

Redhills Primary School
Annual SEN report to Parents September 2019

As part of their statutory duties, governing bodies must publish information about and report on, the school's policy on special educational needs.

At Redhills Community Primary School we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. The policy is reviewed annually - most recently in July 2018. In addition, parents and visitors will be able to access the school's local offer which explains how we will ensure all our SEND pupils make excellent progress.

The Special Educational Needs Co-ordinator (SENCO) from September will be Mr William Jaworski and SEN Lead is Maddie Hughes the named Governor for ACE Multi-Academy Trust SEN is Philip Mantell.

Number of Children with SEN

In the academic year 2019/2020 there are 61 children identified as having a SEND, which is approximately 26.18% of children on roll.

These are made up of:

18 pupils have an individual Education Support Plan

7 pupils currently awaiting EHCP Assessment

36 children with SEN Support

Over this academic year we will be supporting them through specific, highly individualised intervention programmes. Some pupils have taken part in two or three different interventions, such as a Boxall Profile,

Progress of Pupils with SEN

All of the children who are currently receiving SEND support have made progress and they are working towards meeting their individual targets set out in their Individual Education Plans. Every term progress of children with SEND is reviewed and new targets are set for the next term. Data and results from class room assessments are also analysed alongside the more formal standardised tests we use. Parents are also informed of any intervention programmes their child is participating in and progress is reported regularly. At parents' evenings parents are able to book time to talk to the SENCo or SEN Lead and the class teacher about their child's progress. We have revamped our Treehouse Nurture provision this year. The Individual Education Plans show the interventions that SEN children receive, for those children with level 3 intervention there are regular multi agency meetings.

Impact of interventions

The results from recent spelling, reading and maths tests and the SAT tests have shown that intervention has had a positive impact in the school. All children who have participated in an intervention programme have made progress although some may still be below national expectation.

Attendance (at the end of 2018/2019)

The whole school pupil attendance is 95.03

The attendance of all SEN pupils is 93.34

Pupils with an EHCP 92.95

Budget Allocation

This academic year the SEN budget has been spent on:

Educational Psychologist

And TA 1:1 support salaries

Play Therapy

SEMH advice and Coaching

The Treehouse Nurture

Boxall Profile

Communication and Interaction Team

Assistant SENCo

Phonics

Speech and Language interventions

Courses:

- PSP Conference (Termly)
- Child Protection Training
- SEND Conference
- Boxall Profile training
- Attachment Mentoring Training
- SEN Network meeting
- PIPs training
- Timid to Tiger

Deployment of Staff and Resources

We currently have 20 teaching assistants employed at Redhills Community Primary School. All teaching assistants work with individual pupils or a small group of pupils, following a variety of intervention programmes. Not all pupils are on the SEN Register but have been identified as needing additional support in specific areas.

All teaching assistants receive appropriate training and resources. Currently most intervention groups run from 8.40am-3.00pm. Some pupils are supported in class. Some pupils are withdrawn during class time.

The SENCO and SEN Lead work alongside all teaching assistants and specifically those working with pupils with SEN. They assist the monitoring and assessing of pupils, collating results and data, as well as supporting teaching strategies for SEN children.

The SENCo and SEN Lead's main task is to oversee and coordinate SEN provision throughout the school. The SENCO or SEN Lead meets with parents, liaises with outside agencies, works with children, assesses children and completes paperwork ensuring the children receive the best support and provision possible. They also attend meetings and training and keep up to date with government requirements and changes regarding SEN. The SENCo or SEN Lead meet regularly with all staff to discuss pupil progress and the impact of intervention programmes.

The SENCO and SEN Lead look carefully at school data and use this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes.

Intervention programmes completed this academic year.

This year we have organised many different intervention programmes. These are listed below:

- Project X
- Phonics Intervention
- Chatterbox Group
- Read, Write, Ink for all Year groups
- Boxall
- Social Skills Group
- Life Skills Group
- Numeracy Support Group
- Individual 1:1 Reading
- Handwriting support groups
- Individual & Group SAL intervention
- Speech and Language Link

SEN Resources

Dyslexia Portfolio

BPVS

PAT-Phonological Awareness training.

Toe by Toe

Power of 2

Boxhall Profile

Communicate in Print

External Agencies

This year to date, we have worked with different agencies including the Educational Psychologist, Behavioural Support Service, Speech and Language Service, Occupational Therapist, Paediatrician, School Nurse, Speech & Language Therapist, Devon SEN Service, Early Help Team, Communication & Interaction, Play Therapist, Devon Inclusion Service, CAMHS, Inclusion service, Local Children's centres, Family Support services, Devon Family and Children's service, 0-25 team,

The SENCo and SEN Lead are now also working alongside colleagues from the Multi Academy Trust to implement the new changes in SEND, sharing ideas and working collaboratively is proving to be extremely successful.

Links to Secondary Schools

We work closely with Local Secondary Schools to ensure a smooth transition for our Y6 pupils. This included extra transition days and visits for pupils with their parents.

Staff Development

SENCO, Sen Lead, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources. Teaching assistants complete records about their intervention programmes and the progress their pupils are making. This is shared with the class teachers and parents ensuring we are all informed and working together as a partnership. This ensures everyone is fully informed and part of the SEND process in school.

Teachers and Teaching Assistants have had the opportunity to attend SEN courses and SEN professional development meetings. Teaching Assistants also have additional time in school for planning, record keeping and liaising with class teachers and the SENCo.

All training and courses attended have had a positive impact in school and supported children's needs. Professional development has provided TAs with the opportunity to

reflect on their practise and understand better the difficulties encountered for many SEND pupils.

Medical Needs

We have 29 children on our medical needs register with a variety of needs including food intolerance, more severe asthma and specific medical conditions. The details and medications for these children are included in our medical needs folder.

Disability Duty- Accessibility and Future plans

We currently have one child in school with a registered disability. Our Accessibility Policy can be viewed on our school website.