

**Newlands Primary School,
Report to Parents on the
Implementation of the SEN Policy
2016 to 2017**

Children with special educational needs all 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 (2015) lies at the heart of the school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children.

The Code recognises that children learn in different ways and can have different kinds of SEN. Children with identified special needs receive intervention and are placed on the SEN register at SEN support. Where necessary, support and advice is sought from outside agencies to meet the needs of these children. If further support is required the school may request a statutory assessment of special needs, which may result in an Education, Health and Care Plan being issued to the child. Where pupils previously had a statement of educational needs these have all now been transferred to Education, Health and Care plans (EHCP).

Ofsted May 2017 Pupils who have special needs and or disabilities benefit from well targeted support from a range of carefully planned interventions and specialist provision. These fully meet the range of the pupil's needs, which, for a few, are very complex.

Data dashboard 2016

KS 2 progress was not significantly below average overall or for any prior attainment group in any subject value added was broadly average or above for disadvantaged pupils and those who have special educational needs.

Policy for Special Educational Needs.

The SEN policy was re written in September 2014 in consultation with staff and the SEN Governor following the change to the SEN Code of Practice. It was reviewed in July 2017 and will continue to be reviewed annually.

Number of Pupils with SEN.

The number of children with SEN fluctuates over the course of the year as children move up down and off the register or as children join the school or leave part way through the year. The changes brought in by the SEN Code of practice impacted on the number of children who meet the criteria for SEN leading to a reduction in our overall percentages. Although the overall percentage of children on the SEN register has reduced owing to the new criteria, the percentage of children with EHC Plans has gone up and there are several more at varying stages of the statutory process at this time.

July 2017	
SEN Support	16%
EHCP	3%
Total SEN for School	19%

Types of SEN

With the new Code of Practice the names for the High Incidence SEN changed slightly. Statements of SEN have now been replaced by Education Health Care Plans. All children at Newlands who had statements have had them converted to EHC Plans. These have the same legal status as statements but have the additional benefit of staying with a child, if necessary until they reach the age of 25.

July 2017	Communication and Interaction Including ASD	Social, Emotional and mental health	Cognition and learning	Physical Sensory or Medical	EHCP	Applications
	36	22	5	7	10	

Trends

The percentage of the school population identified as having SEN has reduced to around 19/20% owing to the new criteria for SEN since the introduction of the new Code of Practice. This is still higher than the national average. The school has a high number of children with EHCP's

Pupil Voice

All children meet with their class teacher where their targets are discussed. Where appropriate, pupils are invited to attend annual review meetings or to add their views to EHCP plans and reviews.

Progress.

	Reading	Writing	Maths
Year 6			
All children	6.7	7.1	6.7
SEN Support	6	6.1	7.0
SEN Support not including children awaiting EHCP	6.9	7	8

Attainment

By the end of the year in 2016-17, 75% of year 6 pupils on the SEN register were working in the year 6 band in reading, 25% of year 6 pupils with SEN were working in the year 6 band in writing and in maths it was 63%

Attendance

There has been an improvement in the attendance and punctuality of all pupils.

Exclusions 2016 to 2017

	Number of Pupils who received 1 or more Fixed term Exclusions
SEN Support	12
EHCP	0

Budget Allocation.

SEN funding (from a notional budget) is used to provide TA support in all classes, pay for 1 to 1 support for children with high levels of need, specialist resources and training, assessments by the Educational Psychologist.

Since April 2015 schools have also been able to apply for additional funding known as Higher Needs Funding where there is evidence that the cost of supporting a child in school exceeds the allocated funding for a child who is on the SEN register. It is intended that this funding will enable

children to be supported even if they do not meet the criteria for an Education Health Care Plan (EHCP)

Deployment of staff.

Mrs Simmons has responsibility for SEN, Inclusion and Pupil Premium children and has been SENCO since September 2012. She is a qualified teacher and has completed the National Award for SENCO's.

Year Group	Number of TA's	
R	3.5	
1	2	
2	2	
3	2	
4	3	
5	2	
6	2	
Galaxy Class	2	Children with complex needs
Butterfly Class	2	Children with complex needs

1 Senior TA works closely with Speech and Language Therapist on programmes for children with SALT programmes. Family Support is available through our Safeguarding and family Support Manager and our FLO.

The School also accesses support from

- Universal Speech and Language Therapy Service
- Specialist Teaching and Learning Service
- Fegans
- CAMHS
- Foreland Fields Inclusion Service
- St Anthony's Outreach
- Green Banks
- ITTACH

Transition

Starting school, moving to secondary school or changing classes can be an anxious time for many children. We liaise with feeder nurseries and onward schools to ensure that records and information are shared so that appropriate provision can be made. Within school extra provision is made for children who may find the change to a new classroom and teacher challenging.

Continuing Professional Development

- Staff regularly access training to support meeting the needs of children with SEN and recent whole school CPD has included.
- Story Writing
- Behaviour Management
- Questioning
- Behaviour for Learning
- Read Write Inc
- Attachment Disorder
- Assessment for Learning
- ASD
- Active Listening for Active learning
- Well being
- Precision teaching

In addition some members of staff have attended training in these areas

- Language for learning
- Boys learning
- Clever Fingers
- ASD
- Read Write Inc 1 to 1 training
- Nurture Group Training
- Speech and Language
- Dyspraxia
- Makaton
- Sensory Circuits
-
- Steps taken to prevent disabled pupils from being treated less favourably than other pupils include
- Inclusive ethos of school
- Accessible Toilet, ramps and accessible door ways.
- We have provided 2 Alternative Curriculum rooms one for Key Stage 1 pupil and 1 for key Stage 2 pupils to meet the needs of children with severe and complex cognitive needs. These rooms have high levels of adult support. Staff are supported by Specialist teaching services, educational psychology and speech and language therapists.
- visual timetables, visual cues and support in class,
- resource enlargement for children with visual impairments
- coloured overlays and exercise books
- Makaton
- Portable sound field systems in classrooms with children with hearing impairment
- Steps taken to make the school more accessible for child with visual impairment. Advice taken from specialist teaching services for visual impairments.
- Pastoral support plans are in place for pupils with social, emotional or mental health difficulties
- There are individual learning plans for pupils with severe and complex needs.
- Sensory circuits interventions have been started across the school for pupils with sensory processing difficulties,
- Clever Hands and Fizzy interventions are provided for pupils with fine and gross motor skill difficulties
- Speech and language interventions are delivered to pupils with communication difficulties.
- Accelerate/ accelewrite, TRUGs, precision teaching, read write inc and phonics interventions, Engaging Eyes are provided for pupils with literacy difficulties
- For children with SEN, the inclusion manager administers diagnostic assessments to identify areas of concern. Intervention is then delivered based on the findings of these assessments.

Parent and Carer involvement

Parents of children on the SEN register are kept informed about their child's progress and targets through parent consultations 3 times a year when the SENCo is available to talk about any areas of concerns. Individual provision maps are discussed with parents at these meetings.

Parents of children with an Education Health Care Plans are invited to an annual review and are formally asked for their views. Children also have an opportunity to express their views. Additionally the SENCO is always available to meet parents by appointment by telephoning the school 01843 593086 or by emailing d.simmons@newlands-tkat.org

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