

**SEND Annual Report Firle Church of England Primary School July 2015**

<p>Basic Characteristics of School ('14-'15)</p>	<p>We are above the 60<sup>th</sup> percentile for % of children with SEN support nationally. We are above the 80<sup>th</sup> percentile for % of children with a statement or EHC plan nationally. We are below the 20<sup>th</sup> percentile for % stability in the school. 5 out of 20 who have SEN are new to the school within school Year '14-'15 Year 4 have 31% SEN Year 5 have 23% SEN</p>																																													
<p>How many children in the school have special educational needs?</p>	<p>20</p>																																													
<p>How many children are being provided for with SEN support, have SBSP, EHCP or statement?</p>	<p>18 have SEN support, 2 currently have statements (one is on roll but educated elsewhere and the other we have applied for an EHCP</p>																																													
<p>How many children have met the exit criteria and no longer need that support?</p>	<p>Two will be transferring to secondary school in September.</p>																																													
<p>What types of special education needs does the school currently need to provide?</p>	<p>Dyslexia, ASD, mild learning difficulties, emotional problems, S and L, hearing impairment</p>																																													
<p>How pupils with SEN are ensured access to the curriculum?</p>	<p>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. Any support or outside agency intervention would be explained to parents in joint meetings with the class teacher and SEN team. Our Governing Body ensure that as a school we make appropriate provision for all pupils identified as having special educational needs.</p>																																													
<p>What are the targets and outcomes for children with special education</p>	<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. <b>KS1 In Year 2</b> there was one SEN child who had a lower APS in Reading, Writing and Maths than the national APS for SEN <b>KS2 In Year 6</b> 1 child had SEN Support. He did not achieve L4 in maths, reading or GPS But did in Reading 1 child with a statement was educated elsewhere and did not sit SATs so was reported as not achieving L4 in all areas. APS slightly below national for child with SEN support in maths and writing but above in reading.</p> <table border="1" data-bbox="504 1514 1246 2007"> <tr> <td></td> <td>No children in Y1</td> <td>No with SEN</td> </tr> <tr> <td></td> <td>18</td> <td>3</td> </tr> <tr> <td>Y1 Phonics</td> <td>11 Achieved expected standard</td> <td>1 Achieved expected standard</td> </tr> <tr> <td>Y2 Phonics re-take</td> <td>6 out of 7</td> <td>0 out of 1</td> </tr> <tr> <td></td> <td>No children in Y2</td> <td>No with SEN</td> </tr> <tr> <td></td> <td>7</td> <td>1</td> </tr> <tr> <td></td> <td colspan="2">Level 2+</td> </tr> <tr> <td>Y2 Reading SAT</td> <td>6</td> <td>0</td> </tr> <tr> <td>Y2 Writing SAT</td> <td>6</td> <td>0</td> </tr> <tr> <td>Y2 Maths SAT</td> <td>7</td> <td>1</td> </tr> <tr> <td></td> <td>No children in Y6</td> <td>No with SEN</td> </tr> <tr> <td></td> <td>12</td> <td>2</td> </tr> <tr> <td></td> <td colspan="2">Level 4+</td> </tr> <tr> <td>Y6 Reading SAT</td> <td>11</td> <td>1</td> </tr> <tr> <td>Y6 Writing SAT</td> <td>10</td> <td>0</td> </tr> </table>		No children in Y1	No with SEN		18	3	Y1 Phonics	11 Achieved expected standard	1 Achieved expected standard	Y2 Phonics re-take	6 out of 7	0 out of 1		No children in Y2	No with SEN		7	1		Level 2+		Y2 Reading SAT	6	0	Y2 Writing SAT	6	0	Y2 Maths SAT	7	1		No children in Y6	No with SEN		12	2		Level 4+		Y6 Reading SAT	11	1	Y6 Writing SAT	10	0
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	Y6 Maths	8	0
	Y6 GPS	10	0
How is their progress monitored?	Children with SEN will be closely monitored by classroom teachers and the SEND team. This will be done using a variety of strategies and tests. We monitor and record progress using AWOL individual sheets, tests and observations.		
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"> <li>▪ How many TA/INAs</li> <li>▪ Any external support</li> <li>▪ Equipment and any adaptations</li> </ul>	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 SENTA who works as an INA for several hours in a day and also 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 a lot and we have 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"> <li>▪ Who is involved in reviewing the policy?</li> <li>▪ Does the policy reflect and meet needs of pupils</li> <li>▪ What does it say about supporting pupils in their transfer to and from other schools?</li> </ul>	SEN Policy re-written in June '15 by SENDCo Reviewed by inclusion group of Governors		
Has the SENCO undertaken the necessary training?	Qualified Sept '14		
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"> <li>•SENCo undertaking the national qualification for SEN</li> <li>•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.</li> <li>•All staff had training in how to use 'Clicker' - a computer programme to support children who have literacy problems.</li> <li>•INAs and TAs have had ASD awareness training.</li> </ul> <p>Our SENTA 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.)</p>		
Which external agencies and support agencies are the school working with and how well is this working?	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 needs. <ul style="list-style-type: none"> <li>•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.</li> <li>•COPEs is a counselling service that we use to support children and parents who have emotional problems.</li> </ul>		

	<ul style="list-style-type: none"> <li>•Our attached Educational Psychologist will assess children and advise us on appropriate support.</li> <li>•We have an ASD support worker who advises and supports us with our children on the autistic spectrum.</li> <li>•We access the East Sussex Language and Learning Support Service who assess, advise us on and support children with specific literacy problems.</li> <li>•ESBAS (East Sussex Behavioural and Attendance Service)</li> <li>•East Sussex Speech and Language Service support and advise us on children with specific speech and language issues.</li> </ul> <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 team are available for to talk to informally, if needed, at the end of each day. 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>All of our SEN data and information needs to be put on SIMS and class teachers need training into inputting meetings with parents, IEP updates etc.</p> <p>A number of our children with IEPs need now to be put on School Based Support Plans.</p>