



Annual Report to Parents and Governors on the Implementation of the Special Educational Needs and Disability (SEND) Policy in Practice.

May 2019

Introduction

- Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.
- The Special Educational Needs Code of Practice lies at the heart of Stanton's SEND policy and sets out the processes and procedures that we follow to meet the needs of our children. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step support at Internal Action/in-class provision and Stanton Plan and Specialist expertise at Wiltshire My Support/EHCP My Plan, can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request a statutory assessment of special needs, which may or may not result in an EHC Plan for the child.
- A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.
- As with all children at Stanton, it is essential that Quality First Teaching (Wave 1) is offered and targeted to support children's specific needs. This includes detailed lessons with clear differentiation and the identification of any children with additional needs highlighted.
- Provision analysis outlines additional Wave 2 and Wave 3 provision for individual children or groups. Examples of this provision include phonics groups, nurture intervention or Speech and Language support. In most instances the provision is carried out by the class teacher or teaching assistant.



- If external agencies are involved then the class teacher and / or SENDCO (Special Educational Needs Co-ordinator) will have regular meetings to ensure that targets are being supported accurately.



The kinds of SEN that are provided for at Stanton St Quintin Primary School

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Our approach to teaching pupils with SEN

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- Some children may have additional needs which may require short term interventions or some additional support.
- Some children who have a special educational need may require a 'Personalised Education Plan' to support their learning and enable them to access the curriculum.

Identifying pupils with SEN and assessing their needs

- When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap
 - This may include progress in areas other than attainment, for example, social needs.
 - Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Adaptations to the curriculum and learning environment



We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Assessing and reviewing pupils' progress towards outcomes

- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:
 - The teacher's assessment and experience of the pupil
 - Their previous progress and attainment and behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services, if relevant
 - The assessment will be reviewed regularly.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Expertise and training of staff

- Our SENCO is also the Headteacher. She is allocated ½ day a week to manage SEN provision.
- We have a team of 5 teaching assistants, including 2 Cover Supervisors with specialist qualifications. All Teaching Assistants deliver SEN provision.
- In the last academic year, staff have been taken part in Sounds Write, ELSA, SWAPP CPD (Core Professional Development).
- For further information regarding roles and responsibilities please see Appendix 1.

Additional support for learning

- Teaching assistants will support pupils on a 1:1 basis and in small groups.
- Teaching assistants deliver interventions such as
 - First Class at Number (Maths)
 - ELS (Early Literacy Support)
 - Sparks (Occupational Therapy Programme)
 - Emotional Literacy Support (ELSA)



- Narrative Therapy (Delivery of specialist Speech and Language support)
 - BLAST (Boosting Language and Auditory Skills)
 - Woods Learning
 - Team Teach
 - Sounds Write(Phonics)
 - Sir Kit's Quest (KS2 Writing)
 - SALT (Speech and Language Therapy)
 - Eurhythmmy (well-being and coordination)
- We work with the following agencies to provide support for pupils with SEN:
- Speech and Language Therapy
 - Occupational Therapy
 - Child and Adolescent Mental Health Service (CAHMS)
 - Educational Psychologists
 - Specialist Special Educational Needs Service (SENS) which includes:
 - Behaviour Support
 - Learning Support
 - Social Communication Needs
 - Qualified Teacher for Visual Impairment
 - Qualified Teacher for Hearing Impairment
 - Ethnic Minority Advisory Service (EMAS)
 - Links with a School Nurse
 - Common Assessment Framework (CAF) compiled when necessary
 - Access to Parent Support Advisor (on a needs basis)
 - MentorMe –The Rise Trust

Enabling pupils with SEN to engage in whole school activities

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

- We provide support for pupils to improve their emotional and social development in the following ways:
- ELSA (Emotional Literacy Support) is available for those children who require emotional and social support. Strength and Difficulty questionnaires are completed by the child, parent/carers and teachers to identify specific areas of support. These sessions are generally run over a short term by a qualified ELSA TA. At the end of a 6 week session support is reviewed and next steps identified.



- Pupils with SEN are encouraged to be part of the school council
- We have a zero tolerance approach to bullying. The school's Anti Bullying Policy is applied to all children and measures are in place to ensure that staff have a good awareness and are equipped with the skills to recognise potential vulnerabilities of children, especially those with SEN.

Pupil voice

- Each child on our SEN register will create a 'One Page Profile' with their teacher. This is a child-friendly document which the child can use to communicate their needs.
- Stanton St Quintin Primary School prides itself on being a school that actively listens to all children and puts their needs as paramount in all that we do.
- Children are involved in the setting and reviewing of targets.
- Regularly holds pupil conferences to gain pupil voice on a range of issues.

Consulting and involving pupils and parents

- We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
 - Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - We take into account the parents' concerns
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are
 - Notes of these early discussions will be added to the pupil's record.
- We will formally notify parents when it is decided that a pupil will receive SEN support.
- Parents are encouraged to come into school on a regular basis to celebrate children's successes such as open days and assemblies.
- Parents and carers are updated termly (T1, 2,4,6) on their children's progress. The class teacher generally leads this review, however the SENDCo can attend when necessary. The SENDCo is available for parent consultations evenings.
- Parents are also able to find out about their child's progress through Parent Consultation Evenings, Support Plan review meetings, Annual Reports, and both formal and informal discussions with their child's teacher and SENDCo.

Disability Duty

- Under the Disability Equality Duty schools are required to take proactive steps to ensure any disabled pupils, staff and governors, parents/carers and others using the school are treated equally. Currently we have good facilities and access for disabled pupils within the physical environment as well as access to the curriculum.



Supporting pupils moving between phases, liaison with Nursery and preparing for adulthood

- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- Strong links exist with our local Nurseries and parents. Transition meetings take place between SENDCO/Class Teacher when pupils move to Secondary School. This is to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils. Separate transition and induction visits are set up for pupils with SEN where required.

Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for pupils with SEN by:
 - Reviewing pupils' individual progress towards their goals each term
 - Reviewing the impact of interventions after 6 weeks
 - Using pupil questionnaires
 - Monitoring by the SENCO
 - Using provision maps to measure progress
 - Holding annual reviews for pupils with statements of SEN or EHC plans

Complaints

- If parents or carers have a complaint concerning provision they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCO and/or Head Teacher.
- Should the matter still be unresolved the parents should contact the 'responsible person' on the governing body – this is Wendy Goodswen. If the complaint does not receive a satisfactory response this should be referred to the chair of governors and the LA.



School Information:

April 2019	
Number of Pupils on Roll:	72 children
Numbers of Pupils with SEND:	15 children
Percentage of SEND Needs pupils:	20.83%
Statement/EHC Plan:	3 children
SEN support:	11 children

Category of need	
Cognition and Learning	6
Communication and Interaction	7
Social, Emotional and Mental Health	0
Physical /Medical	2

Policies and Supporting documentation	
SEND Policy	Reviewed annually
Equalities Information Statement	Reviewed annually
Behaviour Policy	Reviewed every 3 years
Anti- Bullying Policy	Reviewed every 3 years
School Offer	Reviewed annually
Local Offer	Reviewed by Wiltshire Council
Key Personnel	
SENDCo: Mrs Karen Winterburn	senco@stanton-st-quintin.wilts.sch.uk
SEND Governor: Ms Wendy Goodswen	SenGov@stntonschool.net

Attainment of pupils with SEND – published data July 2018

Year 1 Phonics:



	Cohort	Did not take test	Not achieving standards	Achieving Standard
EHCP	0	0	0	0
SEN Support	1	0	1	0

Key Stage 1 – SEN Cohort 2

	Reading	Writing	Maths
At Expected	0%	0%	0%
Exceeding	0%	0%	0%

Key Stage 2 – SEN Cohort 0

	Reading	Writing	Maths	GPS	RWM
At Expected	-	-	-	-	-
Greater Depth	-	-	-	-	-

Spending on SEND:

- In 2018 / 2019 the SEND budget was £25,069.14. School spent more than this in order to provide in class support for pupils.
- The majority of our budget to support direct and early intervention through quality first teaching and experience and well qualified teaching assistants.
- Teaching Assistants and Teachers are used to do small group, one to one and paired support sessions through-out the week.
- We spend a portion of our budget on resources to support SEND pupils. This has included maths, spelling and reading intervention costs, in addition to counselling and ELSA support as appropriate.
- We spend some of our budget on training for staff and covering the supply costs. Where possible staff attend after-school training or undertake additional research online. This includes: 'precision teaching' training to support pupils with memory issues and dyslexia, Dyslexia identification training, Autistic spectrum training and behaviour CPD.



Roles and responsibilities

Appendix 1

The SENDCO

The SENDCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching



- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy