



SEN
Annual Report

July 2014



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1	<p>How does the school identify children with special educational needs?</p> <p>Quality First Teaching: 'The baseline of learning for <i>all</i> pupils'.</p> <ol style="list-style-type: none"> 1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. 2. Once a pupil has been identified as <i>possibly</i> having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. 3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. 4. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class. 5. Through the above actions it can be determined which level of provision the pupil will need. 6. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary. 7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school. 8. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference. 9. Pupil progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.
2	<p>How many children in the school have special educational needs?</p> <p>This year we have 3 children with SEN all of whom have a statement of special need.</p>
3	<p>How many children are being provided for at School Action, School Action Plus and School Action Plus Enhanced (SAPE)</p>
4	<p>How many children have met the exit criteria and no longer need that support?</p>
5	<p>What types of special education needs does the school currently need to provide?</p> <p>We provide support for children with Autism, Cerebral Palsy and Emotional Difficulties.</p>
6	<p>How are pupils with SEN ensured access to the curriculum?</p> <p>All of the children concerned are given 1:1 support to meet specific needs. Children are fully included in the school and the curriculum is tailored to their specific needs. Where appropriate individual requirements are met to ensure they are able to access the curriculum and are challenged accordingly.</p>
7	<p>What are the targets and outcomes for children with special education needs?</p> <p>The children are required to make the appropriate level of progress along with all children in the school. Children are set high and aspirational targets and are supported accordingly to help them achieve these, in a caring and supportive environment.</p>
8	<p>How is their progress monitored?</p> <p>As with all children in our school, progress is monitored on a termly basis. Targets are set and reviewed regularly targeting gaps in learning.</p>

9	<p>Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)</p> <p>There is a provision map in place which includes any pupil who is significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries. Various intervention support is put into place to ensure children make progress and gaps are addressed. IEPs are in place for those pupils whose needs need to be specifically met at School Action Plus or currently with a Statement of Need. For those children at School Action, group IEPs are in place and specific intervention and support is provided.</p>
10	<p>How are school resources deployed?</p> <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations <p>We currently have 6 LSAs who work 1:1 with pupils but also in group and paired work deliver intervention (Wave 2 and 3)</p>
11	<p>Are there any budget/resource issues in terms of SEN provision?</p> <p>The high level of children with statements as a percentage of the total amount of children does create challenges for the school budget. However the school is determined to ensure all children's needs are met.</p>
12	<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p> <p>There is provision for the new 2014-15 SIP to ensure that all staff have the appropriate skills to deliver high quality provision for all children with SEN.</p>
13	<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils <p>What does it say about supporting pupils in their transfer to and from other schools?</p> <p>The new SEN policy has been drawn up (Aug 2014) in line with current changes to the new SEN Code of Practice. This will be reviewed and monitored throughout the year due to the introduction of the new code.</p>
14	<p>Has the SENCO undertaken the necessary training?</p> <p>The Senco is currently studying for the NASC award. (National award for SEN Coordination).</p>
15	<p>Have the relevant staff members received appropriate training?</p> <p>At Allithwaite School, we endeavour to ensure the appropriate staff are attached to our children to meet their varied needs. Where appropriate staff are developed to ensure they have the necessary skills to fulfil their role. Eg, Level 2 Autism, Team Teach Training, Behaviour Programmes, Is Class Maths intervention training.</p>
16	<p>Which external agencies and support agencies are the school working with and how well is this working?</p> <p>We have worked closely with specialist teachers and teaching assistants, Speech and Language Service, School Nurse, SLRP counsellors, Health colleagues eg Occupational Health etc..</p> <p>This has proven to be an effective approach to ensure all the needs of the children are met, particularly when agencies are under particular resourcing pressures.</p>

17	<p>What communication strategies are in place for parents/carers of children with SEN?</p> <p>Parents have formal opportunities to meet with staff at parent consultation meetings. Where appropriate team around the family meetings enable colleagues and parents to ensure their needs are being met. The school also has an open door policy to enable parents of those children with SEN to engage on a needs led basis to ensure communication is good between school and families.</p>
18	<p>What is going well?</p> <p>The majority of our pupils with SEN are making good progress. Where parents are able to work closely with staff to reinforce strategies and build on the success of the children, the children make exceptional progress. We are also at a time of change and we are keen to ensure the many changes in SEN provision are planned for e.g. making changes to the IEP process.</p>
19	<p>What is going less well and needs to be improved?</p> <p>We are working hard to ensure that quality first teaching continues to enable children to be fully included in all lessons. After significant training we are also working hard to identify an increasing group of children with dyslexia, to enable them to meet their needs early in their educational journey.</p>