



Alveley Primary School

SEND summary report for Governors 2017 -18

Alveley Primary is committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND) receive their right to a relevant, inspirational and well balanced curriculum.

Our aim is to provide all our children with the best possible outcomes; to inspire a life-long love of learning and to develop them as independent thinkers.

We continue to be a highly inclusive school, something which has been recognised and rewarded, several times, throughout the last academic year. We endeavour to raise aspirations and expectations for all children, including those with SEND, by working in close partnership with parents and carers, outside agencies and listening to children.

SEND school profile:

At present (July 18) SEND pupils make up 19% of the whole school population (20/106 pupils) with one child having an EHC plan.

Our percentage of SEN children at 'school support level' has reduced – partly due to better identification of whether a child has SEND or not, more frequent meetings between class teachers and the SENCO and more robust pupil progress meetings.

SEND profile per year (July 18)

	N	Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
SEN support	1	4	2	3	2	5	3	1
EHC plan	-	1	-	-	-	-	-	-
GSP	-	-	-	-	1	1	1	-
Applied for July 18		1 GSP				1 EHCP		

Identifying Special Educational Needs:

Children's needs may be categorised into four areas, these include;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical.

Early identification:

We believe that early identification of special educational need is crucial to ensure the best outcomes for the children. To support us in early identification we:

1. Monitor progress carefully, through termly Pupil Progress meetings and SPTO
2. Provide appropriate interventions and monitor the impact of these
3. Have an open door policy allowing parents to easily raise concerns
4. Make swift referrals to outside agencies where appropriate.
5. Hold termly SENCO/Class Teacher meetings, prior to SEN planning meetings

Provision:

Any child identified on the SEND register receives provision that is 'additional to and different from' other children, this is recorded on the Provision map. Children on the register have a Support Plan, recording targets and interventions. These are monitored and reviewed on a termly basis and shared with parents – and children where appropriate.

Attainment and progress of SEND pupils 2017-18:

Overall children with SEND make good progress from their individual starting points, though we would like to see more children making accelerated progress to improve attainment. Progress is tracked through PUMA/PIRA , HODDER, Salford Reading Tests.

To increase attainment and progress of children on the SEN register next academic year, school will enable the SENCO to have additional time out of class to provide support for staff through monitoring and coaching. SENCO will also monitor interventions and provide termly reports to governors on progress and attainment.

Attendance:

Attendance of SEN pupils meets national targets at 96%

Deployment of staff and resources:

Children with EHC and GSP plans are supported by teachers and teaching assistants, both within the classroom and through small group and individual targeted interventions. Staff are experienced and provided with additional training where necessary, to ensure all pupils are appropriately supported.

Additional resources are purchased for identified pupils to support them with Visual Impairment – sloping desks or magnifiers; sensory needs – twiddle toys or weighted blankets and Specific Learning Difficulties – coloured overlays etc – where appropriate.

Budget allocation:

All funding devolved to school is used to fund:

- Suitably qualified adult support
- Resources and assessment tools
- CPD for staff
- Nurture group provision
- Designated provision
- Welfare/family support - who work closely with the SENCO to support our most vulnerable pupils
- Support and advice from outside agencies
- Play therapy

Training for staff in 2017-18 has included:

- Autism awareness
- ADHD
- Speech & Language – targeted training for individual pupils/TA's
- Attachment Disorder
- First quality teaching

Key Priorities for 2018-19:

- Development of TAs to provide effective monitoring and coaching of pupils with SEND, leading to increased progress and attainment.

Social, Emotional & mental Health training & strategies to be disseminated to TA's

Consistent strategies used by all TA's

Introduction of IDL intervention – reading and spelling