

Horsington Church School
Annual Report to Parents and Governors on Special Educational Needs
June 2017

As part of their statutory duties, governors are required to publish information and report on the school's policy on special educational needs an annual basis.

At Horsington Church School we believe in providing every possible opportunity to develop the full potential of all children. The school's **Special Educational Needs (SEN) Policy** can be found on the school website as well as the school's **Local Offer** which outlines the types of support available for children at the school. The school's Local Offer is linked to the **Somerset Core Standards**, a framework which describes the entitlement of children and young people in Somerset schools. These standards promote consistency across the local authority. Please follow the link to read more about the Core Standards:

<https://somersetchoices.org.uk>

The named Special Educational Needs Governor is Mrs Jean Boyd-Lee and the Coordinator (SENCo) is Ms Nicola Epps.

Number of children with Special Educational Needs

In the academic year 2016 -17 there are currently 13 children identified as having SEN at **Wave 3**, which is when they are placed on our SEN Register. These pupils need additional support to enable them to make progress. This is 15.3% of our children on roll. Two children on the register have an Education Health Care Plan (EHCP) and three are in receipt of High Needs funding arrangements. The remaining 10 receive additional support in school, either through one to one or group support delivered by a teacher or teaching assistant. This provision has usually been arranged in partnership with external professionals.

An additional 11 children have had concerns raised by class teachers and receive extra support organised and managed by their class teacher, often in liaison with the SENCo. This is called **Wave 2** support and is funded from within existing budgets.

A differentiated curriculum is offered to all children at school, through what is known as 'Quality First Teaching'. Teachers plan for all children according to their strengths and areas of need and is called **Wave 1** provision for all.

Progress of Pupils with SEN

All children who are currently receiving SEN support have made *appropriate* progress this year and they are meeting the majority of their individual targets. We know this because:-

- Children talk positively about their learning.
- Class teachers and the SENCo meet regularly to review progress.
- Three times yearly, progress is reviewed and targets are updated as set out in the children's individualised learning plans.

- Data from formal standardised tests alongside teacher assessments are used to assess progress. Some children with SEN make appropriate small-step progress in some areas of the curriculum associated with their learning needs.
- Formal interventions such as ILI (Individualised Literacy Intervention), Project X, Read Write Inc and Alpha and Omega are used to assess the child's progress across a specified time frame. Results of these interventions are recorded and used as part of further assessments by outside agencies as necessary.
- Children's views are sought about their learning. For example, they can tell us what they are good at and what helps them be successful, as well as what they find hard.
- Parents and carers views are sought. Parents and carers are consulted and informed about the progress their children are making and new targets are discussed and set with them at the child's annual review meeting or parents meetings.
- Teachers talk with parents and carers to gather views and inform them as necessary in addition to parents evenings. This can be requested by parent or teacher, head teacher or SENCo.

The school is embedding the SEN Code of Practice Graduated Response, which is a cycle of action in order to offer the best outcomes for pupils. This is:

- **Assess** the need
- **Plan** activities for that need
- **Do** the intervention
- **Review** the outcome and start the cycle again as required.

Attendance of pupils with SEN

The current attendance of children with an Education Health Care Plan is 91.3%. Attendance of the rest of the pupils on the SEN Register is 95.9%. This compares with attendance of 97.15% for all children at the school and national attendance at all schools (2016) at 95%.

Exclusions of children with SEN

None

Budget

Staffing and resource costs: £22,817 – this amount includes a one off training fee for our SENCo of £2000.

Staffing

Our SENCo is employed for one day per week. Teaching assistants currently work with individual pupils or small groups both in the classroom and through withdrawal from the classroom to a group teaching space.

Responsibilities

- Class teachers are teachers of every child and provide a differentiated curriculum for all learners. This is called Universal provision.
- The SENCo's main task is to coordinate and monitor additional provision for pupils on the SEN Register. She meets with class teachers, parents and carers, consults with outside agencies, assesses children and completes paperwork.
- The SENCo makes referrals to outside agencies, ensuring children receive the best possible outcomes.
- An important part of the role is applying for additional funding or assessment for Health Care Plans as necessary. Since September 2016 two Health Care Plans have been granted by the local authority.
- The SENCo attends meetings and training as appropriate and keeps up to date with government requirements and changes regarding SEN. She also meets termly with the SEN Governor who then reports to the Governing Board.
- The SENCo and school leaders look at school data on SEN pupils to monitor the impact and success of interventions.
- The school liaises with staff from secondary schools as required when pupils, identified as having additional needs, are transferring and additional transition visits are needed or particular needs of the child need to be discussed.

There is a termly staff meeting focussed on SEN led by our SENCo and she also brings additional items to our staff meetings as required.

SEN training attended so far this year across the school:

- 5 training sessions/meetings with Tower Learning Community (2 hours x 5) including:
De-escalation strategies around behaviour – Educational Psychology Service
Monitoring Interventions - Learning Support Service
Criteria for entry on the SEN Register - Learning Support Service
- New SENCo Induction Conference, 1 day
- National Award for SEN Coordination including 6 days training focussing on all aspects of the role of the SENCo.
- Vision Awareness Training 2 teaching staff and 2 teaching assistants, 2 hours
- Vision Awareness Training 3 teaching staff and 3 teaching assistants, 1 day
- Resource Modification Training, 1 teaching assistant, 1 day
- Emergency First Aid, head teacher, 1 day
- Emergency First Aid at Work, 2 staff x 3 hours
- Visit to a Multi Academy Trust partner school for all staff some focussing on SEN provision, all staff, 1 day
- Visit to observe phonics progression intervention, 1 teaching assistant, 0.5 day

Medical Needs

There is a policy on our school website. There are currently two children with medical plans in school which have been discussed and agreed with parents. These are reviewed termly.

Disability and Accessibility

The site was adapted in 2014 to meet the accessibility needs of a pupil identified through an environmental audit of the school site by Somerset County Council's Vision Support Team. Additionally a disabled parking bay was marked on the road outside the school which is used daily. The plan is reviewed on an on-going basis and in June 2017 further adaptations to the site were identified and agreed. These will be implemented before the start of the Autumn term 2017.

The school's Accessibility Plan can be viewed on the school's website.

Outside agency support

A range of outside professionals might be asked to offer support, advice and expertise to the school in order to provide the best opportunities for every child. This year the school has been working successfully with a number of different services which include:

Educational Psychology
Learning Support
Speech and Language Therapy
Occupational Therapy
Vision Support Team
Hearing Support Team
Early years transition
PFSA – Parent Family Support

Further information about these and other support services available to parents and carers can be found at www.somersetchoices.org.uk

More Information

For information about the type of SEN and disability support at Horsington Church School, please look at the school's Local Offer on the school website. This is an information report for parents and carers about SEN in the school.

Additionally follow the link to Somerset Core Standards on Somerset Choices website (above) to download information and advice about supporting children and young people with special educational needs and disability in Somerset.