



High Lane Primary School

SEND Annual Report – 2018/19

SENDCo – Alison Humphries Link governor – Sue Whitehead

1	How has the school identified children with special educational needs since the last report?	<ul style="list-style-type: none"> • Pupils are being highlighted earlier and more frequently raised as cause for concern in EYFS. • School writes an individual teaching and learning plan (ITLP) at this stage to ensure early support is in place. • A greater percentage of pupils are now identified in Early Year Foundation Stage and Key Stage 1. • The introduction of Class Dojo in most year groups is supporting contact between parents and school.
2	How many children within the school have special educational needs? How many identified as having a cause for concern?	<p>27 pupils on the register. EYFS – 5 pupils KS1 – 11 pupils KS2 – 11 pupils 40 pupils identified as having some cause for concern. This can range from medical issues to well-being or lower level needs.</p>
3	SEN Support	<ul style="list-style-type: none"> • Pupils identified as needing SEN Support have individual plans and/or pupil passports to focus on particular areas of need. • Support ranges from additional help in class, to specific interventions and collaboration with other professionals. • Provision mapping continues to be strengthened. Provision map is concise, informative and cohesive. It allows for easy identification of interventions/cost-effectiveness/ impact and evaluation of progress.
4	How many pupils have met the exit criteria and no longer need that support?	<p>In 2017/18 Foundation Stage – 0 KS1 – 1 KS2 – 3</p>
5	What types of special education needs does the school have recent experience of supporting.	<p>ASD, Dyslexia, Physical/Medical, motor control, sensory (hearing/sight), ADHD tendencies, mental health, Dyscalculic tendencies, social/emotional. Speech and language (SALT).</p>
6	How are pupils with SEND ensured access to the curriculum?	<ul style="list-style-type: none"> • Inclusive school ethos. • Pupils participate in all subjects – curriculum is adapted / differentiated as necessary. • Expectations are high – all pupils are encouraged to meet their full potential. • Swimming/PE – where necessary, alternative arrangements can be agreed between school and parents to enable participation. • A strong focus on carefully selected short-term, high impact interventions and programmes. These are regularly evaluated. • Quality first teaching. Class teachers are trained to manage a range of needs in their daily teaching. • Restorative approaches. • SEND pupils can participate in local specially tailored sporting events.
7	How is their progress monitored?	<ul style="list-style-type: none"> • Ongoing assessments by SENDCo, Class teacher, external professionals teaching assistants and learning support assistants.

		<ul style="list-style-type: none"> • With specific interventions, we aim for significantly greater progress than the number of weeks the intervention is for. • Improved documentation and communication regarding impact. • ITLP is reviewed termly. Teachers discuss ITLPs with parents and review them together. • Parent /Carer meetings. • Book looks to ensure progress is sustained – peer assessment by teachers then review by subject coordinator and/or headteacher. • SENDCo has written case studies.
8	Are all the relevant plans in place (provisioning maps, etc) and up to date?	Provision Mapping Improvements have been made and all plans are up to date.
9	How are school resources deployed? Number of LA's External Support Equipment or adaptations	1 LSA (allocated to a specific pupil) TA support includes SERI, TELL (phonics), Motor Skills United (MSU), motivational maths (MM), Wellcomm, Power pack phonics. Ipads, SEN schemes. Local Authority SEN support Educational psychologist - bought in service to work with families as required.
10	Are there any budget/resource issues in terms of SEND provision?	Budget pressures mean large items are difficult to acquire. External intervention training is done on a priority basis according to the school's needs at any one time. Interventions are now costed within the budget.
11	What is the progress on any parts of the School Improvement Plan relating to SEND.	All governors receive updates via subcommittee meetings, link visits, school visits and termly headteacher report
12	SENCO / Staff / Governor training in relation to SEND?	<ul style="list-style-type: none"> • Dyslexia and Maths • In-house training for interventions • Dyslexia in schools • Wellcomm • SALT (teachers and TA's) • E – learning – SEND (in association with nga)
13	Which external agencies and support agencies are the school working with and how well is this working?	<ul style="list-style-type: none"> • Learning and Support Services • Speech and Language • Primary Jigsaw • Educational Psychologist • Sensory Support • Occupational Therapy • School Nurse
14	What communication strategies are in place for parents/carers of children with SEND?	Termly meetings SENDCo ensures SEN pupils are discussed at Pupil Progress meetings. Written communication as required. Class Dojo
15	What is going well?	<ul style="list-style-type: none"> • Intervention based approach. • Standardised Tracking process introduced. • More in-depth provision mapping. • Improved ILTP's. • Increased effective communication with parents/carers. • Robust referral system. • Appraisal system for TA's. • Closer communication between SENDCo and Governing Board via link governor.
16	Areas for improvement?	<ul style="list-style-type: none"> • Further develop provision mapping.

		<ul style="list-style-type: none">• Strengthen communication between all school staff and SENDCo of any change/development.• Continue to develop systems to ensure progress can be easily measured and identified within each banding (emerging, meeting, exceeding etc)
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