



Annual report to Parents on the Implementation of the Special Educational Needs and Disabilities (SEND)/ Inclusion Policy 2018/19

Schools have a duty to report annually to all parents on the provision for Special Educational Needs and Disability (SEND) and implementation of their disability equality scheme. 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 sets out the processes and procedures that all organisations should follow to meet the needs of children. At Christchurch Infants the SEN/Inclusion policy is in line with the current code of practice to ensure a graduated approach that recognises that children learn in different ways and can have different kinds of Special Needs.

In consultation with parents children with Special Educational Needs and Disability have been placed on the SEND register. Children are identified as SEND when they have an identified barrier to learning or are falling significantly behind their peers despite early intervention. Screenings have been carried out in school by trained members of staff to identify difficulties in speech and language, phonological awareness and coordination (gross and fine).

Some children receive additional support in class or attend intervention groups with planned programmes. This can also include support for speech and language or behavioural and emotional difficulties. When further advice is needed referrals are made to outside agencies such as the Speech and Language service or Educational Psychologist. Children who have been placed on the SEND register come under the category of SEN Support.

The member of staff responsible for Special needs/Inclusion is Mrs Darch who is the named Inclusion Leader. The governor with responsibility for SEND is Mrs G. Kemp

Policy

The SEN policy was last reviewed November 2017 .This continues to reflect the changes in the New Code of Practice which were introduced in September 2014. The website has been updated to reflect changes in the way schools show their school's local offer. The current number of pupils with SEN =53

Level of Provision	Foundation	Year One	Year Two
SEN Support	13	25	15
Statement (S)/Educational Health Care plans	2	1	4

The overall total of SEND pupils has decreased from last year. The main need of children on the special needs register is speech and language. Some children have also been placed on a monitoring

process known as concern. These are pupils who are not making expected progress despite intervention being in place. Children who are being monitored may have additional assessments to help identify any possible barriers to learning.

Type of SEN

The main need for pupils is speech and language. Other barriers to learning include Autism, global learning difficulties, Down Syndrome, sensory needs and traits associated with Dyslexia. Memory skills both visual and auditory have also been identified as a barrier to learning as well as difficulties with concentration and attention.

Annual reviews take place for pupils on an Educational Health Care plan on a yearly basis. Children contribute to annual reviews using a child friendly format. The inclusion leader has attended training on delivering Personal Centred reviews. Six pupils have been part of this process this year. Attendance is monitored on a regular basis and addressed by the head teacher. Links are made with the local locality team and the Pastoral Support worker when further support is needed.

Attainment and Progress

Foundation Stage

Attainment

In reading 33.3% of SEND support pupils reached end of year expectations against the profile. In writing 26.6. % reached end of year expectations and in maths 53% reached expectations.

Foundations SEND Support pupils made good progress in reading with 93.3% reaching expectations in progress. In writing 80% reached expectations for progress and in maths 93.3% made expectations in progress. Pupils with EHC plan made very good progress in reading and good progress in maths.

In Year One 27% of SEND pupils reached end of year expectations in reading. This was higher than last year. In writing 19% of SEND pupils reached end of year expectations. This was slightly lower than last year. In mathematics 31% reached end of year expectations for attainment which was higher than last year. 15% of SEND pupils taking the year one phonics assessment reached the pass mark this is lower than last year.

In year Two 42% of send Support pupils reached end of year National Expectations in mathematics. In reading 37% SEND support pupils reached National Expectations. In writing 21% of SEND Support pupils reached National Expectations. This was higher than last year. Pupils with Educational Health Care plans or statements made best progress in reading and maths. 75% of SEND pupils retaking the Year one phonics test passed in year 2.

Progress

Year 1 pupils have reached expectations for progress in reading and mathematics and are slightly below expectations for progress in writing. Out of 25 SEND Support pupils 88% reached expectations for progress in reading and mathematics and 68% reached expectations for progress in writing.

Year 2 SEN pupils have fallen below expectations in progress in reading, mathematics and writing. Out of the 15 SEND Support pupils 47% reached expectations for progress in reading and writing. In Mathematics 60% of SEND Support pupils met expectations in progress. Pupils with Education Health care plans have made good progress.

Exclusions

During the academic year 2018-19 there were no exclusions for children with an identified area of SEND.

Budget Allocation

The resource budget was used to buy See and Learn resources and additional resources for the Words First reading programme.

The deployment of staff is reviewed continually to ensure the right intervention and provision is provided for pupils to have the greatest impact on progress. During the year 9 teaching assistants have been employed to support the SEN children in the following ways.

- Leading intervention groups in writing, phonics and mathematics (1st class maths programme)
- Supporting pupils in class in literacy and mathematics.
- One to one provision for learning and behaviour needs for school plus pupils and pupils with statements or Educational Health Care plan.
- Leading phonological awareness programmes (Word Shark).
- Phonic Booster groups
- Supporting pupils at play times who have communication difficulties.
- Additional individual reading for target readers.
- Delivering speech and language programmes under the guidance of the speech and language therapy team.
- Learn to Move
- Communication programmes (signalong)
- See and Learn programmes.
- Words First reading programme
- Additional play time and lunch time support

Effective use of interventions, of the right duration and targeted at the relevant need, can have a significant impact on pupils' progress. Examples of this include pupils who have received support for Speech and language difficulties.

Teaching assistants do not solely support SEND children. In addition the school has a Specialist Teaching assistant who supports children for speech and language during the week following programmes from the speech and language service.

External Agencies

During the school year the following external agencies supported SEND pupils within the school

- Speech and language service.
- Educational Psychologist.

- Hearing support Service
- School Nurse
- Community Paediatrician.
- Occupational therapist
- SENNS
- Behaviour Support service
- Locality
- Portage
- School Pastoral Support worker
- Vision Support service
- Teacher for virtual school for Looked After Children

Transfer arrangements.

As a school we liaise closely with Christchurch Junior School to ensure a smooth transition for all our year 2 children. We understand that children with SEND can need additional support in transition to a new school setting. This has included additional visits at key times of the day, photographs of key places in the school and members of staff. In addition to this, meetings have been arranged between teaching assistants and teachers. The inclusion leaders from both schools have communicated to pass on information about SEND pupils to ensure that strategies are shared and appropriate support is continued to be received after transition. The Inclusion Leader from the Junior School has also visited pupils in class to understand support needs for Year three.

This year parents were offered the opportunity to take part in a transition project. An additional transition morning was also offered to SEND pupils.

We also ensure there are adequate liaison arrangements with other schools that children may go to and relevant information and assessments are passed on to receiving schools. This year arrangements were made for the Inclusion leader and school pastoral worker to visit preschools in the local area to ensure a smooth transition into school for SEND children starting in September. Transition meetings have also taken place, involving Pre-schools and outside services such as the Occupational therapist.

Staff development

Teachers and teaching assistants have attended continued professional development in the following.

- Additional training for Inclusion leader in the Annual review documentation.
- SENCO network meetings
- In house Speech and Language training. (on going throughout the year)
- Medical training for Epipen administration and Symptoms of Epilepsy.
- Numicon Training
- Signalong
- Attachment training

Parents of children on the SEN register have been kept informed of targets and progress through Support Plan meetings at least once a term and through an annual report and parent evenings. The inclusion leader is available to talk to parents and meetings have been arranged between parents

and the Educational psychologists. Parents of children with a statement or Educational Health Care plan are invited to attend annual review meetings and are formally asked for their views.

Children with Disabilities and Medical Needs 2018/19

All children with SEN, disabilities and medical needs take a full part in the academic and pastoral life of the school.

6 children with additional medical needs have health care plans completed with the inclusion leader and school nurse to ensure inclusion e.g. school trips. Staff have been trained in the supervision and administering of medication for these children. Additional training this year has included the use of Epipens, emergency procedures for children with epilepsy. Pictures of pupils who need urgent medical treatment are posted (with parental permission) on the first aid boards and staffroom.

Details of our Accessibility Plan and intimate Care policy are also available on the school website or from the school office.

Report completed July 2019