



Lainesmead Primary School

Annual Report of Special Educational Need and Disability Oct 2015-Oct 2016

Changes to SEND since Sept 2015

The New code of practise was published in Sept 2014 and stated it had a 3 year implementation period. Therefore, SEND is in a state of flux in many ways as the Local Authority (LA) continues to implement the code and the subsequent changes in turn affect Lainesmead practise.

Last year the LA made changes to the information required for all requests of additional funding for SEND pupils (now called high needs funding) and for requests for an Education, Health Care plan. The LA now require clear evidence to demonstrate additional and different support and the impact it has on pupil progress. This evidence is preferred in the form of an 'Early Help Record Plan' that has had at least two reviews. The LA also changed the way it its high Needs funding is given. The LA created a Banding criteria and monetary amounts of high needs funding are set against each band annually. It is the school's role to define and evidence which band best defines a pupil's need.

Since levels of attainment were withdrawn with the introduction of the new curriculum in September 2016, Lainesmead felt it needed to redefine the SEND criteria so that it spoke of working within or below certain year group expectations as opposed to levels. However, on reflection this approach does not truly support the new code of practise and was simply replacing the old levels with a new set of levelling criteria. From November 2016, decisions on whether a pupil meets the definition of SEND Support will be made as part of the ongoing graduated response of 'assess, plan, do and review' and consider if the pupil is making less than expected progress. Less than expected progress is characterised by the following:

- is significantly slower progress than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers.

At last years policy review a key change was to introduce formal progress review meetings for SEND pupils, three times per year. However progress meetings timings did not always allow for detailed discussions of all SEND pupils. Therefore from November 2016, SEND progress meetings will be timetabled in addition to the original progress meetings.

Due to changes in Lainesmead SEND criteria, SEND figures have increased over the last year as we identify SEND needs much sooner in Early years and Year 1. Lainesmead are keen for the graduated response to start as early in school life as possible and provide early help and intervention sooner .Hence overall SEND has increased from 11% to 17%. Plus the current figure includes all pupils who are receiving additional support for Social Emotional Health needs (SEMH) needs too.

SEND numbers over time (Number of pupils with SEND in October of each year).

	School Action	School Action Plus	Statement	Total	SEN % of the school
2011-2012	67	26	5	98	28%
2012-2013	43	24	6	73	21%
2013-2014	32	11	9	52	14%
2014 -2015	8	6	10	24	7%
Oct 2015	SEN support		5	44	11%
	39				
Oct 2016	SEN Support		5	69	17%
	65				

Staff mobility/ Deployment of staff

In September 2015 Lainesmead had 3 new Full Time Teaching Assistants (TA) in post. All participated in the TA Induction programme.

In December 2015, one TA left Lainesmead due to relocation. In the Spring one TA was appointed alongside a new member of staff as Higher Level Teaching Assistants.

In October 2016, one TA left Lainesmead to follow a new career path and a temporary TA employed until April 2016.

Training & resources

- Induction training for 3 TA's
- Speech and Language training for all Teachers
- Autism training for all Teachers and all Teaching Assistants.
- Purchase of resources to support motor skills.

Outside agencies

Some agencies remain statutory but others are part of traded services that the school pays for.

Table below

AGENCY	Number of Pupils supported	Traded Service (TS) -fee LA service, no fee (LA)
Hearing impairment Service.	3 Regular assessment & recommended targets for pupils. Reports produced after each visit for pupil file.	LA
Educational Psychologist	7 joint problem solving sessions to assess pupils and make suggestions for further /alternative support. 1 review meeting 1 statutory meeting for a Statemented pupil	TS LA- only for pupils with a Statement/EHCP that require additional assessment.

Speech and Language Therapists (SALT)	15 pupils to review, assess, update targets that the school can then put into place. Statemented pupils have 3 visits per year Non statemented pupils usually have 2 visits per year	LA
Tamhs	8 pupils over the course of the year. Attendance at EHRP meetings with PSA's & parents. Consultation sessions. Referrals to Community Paeds Varying amount of clinician time dependent upon need.	TS
Tamhs via GP/ Health referral	2 pupils.	LA
Nyland Outreach Team	X1 visits for x1 pupil.	LA
Autism Resource Centre	1 pupil had x1 session per week	TS Fee to school from delegated/ additional SENRAP funds.

Finance

- Historically all SEND funds (delegated and additional requested SENRAP funds) have been added to the school's main budget. In 2015-2016 discussions took place around which model to follow for future in order to be able to demonstrate clearly the deployment of SEND funds. From September 2016 it was agreed that SEND funds (excluding high Needs funding which is exclusive to individual pupils) plus some PPG funding, support the Teaching Assistant budget.
- TAs support all pupils including SEND and PPG in morning sessions and run intervention programmes primarily aimed at SEND & PPG pupils in the afternoon sessions. These intervention groups may also support other pupils who are not making expected progress. This model will be monitored by Mrs Chapman & Mrs Mepstead over the course of 2016-2017 to evaluate its impact.

SEND funds summary over time

	2014-2015	2015-2016	2016-2017
SEN delegated budget	95,487.00	89,774.00	83,721.00
SENRAP additional funds	15,600 (6 pupils)	14,340.00 (4) pupils	17,781.00 (6 pupils summer'16) (4 pupils sept'16 +)
Traded services	12,213.60	14,040.00	£15,740.00

The year ahead for SEND (16-17)

Key aims from our SEND policy & the SEND code of practise that will be a key focus are:

- ▶ ensuring early identification (from nursery to Year 6) and providing relevant support through our graduated response and the ASSESS , PLAN, DO, REVIEW process.
- ▶ ensuring participation by pupil, parent & practitioners via the graduated response and Early Help record plan process as necessary.
- ▶ SEND specific training on 'memory' by an Educational Psychologist.
- ▶ SEND specific training on 'motor needs' by a Swindon Occupational Therapist