs, where applicable, were given 1:1 time to discuss their transition to secondary school. They engaged in programmes of work to provide them with opportunities to address any concerns and encourage them to feel confident in leaving their primary school life.

## Staff development

During 2018/2019, staff have been involved in a variety of training programmes and sessions relevant to SEN. These have included:

- Training related to Attachment difficulties for appropriate staff.
- Staff training on monitoring progress of children and the use of individual action plans and the identification of SEN children
- Training of SENCo in relation to monitoring the progress of some children with SEN using iASEND.
- Annual Inclusion conference & Annual conference from JOGO Behavioural support service- attended by SENCO, with relevant information disseminated through staff training to share new approaches, guidelines or Government changes.
- Early Help & safeguarding updates and training for SENCo and Learning Mentor.
- Inclusion Network Meetings attended by SENCo, with relevant information disseminated through staff training.
- Well-being Awareness events and Attachment Awareness training attended by SENCo and Learning Mentor.
- Diabetes awareness and medical training for allocated members of staff.
- Training and support related to ASD.
- Training and support from the Visual Impairment Team
- Training and support from the Hearing Impairment Team

## Numbers of children with disabilities and medical needs within school:

The involvement of the relevant Outside Agencies enable us to provide support for children within school including the provision and administration of any appropriate medical equipment, resources or support where appropriate. The number of children receiving support at this level is currently **5**.

## Inclusion for Disabled Pupils:

In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*) for all pupils.

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

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

## needs:

The school aims to work in partnership with parents and carers. We do so by giving parents and carers opportunities to play an active and valued role in their child's education and encouraging them to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing. We aim to involve parents in the creation of one page profiles, reviewing termly action plans and in the monitoring of progress against targets set.

We work effectively with all other agencies supporting children and their parents. We strive to keep parents and carers informed of the involvement of any Outside Agencies and give them support or advice during any assessments and related decision-making.

We also make parents and carers aware of IASS and/or any other agencies or networks that may provide support related to their child's needs including the Northamptonshire Local Offer.

(<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>)