

Galampton Church of England

Annual SEN report to Parents July 2016

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

At Galampton Church of England 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 May 2016. 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 Mrs Katy Burns and the named Governor for SEN is Mrs.Kirsty Page

Number of Children with SEN

In the academic year 2015/2016 there are 15 children identified as having a SEND, which is approximately 7.5% of children on roll.

These are made up of:

11 pupils have an individual Education Support Plan

2 pupils currently have a Statement

2 pupils currently have an EHCP

Over this academic year we have supported them through specific, highly individualised intervention programmes. Some pupils have taken part in two or three different interventions, such as a social skills programme and a Read, Write Inc programme

Progress of Pupils with SEN

All of the children who are currently receiving SEND support all have made progress and they are meeting their individual targets set out in their Individual Support Plans. We know this as three times per year the 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 and the class teacher about their child's progress. We have introduced many new intervention programmes this Year including Read, Write, Inc., Maths catch up, Spelling support and social skills sessions. The information letter home to parents should inform both parents of what is actually being taught in intervention and teachers and teaching assistants will also give ideas as to how the pupil could be further supported at home.

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

The whole school pupil attendance is 95.32%.

The attendance of all SEN pupils is 94.3%

This figure is made up of statements (2) 97.5%

EHCP (3) 93.4%

School support 92%

These figures include a child on a part time

timetable whose attendance was 47%

There have been no exclusions of SEN pupils

Budget Allocation

This academic year SEN has spent:

£800-Read, Write, Inc resources

£1200- Educational Psychologist

£2400- SEN link advisor

£208- Dyslexia Portfolio kit

And TA 1:1 support salaries

Courses;

- SENCo support Network at PCC
- Child Protection Training

Deployment of Staff and Resources

We currently have 10 teaching assistants employed at Galmpton Church of England 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 11.30 and throughout the afternoon. Some pupils are supported in class. Some pupils are withdrawn during class time. Intervention programmes also run from 11.30am each day.

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

The SENCo's main task is to oversee and coordinate SEN provision throughout the school. The SENCO 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. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEN. The SENCo meets regularly with all staff to discuss pupil progress and the impact of intervention programmes.

The SENCO looks carefully at school data and uses 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:

- Maths Group Interventions for KS2 classes
- First Count at Number for Y2.3 children

- Fresh Start for Y6 reading support group
- Write Away for 1:1 support in Years 3-6
- Handwriting support groups in KS1
- Social skills sessions

SEN Resources

Dyslexia Portfolio

BPVS

PAT-Phonological Awareness training.

Toe by Toe

External Agencies

This year to date, we have worked with 10 different agencies including the Educational Psychologist, Behavioural Support Service, Speech and Language Service, Occupational Therapist, Paediatrician, School Nurse, Speech Therapist, Torbay SEN Service, Early Referral Team and Torbay Family Support.

We have also accessed support and advice through the Torbay SENCo support team which meets termly and the SENCo cluster meetings which are termly. We have also received support from the CAHMS team and from the Outreach team in Brixham. The SENCo is now also working alongside a colleague from Collaton primary school to implement the new changes in SEND Sharing ideas and working collaboratively is proving to be extremely successful.

Links to Secondary Schools

We worked closely with both Brixham and Paignton community colleges to ensure a smooth transition for our Y6 pupils. This included extra transition days in both schools and visits for pupils with their parents, PCC also ran a Summer school for those SEND pupils who required additional support.

Staff Development

SENCO, 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. These have included sessions on 'Removing Barriers' and, 'Effective Interventions'. 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 practice and understand better the difficulties encountered for many SEND pupils.

Medical Needs

We have 12 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 file in the First Aid room. Our School Health Policy can be viewed on our school website.

Disability Duty- Accessibility and Future plans

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