

BUCKSHAW PRIMARY SCHOOL



ANNUAL REPORT TO GOVERNORS 2017-2018

Implementation of the Special Educational Needs Policy 2017/2018.

The Special Educational Needs Policy has been reviewed and amended in September 2017.

SENCO Anne Hartle

SEN Governor: Jane Climpson

We have 57 pupils on the SEN register 11 of which are in the Nursery Class (July 17). We have 1 child with a Statement (no additional funding) which will be reassessed by SEN to change over to EHC plan this term.

We have 1 child with an EHC plan and 1 child who has had an EP assessment with a view to being assessed for EHC plan.

Actions taken as part of the school SEN provision

Training

- A. Hartle attends SENCO meetings each term.
- All class teachers wrote the new provision map with a view to include all interventions to begin in the spring term following teacher assessment in December. In the summer term teacher assessment was added to this to assess the progress SEND pupils along with the impact of the interventions on progress throughout school.
- This will be completed annually.
- All teaching staff will attend an INSET twilight on ASD and ADHD.
- All TAs will attend a half day course on the role of TAs in light of the recent changes to SEND.

Voluntary redundancy and staff reduction

- Following the reduction in staff we have still managed to provide each class with a TA. Unfortunately this means that some individual pupils will not receive the 1:1 support that school have provided in the past.

School continues to have an ethos of early identification of pupils with SEND.

The 4 areas of Special Educational Need are currently defined as

- sensory and physical,
- social, emotional and mental health,
- communication and interaction
- cognitive and learning

Following on from early identification specific intervention programmes are put in place when needed.

Reading / Writing / Maths.

- Better Readers is still used to boost pupils who are struggling to get to grips with reading. This programme runs for 12 weeks in all classes in KS1 and lower KS2 and is delivered by 2 specialist trained Teaching Assistants
- IDL (individual Dyslexic Learning) has been successful again this year and is run on a regular basis by Teaching Assistants. This allows staff to monitor reading and spelling regularly.
- The Key Stage 2 Nurture group continues to support pupils with emotional and learning difficulties. The work in maths and English is differentiated to meet the needs of some of our most vulnerable pupils. We use a multi-sensory approach to learning so that pupils learn using the learning style appropriate for them. Each session also includes individual daily reading along with Circle Time activities to encourage communication and social activities.
- 1:1 intervention from the Specialist teacher is delivered to pupils who need additional support in reading, writing, or social stories as part of their EHC plan or statement.
- We deliver Maths and English interventions for children in Y3 upwards who are operating at a lower level than expected for their year group. This intervention is delivered in small groups on Monday and Friday mornings by the class teacher or subject leader.
- In KS1 interventions include additional reading, Better Readers and Monday, Friday intervention maths and English groups for Y1 and 2 pupils.

Speech and Language

At Buckshaw there are a high number of pupils who require support with speech and language difficulties. Speech and language intervention and progress is closely monitored by the SENCo. Through the Children's Centre a part time Speech and Language Therapist will assess children's speech and language difficulties. Targets are then set according to individual need and updated regularly, as progress is often swift.

Speech therapy is currently delivered in school by an ELKLAN trained specialist Higher Level teaching assistant. Three Teaching Assistants are ELKLAN trained, one in the Nursery and the rest in school who provide reinforcement of the programmes in on a regular basis.

"Talk Boost" speech and language programme is used to improve language skills in

Foundation stage and KS1; it is has also been used in Nurture group in a small group setting. Any speech and language intervention can be delivered 1: 1 or in a small group.

Dyspraxia coordination and motor skill difficulties.

- Children with dyspraxia or other difficulties with motor skills, have access to sessions which target fine and gross motor skills. Specific programmes are in place with some of the children who require specialist occupational therapist support.
- Adaptations within the class are sometimes necessary e.g. the use of a pencil grip, left handed scissors, writing slopes etc.

Behaviour

Children who are experiencing problems with their behaviour can have access to a wide range of support including 1:1 work with our Learning mentor, Nurture and Counselling. School has the capacity to provide the Nurture Group for children to attend every morning.

School has a very clear, fair and consistently applied behaviour management system and policy. This is based on tick system and allows pupils to gain 'good weeks' and bronze, silver and gold certificates. This has a positive impact on the vast majority of our children and helps them make appropriate choices concerning their behaviour. School also employs a Learning Mentor who supports children with their behavioural and emotional needs, devising and delivering individual plans to suit individual needs.

All behavioural problems are monitored by the class teacher in a class chronology. If the Head teacher has to intervene to help support a child who is presenting challenging behaviour then this is recorded in the behaviour log which is kept in the head teacher's office.

On occasions it has been necessary to seek additional advice from Golden Hill Inclusion Service. This has allowed us to support pupils who have displayed behaviours which require specialist advice. Two children have received support from this agency over the last two terms. One in particular has needed a great deal of support and has now obtained a full time position at Golden Hill.

Autistic Spectrum Disorder (ASD)

In school we have some children who have diagnosed or undiagnosed ASD. We make reasonable adjustments to ensure that they feel safe and secure in school and have the opportunities that allow them to reach their full potential. In the case of children with high functioning autism then a carefully differentiated curriculum within the classroom will mean that they remain academically challenged. If a child with ASD is experiencing distress at any point in school then the behaviour team will support them

either informally or, if appropriate, more formally with a targeted programme of support from specialist teams at Golden Hill or Hillside specialist school.

This year we have seen an increase in pupil's requiring additional support with social skills. Mrs Tunnacliffe has been offering small group interventions to enable these children to express their feelings and emotions and share experiences with their peers. This is based on a SALT programme to enhance self-esteem.

Monitoring of SEN

SEN is monitored through school by the SENCO who updates the SEND register termly and plans interventions accordingly, however if it is deemed appropriate intervention does not need to wait until this update to be put in place.

- PIVATs, The Lancashire Tracker, Boxall Profile and IDL reading and spelling assessments are some of the assessment tools used by the SENCo to monitor progress within the intervention groups as they allow for the recognition of even small steps of progress.
- Regular timetabled meetings are held with TAs every half term to monitor progress along with appraisal during the Autumn Term when targets are discussed.
- The SENCo has an open door policy in the afternoon when Teaching Assistants can "drop in" and discuss any issues as they arise.
- Behaviour in school is monitored through the class 'Good Weeks' chart and termly reports.

The gap between attainment/progress of the most vulnerable pupils and their peers is identified early and support put in place, therefore the gap has been reduced, and significantly so in some cases.

Nationally, Statements have been replaced by Education Health Care Plans (EHC plans). We currently have one child with an EHC plan in school. However we have a view to seek EHC plans for a small number of other pupils in the future.

At Buckshaw Primary School all SEN children have full access to the after school clubs and breakfast club if they wish to attend any of these.

At Buckshaw Primary School, our school business manager is the designated person who has responsibility for attendance and has significantly improved the attendance and punctuality of children at school. This has been helped by an incentive system which rewards punctuality and attendance with recognition weekly in assembly. This has had a positive impact on children with all children including those with SEN as gaps in attendance can lead to gaps in learning and consequently affect progress.

Priorities for 2017/2018 in respect of provision for SEND pupils

- The SEN Policy will be reviewed and amended to reflect the changes to SEND through the Code of Practice 2014 and is published on the school website. Any subsequent changes will lead to an update of this policy at any given time.
- The SEN Information Report (incorporating the Local Offer) is published on the school website and has been amended to reflect current practice.
- The Behaviour Policy is reviewed annually and amended as required.
- To further improve the behaviour / self-esteem of some of our children through emotional literacy interventions.
- This document has been written in line with directed guidelines and will be updated annually.

School will continue to have a policy of early intervention for all our children with additional needs.

Date of report 20th September 2017

Anne Hartle SENCO