



SEND Report from Governors to Parents 2015-2016

Mission Statement

'We walk kindly in the footsteps of Jesus Christ as we live and learn'.

The school mission statement underpins all learning and teaching in the school. All children are offered the opportunity to develop fully, irrespective of ethnicity, faith or social background, or gender.

This SEND Report outlines information regarding ways in which we provide support for all our students. The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN Information Report.

SEND Academic Year 2015-16

In the 2015-16 academic year:

- 16 pupils have been identified as SEN Support (6% of the school).
- 12 pupils have multi-agency involvement. (4.5%)
- 43 pupils (16%) are on the SEND Concern Register due to emotional, learning, behavioural or medical needs.

Key SEND Personnel

SENDCo – Miss Catterall

SEND Governor – Mr Thompson

Identification and Assessment of SEND

Pupils identified as having Special Educational Needs and Disability at Blessed Robert Widmerpool have full access to a broad and balanced curriculum and all aspects of school life.

There is a whole school approach to SEND policy and practice. All those involved with the pupil, including: parents, teachers and other agencies are responsible for identifying students with Special Educational Needs and Disabilities and, in collaboration with the Special Educational Needs Coordinator, will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Parents' early observations and knowledge of their child are crucial in early identification. The school ensures effective parent and pupil participation in identifying pupils with SEND. Parents have full participation in the process and their opinions and concerns are sought to gain a good understanding of pupil needs.

Identification of SEND at Blessed Robert Widmerpool

The school has a clear approach to identifying and responding to SEND. Quality First Teaching is essential in removing barriers to learning.

The schools **graduated response** procedure is outlined below:

- Concerns about progress and needs of pupils are raised by the parent, class teacher, SENDCo or SLT.
- These pupils are marked as concerns on the O-Track (Optimum Tracker Online) after discussion with the SENDCo and Assessment Coordinator and are monitored closely.
- The class teacher takes steps to provide differentiated learning opportunities that enable the pupil to access the learning, aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be provided.
- Pupils who fall significantly outside of the range of expected academic achievement in line with predicted performance indicators are identified as target children and monitored.
- The pupil is then formally recorded on the O Track as being under observation due to concern by parent or teacher. This may not necessarily place them on the SEND register.
- Once a student has been identified as having SEND, they are closely monitored by the class teacher in order to gauge their level of learning and possible difficulties.
- The SENDCO is consulted if needed for support and advice and may wish to observe the student in class along with other outside agencies.
- At this stage it can be determined which level of provision the student will need going forward.
- If a student has recently been removed from the SEND list they may also fall into this category and continued monitoring will be necessary.
- Parents are included fully at every stage. If concerns are raised by teachers, parents will be informed and information will be gathered and shared.
- Termly assessment meetings with the SLT monitor and assess the attainment and progress being made by the students being monitored. These meetings can occur more frequently with the SENDCo depending on the individual student's needs and progress being made.

SEND Support Exit Criteria

In order for children to meet the exit criteria with the school, they are required to have met a code of progress expected in line with previous assessments. Children will only be removed from the SEND Concern register following discussion between parents, class teachers and the SENDCo.

In the academic year 2015-16, no children were removed from the SEND register. If children are removed from the register they continue to be closely monitored by the

SENDCo and Assessment Coordinator. If required, children's access to SEND support will be Reintroduced in line with the SEND policy.

Types SEND Provision at BRW

SEND Support

Where it is determined that a student does have SEND, parents will be formally informed of this by letter or communicated verbally via class teacher. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision is refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Teachers provide a range of support for the identified children. These are detailed on Provision Maps and updated on a termly basis. Children's progress is monitored on a half termly basis by the SENDCo, Assessment Coordinator and children's class teachers.

External Agency Support

The following agencies and individuals have supported SEND pupils at Blessed Robert Widmerpool School throughout the 2015-16 academic year:

Autism Team
Behaviour Support Team
CAMHS
Speech and Language Therapy
Think Children
School Nurse
CEPS/Educational Psychology
Occupational Therapy
Stronger Families
Community Paediatricians

External agency support is reviewed at the end of each academic year

Access - Aims and Objectives

The school aims to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice (2014)*. As such, our aims are:

- To ensure that all students have access to a broad and balanced curriculum

- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring Special Educational Needs and Disability provision as early as possible in their school life
- To ensure that students with Special Educational Needs and/or disabilities (SEND) take as full a part as possible in all school activities
- To ensure that parents of students with SEND are kept fully informed of their student's progress and attainment
- To ensure that students with SEND are involved, where practicable, in decisions affecting their future Special Educational Needs provision

Many students will have special needs at some time during their school life. In implementing this policy, pupils will be helped to overcome their difficulties.

The policy takes into account procedures used within the School which are in line with other school policies including: The Teaching and Learning Policy, Behaviour Policy, Equal Opportunities Policy, Safeguarding Policy and others.

The school is committed to helping students achieve their potential whatever their level of need.

The SIP

The School Improvement Plan ensures that provision for Special Educational Needs and Disabilities within the School is refined and evaluated regularly and new ideas are implemented to help each individual student. This academic year the SEND Action Plan has focused on issues arising from recent changes highlighted in the 2014 SEND Act. Staff have received additional training on Dyspraxia/Dyslexia and the Acting SENDCo has received training in the HLN Bidding Process.

The SENDCo, in line with the SIP, has also developed the use of monitoring and assessment, in line with the 2014 curriculum, in order to maintain high standards, progress and monitor the provision for SEND children.

Targets and Outcomes for Children with SEND

100% of the SEND Support children at the end of Key Stage 2 achieved the expected, or above the expected standard in Reading, Writing, Maths, Science and Grammar, Punctuation, Vocabulary and Spelling.

100% of SEND Support pupils attained the expected standard or above in Grammar, Punctuation, Vocabulary and Spelling at the end of Year 6.

For pupils who are on the SEND Support list, individual provision maps are drawn up which provide details of interventions and support provided, when it occurs and who is responsible for it.

Class and individual provision maps are shared with pupils, parents, TA's, SENDCo and any other professional involved in working with the child.

Monitoring of Provision

The monitoring and evaluation of the effectiveness of the school's provision for pupils with SEND is carried out in the following ways:

- Classroom observation by the SLT and SENDCo
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis
- Termly reviews of SEND progress data
- Informal feedback from all staff
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring Individual Provision Map targets, evaluating the impact of these on pupils' progress.
- Regular review of SEND Action Plan
- Attendance records and liaison with EWO
- Head teacher's report to governors
- Head teacher's report to parents

Monitoring of SEND's Children's Progress

Children's progress is monitored using provision maps, termly review meetings and the data compiled on the O-Track and Class Track pupil tracking system. When appropriate, the progress of SEND Support children is assessed in line with P levels.

Role of the SENDCo

The school's SENDCO is a qualified teacher, DSL and is working toward the National Award in Special Educational Needs and Disability Co-ordination.

The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The school's SENDCO is aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

Training in SEND

The school ensures that all staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The SENDCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training.

The school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, NQT's, parents and Midday supervisors.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENDCO, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

2015-16 Training

This academic year, there has been whole school teacher training in Dyslexia, Dyspraxia and developing Handwriting. Individual staff have attended ASD training and the SENDCo and a Foundation Stage TA have attended Talk Boost training. Two further members of staff have attended Diabetes training in support of a child in Year 5. The Headteacher of the school has also received updated Level 3 Safeguarding training in preparation for the 2016-17 academic year. Two of members of SLT will complete Safer Recruitment Training in September 2015. This training will include a module on Allegations Management Training.

SEND Budget

The SEND Funding supports the provision of all SEND children across the school. In addition to this, there are four children who receive HLN (Higher Level Need) funding in the school. This support is granted through a bidding system. Bids are written by the school SENDCO in collaboration with parents, teachers and other agencies. An external panel grants the HLN funding.

The SEND Budget is used to provide staff training, resources and subsidise teaching/care assistant support for all SEND children across the school. Those receiving HLN funding receive TA/Care Assistant/CT support in line with HLN allowance.

Reviewing the SEND Policy

In order to ensure SEND children have access to suitable provision and make progress, the school encourages feedback from staff, parents and students throughout the year. Pupil, staff and parent voice is used as part of the quality assurance process.

The Governing Body will report annually to parents regarding the policy.

Student progress will provide evidence for the success of the Special Educational Needs and Disability policy and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests.
- Evidence generated from review meetings.

Provision mapping will be used to monitor, review and evaluate interventions used to support students. Information from provision management will be used to identify how effective provision is in enabling students to achieve academic and wider outcomes.

The policy is reviewed annually in order to adapt to the changing needs of children and staff.

Action for Next Year:

As a school we continually seek ways to improve our inclusion and SEND provision. Next year we aim to:

- Provide CPD for Teachers and Teaching Assistants in supporting children with ASD/ Autism and Attachment Disorders
- Monitor the role of provision maps, interventions and how they support children's progress
- Develop targeted provision for those with emotional and behavioural needs i.e. Nurture Groups, Mentoring, Personalised Timetables

Reviewed: July 2016

Review Date: July 2017

Glossary

ASD – Autistic Spectrum Disorder

DCD – Developmental Coordination Disorder

DSL – Designated Safeguarding Lead

EHCP – Education, Health Care Plan

EWO- Education Welfare Officer

HLN – Higher Level Need

SEND – Special Educational Needs and Disability

SENDCo – Special Educational Needs and Disability Coordinator