

SEND Annual Report Firle Church of England Primary School July 2016

Basic Characteristics of School (2015/16)	We are above the 60 th percentile for % of children with SEN support nationally. We are above the 80 th percentile for % of children with a statement or EHC plan nationally. We are below the 20 th percentile for % stability in the school. (2014/15) <i>This information will be updated when published on Raise Online</i>																																	
How many children in the school have special educational needs?	15 children have been identified as having special educational needs.																																	
How many children are being provided for with SEN support, have SBSP, EHCP or statement?	14 children receive SEN support, one currently has an EHC Plan but will be moving to secondary school in September.																																	
How many children have met the exit criteria and no longer need that support?	One child has been removed at the end of this school year.																																	
What types of special education needs does the school currently need to provide?	Dyslexia, ASD, mild learning difficulties, emotional problems, S and L, hearing impairment																																	
How pupils with SEN are ensured access to the curriculum?	All children have differentiated quality first teaching. If a specific need is identified then the child may be involved in an intervention with a small group or in a one to one situation. Outside agencies are used where expert input is needed. Any support or outside agency intervention is explained to parents in joint meetings with the class teacher and SEN team. The school employs an experienced and highly trained SEN TA who delivers a range interventions effectively. Children's progress is assessed six times a year, and discussed at termly pupil progress meetings. In this way, interventions are regularly monitored for effectiveness, and changes made where necessary. Our Governing Body ensure that as a school we make appropriate provision for all pupils identified as having special educational needs. The school has appointed an experienced SENCO who will be joining the school in September.																																	
What are the targets and outcomes for children with special education	<p>1 out of 3 Y1 with SEN achieved expected standard in Phonics. The 1 SEN child in Y2 re-taking phonics did not achieve expected standard.</p> <p>KS1 In Year 2 There were 2 children receiving SEN support in Year 2. One achieved the expected standard for reading and maths. Neither child achieved the expected standard for writing.</p> <p>KS2 In Year 6 There were 4 children receiving SEN support, and one child with an EHCP in Year 6. The child with the EHCP did not reach the expected standard for any of the four subjects assessed. One child receiving SEN support reached the expected standard for GPVS and reading. Two children receiving SEN support exceeded the expected standard for writing.</p> <table border="1" data-bbox="497 1599 1246 1998"> <thead> <tr> <th></th> <th>No children in Y1</th> <th>No with SEN</th> </tr> </thead> <tbody> <tr> <td></td> <td>9</td> <td>1</td> </tr> <tr> <td>Y1 Phonics</td> <td>7 Achieved expected standard</td> <td>0 Achieved expected standard</td> </tr> <tr> <td>Y2 Phonics re-take</td> <td>7</td> <td>7 Achieved expected standard</td> </tr> <tr> <td></td> <th>No children in Y2</th> <th>No with SEN</th> </tr> <tr> <td></td> <td>16</td> <td>5</td> </tr> <tr> <td></td> <th colspan="2">Reached Expected Standard or Exceeded</th> </tr> <tr> <td>Y2 Reading SAT</td> <td>15</td> <td>1</td> </tr> <tr> <td>Y2 Writing SAT</td> <td>11</td> <td>0</td> </tr> <tr> <td>Y2 Maths SAT</td> <td>12</td> <td>1</td> </tr> <tr> <td></td> <th>No children in Y6</th> <th>No with SEN</th> </tr> </tbody> </table>		No children in Y1	No with SEN		9	1	Y1 Phonics	7 Achieved expected standard	0 Achieved expected standard	Y2 Phonics re-take	7	7 Achieved expected standard		No children in Y2	No with SEN		16	5		Reached Expected Standard or Exceeded		Y2 Reading SAT	15	1	Y2 Writing SAT	11	0	Y2 Maths SAT	12	1		No children in Y6	No with SEN
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	Y6 Reading SAT	14	1
	Y6 Writing SAT	14	2
	Y6 Maths	10	0
	Y6 GPS	13	1
How is their progress monitored?	Children with SEN are closely monitored by classroom teachers and the SEND team. This is done using a variety of strategies and tests. We monitor and record progress using AWOL individual sheets, tests and observations. Progress is discussed six times per year at pupil progress meetings.		
Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	IEPs, SBSP, EHCP, Behaviour plans and provision maps are in place.		
How are school resources deployed? <ul style="list-style-type: none"> ▪ How many TA/INAs ▪ Any external support ▪ Equipment and any adaptations 	We have 4 TAs in the school. These TAs each have a class which is their base. However they are deployed around the school and undertake interventions according to their strengths and experience. We have a SEN TA who works runs interventions.		
Are there any budget/resource issues in terms of SEN provision?	We are above the national average for number of children with SEN and use TAs for interventions and 1 to 1 work. We receive no top up funding.		
Describe the progress on any parts of the School Improvement Plan relating to SEN	Part 2.4 of School Development plan states that 'Pupil Progress meetings consistently ensure that the progress of all children in all year groups are on track to achieve end of year targets' SEND team are involved in following up from PP meetings and liaising with class teachers and TAs about progress of each SEN child.		
When the SEN policy was last reviewed and when will it be reviewed next? <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils ▪ What does it say about supporting pupils in their transfer to and from other schools? 	The SEN Policy was re-written in June '15 by SENCO in line with the new SEND Code of Practice. It was approved by the inclusion group of governors. The policy will be reviewed during Term 1 2016/17 by the incoming SENCO. The policy covers all aspects of provision necessary for the successful inclusion of children with special individual needs and/or disabilities,		
Has the SENCO undertaken the necessary training?	Qualified by virtue of length of service as a SENCO (1997 onwards)		
Have the relevant staff members received appropriate training?	Every year we do an audit of training needs for staff taking into account school priorities and personal professional development. This year that has included; <ul style="list-style-type: none"> • TAs have all been trained in running 'Speed Up' - an intervention to support children who have problems with fine and gross motor control and therefore experience problems with handwriting. • All staff had training in how to use 'Clicker' - a computer programme to support children who have literacy problems. • INAs and TAs have had ASD awareness training. The incoming SENCO has 18 years' experience as a SENCO, and works in several other schools. Our SEN TA has a dyslexia accreditation and is trained in running interventions and assessments such as 'Jump Ahead', Speech and Language Level 3, 'PLR', Speech and Language link, 'Bulls eye', 'Socially Speaking', Social Stories and the 'Alert' programme (for children with sensory anxiety needs.)		
Which external agencies and support agencies are the school	We access a variety of external support services and they play an important part in helping the school identify, assess and make provision for children with special education		

<p>working with and how well is this working?</p>	<p>needs.</p> <ul style="list-style-type: none"> •Our school nurse gives the children developmental tests at different stages of their school life. She will also advise us about any medical/health related issues that arise. •COPEs is a counselling service that we use to support children and parents who have emotional problems. •Our attached Educational Psychologist will assess children and advise us on appropriate support. •We have an ASD support worker who advises and supports us with our children on the autistic spectrum. •We access the East Sussex Language and Learning Support Service who assess, advise us on and support children with specific literacy problems. •ESBAS (East Sussex Behavioural and Attendance Service) •East Sussex Speech and Language Service support and advise us on children with specific speech and language issues. <p>Before the school make any referral to a specialist service we will always gain your permission.</p>
<p>What communication strategies are in place for parents/carers of children with SEN?</p>	<p>Teachers and the SEN TA are available for informal discussions, if needed, at the end of each day. The incoming SENCO will usually be working at the school on Thursdays. His email address will be given to parents who need to contact him on other days, and messages can be left at the school offices and forwarded on. We also have home/school communication books for those who find it difficult to be able to come in to school. Phone calls and e-mails are another method of communication. In addition to this, we hold regular parent meetings when parents will be kept informed of their child's progress by agreeing and sharing your child's targets with the class teacher. For children with special needs IEPs (individual education plans) and School based support plans will also be shared and agreed at these meetings. We have positive relationships with our parents and foster a team approach.</p>
<p>What is going well?</p>	<p>Staff knowledge and awareness of needs of children with ASD is good. We have a number of children with specific sensory and ASD related needs and I feel that that these are being met well.</p> <p>Interventions such as 'Speed Up' and 'Jump Ahead' have worked well.</p> <p>The process of allocating roles for TAs across the school according to skills and needs has started.</p> <p>Nurture groups and support plans have worked well.</p> <p>We continue to collaborate with outside agencies- joining up support for the benefit of the children.</p>
<p>What is going less well and needs to be improved?</p>	<p>The school will update this section when Raisonline data for 2016 is published.</p>